Report
Ad-Hoc Committee on Classroom Space and Infrastructure

December 13, 2018

Voting members:

Carol Apollonio, Slavic & Eurasian Studies (CSI Chair)
Steffen Bass, Physics
José M. González, Classical Studies
Catherine Mathers, Cultural Anthropology/ICS
Martin Miller, History
Christina Williams, Psychology & Neuroscience

Ex officio:
Edward Gomes, Senior Associate Dean, Trinity Technology Services
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Kim Travlos, Undergraduate Program Coordinator, Department of Romance Studies
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TRINITY FACULTY’S FAVORITE CLASSROOMS and CLASSROOMS OF SHAME

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INTRODUCTION and CHARGE

Goal no. 4 of the Academic Strategic Plan states Duke’s commitment to “create a supportive environment for research, learning, and academic communities” (p. 65). To facilitate community life beyond the classroom, the Plan envisions the creation of “collision spaces” that foster inclusive learning communities through “serendipitous interactions” (p. 12). Such interactions complement, but can never replace, the fundamental and pervasive regularly scheduled teaching and learning that happens in classrooms and laboratories all throughout the campus. These spaces give essential support to the central pedagogic mission of Trinity College of Arts & Sciences, namely, to “provide a superior liberal education to undergraduate students” [1]. The Strategic Plan recognizes that, in order to build a thriving academic community, Duke “must continue to [invest heavily in academic space], particularly in terms of updating our classrooms.” For this reason, it pledges that “we will build toward the goal of having all classrooms support 21st century pedagogies. Classrooms should facilitate flexible, technologically-enhanced teaching and learning and be able to capture and disseminate digital content. They should also facilitate movement between large- and small-scale learning activities, and allow for blended classroom opportunities” (Strategic Plan 68–69).

Visitors to our campus are likely to be struck by the amount of new construction. Examples include the recently upgraded Wallace Wade Stadium on West and the athletic fields on East; state-of-the-art dining and gathering spaces in the Brodhead Center; the newly opened Rubenstein Arts Center; the Wellness Center; high-quality dorms like Trinity Hall on East and the new facilities under construction on West; upgrades to the Bryan Center; and the Karsh Alumni and Visitors Center, to be completed in 2019. These beautiful spaces surround students with comfort and impress donors and visitors alike.

In recent years, the Law School, Pratt, Fuqua, and Nicholas School (whose Grainger Hall opened in 2014) have also benefited from large investments in new facilities and upgrades to the furniture and technology of their meeting venues. By contrast, the spaces where Trinity College seeks to impart its “superior liberal education” lag far behind, with few exceptions like The Link that can accommodate no more than a handful of courses each semester. Administrative priorities for physical spaces on and off campus have reflected a focus on teaching and learning outside Trinity classroom walls. Co-curricular pursuits, service learning, study abroad, DukeEngage, online initiatives, and the Innovation and Entrepreneurship Initiative are all part of this trend; so also are off-campus spaces like the Duke Campus Farm.

As Trinity College strives to deliver 21st-century pedagogies of superior quality, it must refocus its infrastructure priorities on the physical spaces where it carries out the main thrust of its pedagogic mission. Trinity faculty must participate fully in decisions relating to their classrooms and labs. In order to address the relationship between teaching spaces and the central mission of the College, and with a view to strengthening faculty governance, in September of 2018 ECASC established with the Council’s concurrence the Arts & Sciences Ad Hoc Committee on Classroom Space and Infrastructure (CSI).
The Committee was charged with:

1. Gathering information about the university’s decision-making process related to classroom space and infrastructure;
2. Clarifying the faculty role in that process;
3. Gathering faculty priorities and concerns relating to our teaching spaces;
4. Providing by December 10 key desiderata and recommendations to the A&S Council, the Deans’ Cabinet, and the Registrar’s office.
5. Additionally, the Committee hopes to establish standing procedures and mechanisms for incorporating faculty input into the management of, and future plans for, classroom spaces and infrastructure by the university administration.

