

Procedures, Principles, and Priorities for Allocation of Space in Academic Affairs Division September 1998

I. Academic Affairs Space Committee

A. Composition of the Committee

The voting members of the Academic Affairs Space Committee will be comprised of one representative of each School (School Dean or designee), Graduate Dean, Undergraduate Dean, Dean of Extended Education (or designee), Director of Institutional Research, and the AOA for Academic Scheduling. The committee will be chaired by the Associate VP for Academic Programs.

B. Procedures for Resolving Space Issues

1. Any school or program that wishes to use instructional or non-instructional space that has been assigned to another school or program should contact the appropriate department, school, or program and attempt to arrive at a mutually satisfactory agreement in writing.
2. Where no mutually satisfactory agreement can be reached within a reasonable amount of time, the matter may be referred to the Academic Affairs Space Committee. The Space Committee will take into account the considerations listed in this document and, after giving all interested parties an opportunity to be heard, will make a recommendation in writing as to whether a reallocation of space is feasible and, if so, what form it should take.
3. The Vice President for Academic Affairs (or designee) will review all recommendations by the Space Committee. The final decision on allocation and resolution of disputes will be made in writing by the Vice President for Academic Affairs.

II. Policies for Space Utilization

Basic Principles

1. All space within Academic Affairs can be reassigned by the Academic Affairs Division--space does not belong to a particular school, department, or program.
2. Instructional and non-instructional space cannot be modified (shape, type of seating, remodeling to change function, etc.) without prior approval by the Academic Affairs Space Committee and, when changed in function or FTES capacity, campus and CSU system offices of Physical Planning and Development.

3. Scheduling of classes will be based on programmatic need, space availability, student need, and availability of faculty.
4. Classrooms and labs will be traded and shared when appropriate. Trades should be done within first within the School and secondly across schools.

B. Priorities for Assignment and Use of Space in Academic Affairs

1. State-supported FTES generating courses
2. Support for instruction and research, including administrative space and faculty offices
3. Funded research and faculty development
4. Non-funded research and individual projects, journals, academic organizations, file servers, etc.
5. Advising, outreach, development activities
6. Student activities, clubs, organizations
7. Non-credit courses and programs offered by Extended Education

C. Criteria/Factors for the Distribution of Instructional and Non-Instructional Space

Generally, decisions to allocate space should be based on examination of current practices, CSU formulas, programmatic needs, availability of space, current configuration, and proximity to support functions. The following are examples of issues to be considered (**not arranged in priority order**):

1. Current practice and programmatic need
2. Basic space entitlement as determined by CSU system space formulas
3. Utilization rate for type of classroom/lab
 - percentage of rooms and sections used
 - percentage of seats filled
 - appropriate utilization of type of room
4. Scheduling pattern needs based on time of day and days of week
 - use of assigned space distributed over 8:00 a.m. to 10:00 p.m. M-F
 - weekend use
 - use of non-traditional formats, distance learning, web-based, etc.

5. Justification of specific programmatic need by school/department/program for specialized facilities, for example:

- science labs
- art studios
- music ensemble rooms
- drama, dance, and music rehearsal space
- computer labs
- activity space for FTES generating courses
- storage space for instructional materials in room or nearby

6. Equity of distribution based on programmatic need. Issues to consider include:

- changing enrollment
- program FTES
- cost of reconfiguration and remodeling
- proximity to technical support, supplies, school/department offices,

etc.

D. Appropriate Use of Instructional Space

1. Lecture/seminar rooms

Classrooms should be scheduled by the College Schedule Coordinator for standard times unless justification is provided and prior approval is given. Nonstandard scheduling in 4-hour blocks of time or for compressed schedules, such as five-week terms, should be carefully done in order to make the fullest use of space.

2. Large-auditorium classrooms (over 120 student stations)

Efforts should be made to maximize the FTES-generating potential of large-lecture rooms. Programs with demonstrated potential of high enrollments should be given a high priority in terms of access to time slots in large lecture rooms. Room assignments should facilitate a balance of offerings between schools and interdisciplinary programs, and among morning, afternoon, and evening programs.