SUMMARY OF WORK, SEPTEMBER-DECEMBER 2018

- The CSI committee met four times over the fall semester (9/26, 10/17, 10/31, 12/5). At Council meetings on 9/27, 10/11, and 11/8 we provided updates on the progress of our work and solicited input from all units.
- At the 9/27 meeting, Jerry Conrad (Trinity Director of Facilities), Ed Gomes (Senior Associate Dean for Trinity Technology) and Frank Blalark (University Registrar) gave presentations on the nature of their work as it pertains to classroom space and infrastructure.
- Dean Gomes and Facilities Director Conrad also attended CSI meetings and provided additional input relevant to our discussions.
- Between November 19 and November 28, the CSI, assisted by Matt Serra, Director of the Office of Assessment, surveyed faculty attitudes about classroom space and infrastructure. The results of the faculty survey are summarized below, and the full survey results are appended to this report (APPENDIX A).
- Calls for feedback from faculty through Council representatives yielded a comprehensive set of detailed comments, complaints, and suggestions, which are summarized below and appended to this report (APPENDIX B).
- Learning at Duke is a collaborative process between faculty and students. Supporting our efforts, DSG conducted a survey of students between November 19 and December 4. The results of the student survey are appended to this report (APPENDIX C).
- A list of rooms the faculty consider their best and worst classrooms is appended, along with photos of the best and worst overall, is appended to this report (APPENDIX D).
SUMMARY OF RESULTS AND RECOMMENDATIONS

We believe that Duke’s focus on learning outside the classroom has led the administration to de-emphasize regular teaching facilities. Recent investments in spectacular new spaces on campus aim to support unplanned learning and to provide for the physical, emotional, and social wellbeing of our students. On-campus infrastructure specifically designed for their intellectual development has not been similarly supported. The building of a robust academic community will stand or fall with the quality of our classroom instruction. Current classroom configurations, equipment, aesthetics, locations, furnishings, and built-in technologies are often inadequate for the needs of our faculty and students. In order to advance Trinity’s core intellectual mission, this Committee strongly recommends that the College incorporate faculty voices in the design and execution of planning and policies for classroom spaces. The Committee further recommends the implementation of regular “classroom evaluations,” to be offered through DukeHub at the end of the semester. These evaluations should be drafted to provide high-quality, fine-grained input by faculty and students on classroom maintenance and upgrades; it should also serve to inform the design of new classroom facilities.

Additional specific recommendations related to Space (Control, Size, Amount), Furnishings, Technology, and Distractions (HVAC, electricity, light, noise, etc.) are provided in the sections addressing these issues below.

Charges 1 and 2: Information Gathering (Administrative Procedures and Faculty Role)

Dean Gomes, Registrar Frank Blalark, and Facilities Director Jerry Conrad provided overviews of their responsibilities and procedures at an A&S Council meeting on September 27, 2018. Dean Gomes and Director Conrad also attended CSI committee meetings and provided ideas and information invaluable to our Committee’s work. Currently, decisions about classroom spaces are divided between four administrative entities: Registrar, Facilities, Technology, and FMD. This will not change. These offices perform complex functions with long timelines, and do so very efficiently. Our information gathering confirms that, as things stand, faculty priorities are not integrated into the planning process in a deliberate and systematic way. The absence of faculty voices in the process of designing, upgrading, furnishing, and outfitting classrooms has negatively impacted our ability to teach effectively in the spaces where we meet.

A major challenge for all four administrative siloes is to ensure that the teaching and learning needs required by Trinity’s pedagogic mission determine decisions about classroom spaces and infrastructure without disrupting the efficient flow of administrative decision-making and the schedules for the construction, renovation, and upkeep of relevant infrastructure. We offer below suggestions both for the short term (which can make a difference as soon as next year) and for the long term.
Charge 3: Gathering Faculty Priorities and Concerns

SURVEY OF FACULTY

One hundred and forty-five faculty from the Art & Humanities (40%), Social Sciences (26%) and Natural Sciences (34%) generously responded to the survey. Not surprisingly given this breakdown 48% typically taught classes of 18 students or less, while 31% taught classes with 19-59 students. A combined 21% taught classes with more than 60 students. Respondents were most likely to teach a seminar style class (50%) or a lecture (19% for small groups; 64% for larger groups). Please see Appendix B for detailed results.

The results about what made classes good or bad for teaching in these different formats supported much of what we had learned in earlier conversations with faculty. Furnishings were the primary reason why faculty like (22% for seminars; 23% for lectures) or do not like a class (20% for seminars; 17% for lectures). These concerns reflected both the fit between style of teaching and kind of furniture and the quality, design and maintenance of furnishings. The larger the class, the more important good or bad technology became, though our numbers are quite small for these classes. Aesthetics and Atmosphere were important as well across all class sizes and styles, not so much in terms of what made a good classroom but what made a classroom bad. Faculty clearly valued classes fairly close to their offices but overall furnishings, class shape and aesthetics and technology mattered more. Twenty-Seven students, primarily freshmen, responded to a short survey sent out by the DSG. They were also consistently primarily concerned with furniture. Faculty and students alike do not want small desks and especially ones attached to chairs. There was consensus as well that a seminar or discussion-based class occurs ideally around a large oval or circular table. Movable and adaptable furniture made for better experiences for larger classes. An element that had not come to the fore in previous conversations was the shape of the classroom. Bowl or oval or U shaped, classroom, and slightly stacked classroom are popular while long narrow and/or windowless classes are very unpopular. Students highlighted the importance of accessibility getting into classrooms but also in terms of comfort.