3. Instructional Computer Labs

Courses with substantial computer components, including courses with computer laboratories and activities and computer-mediated lectures, workshops, and seminars, should be given priority in the assignment of instructional computer labs. Open lab use of instructional computer rooms is permissible after credit-generating course work has been scheduled.

4. Self-Instructional Computer Labs

Self-instructional computer labs are considered “non-capacity” space. Scheduling of FTES generating courses in these rooms should be minimized . These rooms are primarily for student use in doing out-of-class assignments and projects. FTES generating computer labs may be scheduled in them only when no time slots are available in appropriate instructional computer labs.

5. Electronic Classrooms.

These rooms are used for instruction which integrates lecture/discussion with electronic presentations/demonstrations and uses computers and other electronic media. These electronic classrooms (which are sometimes referred to as Smart Classrooms) should be used primarily for lecture courses that have an electronic component at the core of the curriculum.

III. Procedures for Space Allocation

A. Reallocation of Instructional Space:

Normally reallocations of rooms will be done during the fall term for the next academic year. Space requests may be made at any time, but ideally should be submitted in October of each year.

B. Record Keeping

The Academic Affairs Space Inventory should agree with Chancellor’s Office data wherever possible, and should be updated each year. Discrepancies between campus and Chancellor’s Office records should be explained and reconciled.

C. Assignment of Classroom Space

The goal of the Academic Affairs Space Committee is to provide an equitable distribution of classroom space among departments and programs in Academic Affairs. While it may be preferable to have lecture space reasonably proximate to labs, faculty offices, and other support facilities, such issues will be given substantial priority only when strong needs are clearly documented; e.g., use of lecture demonstrations requiring quantities of electronic equipment that do not transport well across campus, especially under conditions of wind or rain.

Utilization of instructional space should be analyzed annually or upon request for a specific allocation or reallocation. For this analysis, the following issues will be considered:

1. Entitlement according to Chancellor’s Office formulas, actual amounts assigned in each category, and CSU system’s room classification. For academic programs, entitlement will be calculated based on the immediately prior full year FTES and realistic projections for program growth relative to other

academic

programs competing for space.

2. Specific programmatic needs, especially in terms of academic programs.
3. How space currently is configured to meet specialized needs, e.g., art, science, music, dance, labs, and studios.
4. Availability and timing of funding to convert space from a less needed functional type to one more needed.
5. How space is currently shared and how enhanced sharing might satisfy specific programmatic needs.
6. Proximity of assigned or prospectively assigned space to related functions and the relative importance of such proximity; e.g., labs in relation to stockroom and other support services.

D. Assignment of Computer Labs

Computer laboratories should be assigned equitably among departments and

programs. Wherever feasible, computer laboratory space should be also be shared, and preferably among departments and programs within the same school. Allocation and shared-use of computer laboratories should take into account the

following:

1. The laboratory's disciplinary specialization, including the capacity of the laboratory equipment to accommodate extra-disciplinary other specialized software.
2. The course's mode of instruction. Courses with computer lab components should normally receive first priority. Next in priority would be lecture courses with consistent need for computers and which integrate electronic presentation into the general structure of the lecture. These types of courses may be scheduled in computer labs if electronic classrooms are not available.
3. The room's space usage patterns.
4. The host department or program's investment in hardware and software.
5. For shared facilities, the sharing of costs for maintenance and wear-and-tear, the costs for staffing and technical support, and security concerns (including preserving the integrity of alarm systems)

E. Assignment of Lecture/Seminar Space During Schedule Building.

Use of lecture/seminar space assigned to a particular school is restricted from use by other schools during the initial three-week schedule-building period each term. After the initial building period, all lecture and seminar space assigned to a school or program is available for use by other schools or programs.

F. TRACS Registration

After TRACS registration is complete, courses with low enrollments may be reassigned based on enrollment to rooms with more appropriate room size. The previous rooms may then be assigned to courses that have closed and thus have demand for the larger room.

Approved by Academic Affairs Council September 2, 1998

Vice President for Academic Affairs

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J.E.P. 8/19/98