INFORMATION GATHERED THROUGH THE COUNCIL AND CSI

Throughout the fall semester, Council representatives and CSI members gathered faculty comments and complaints from their units. Additionally, faculty present at the 9/27 Council meeting raised specific points of concern. The units that responded are listed here; their detailed comments are summarized below and provided in full in Appendix A.

1. Physics
2. Slavic & Eurasian Studies
3. Pratt School of Engineering (provided input but was not surveyed)
4. Psychology and Neuroscience
5. Economics
6. Math
7. International Comparative Studies/Cultural Anthropology
8. Religious Studies
9. Literature
10. Music
11. Innovation & Entrepreneurship
12. History
13. Classical Studies
14. Art, Art History and Visual Studies
15. Arts of the Moving Image
16. English
17. Asian and Middle Eastern Studies
18. Political Science
19. Romance Studies
20. Biology
21. Army
22. Thompson Writing Program
23. Statistical Science
24. Theater Studies
25. Dance
26. Evolutionary Anthropology
27. Germanic Languages and Literature
28. Gender, Sexuality and Feminist Studies
29. Chemistry
30. Computer Science

SUMMARY: The concerns below were provided directly to the Council and to the CSI and have been grouped as much as possible under the relevant administrative entities.

I. A. SPACE (control, size, amount); B. Location; C. Administration; Organizational Considerations (handled by the Registrar, Departments, and other administrative offices).

SUMMARY: Apart from actually upgrading/improving physical space, a lot of issues that have come up revolve around organizational processes of requesting and allocating available space. Faculty satisfaction can be significantly improved if these processes are clarified and improved. This will require a conversation (and possibly some changes in terms of IT tools used) with the Registrar’s office.

A. SPACE (Control, Size, Amount)

- Control of space #1: departments that have specialized teaching space (labs w/equipment) would like to retain control over that space to ensure proper scheduling of those classes that can make use of that space; this really pertains to space that is not suitable for “generic” instructional purposes [Physics, Music]. A possible solution would be to reserve these classrooms in the Registrar’s system for the respective departments
and only open them up to the general pool after a certain cut-off time (e.g. 2nd schedule iteration)

- Control of space #2: many departments (faculty, DUSAs) are unaware that they can request specific classroom space from the Registrar. This policy and how to act upon it needs to be communicated more clearly and regularly to faculty and administrative staff
- Need more spaces for ancillary teaching functions (grading, office hours, make-up exams) [Econ]
- Need more classrooms in general [Math, Physics, Psych, Econ], in particular space for small to medium size classes and seminars (18 < enrollment < 30)
- ad-hoc break-out spaces: Consider allowing some adjacent collision spaces to be used at popular class times for break-out sessions for big lectures.

B. LOCATION

SUMMARY:

- Departments/programs all request to teach classes near their location – need to set up a policy that prioritizes these space allocations
- Teaching in Trent suffers from bus scheduling and lack of student infrastructure (e.g. dining)
- If possible, schedule certain introductory classes (W 101, Math, Foreign languages) on the campus (East, Central, or West) closest to their Departments, or at least enable individual instructors to have designated classrooms on one campus.

C. ADMINISTRATION; ORGANIZATIONAL CONSIDERATIONS

SUMMARY:

- Teaching spaces that can be requested from the Registrar need to be better classified, e.g. (a) lecture hall, (b) seminar, (c) TBL/team work, (d) Photo/Video color-accurate AV
- Develop policies and SOPs that involve the faculty teaching classes in the (re)design of their class room spaces
- Control of space #3: can departments “own” a space (i.e. control scheduling) and what are the ramifications? Is there a clear policy for departmentally owned space across A&S?
- Can the scheduling/allocation process be improved/streamlined? (both Registrar and 25live)
- Create a catalog of available class rooms and their features to educate departments on availability of space
- Improve flexibility of scheduling system: consider designating certain large required classes for unpopular times - this could improve room utilization and provide greater flexibility for students in their schedules
II. FURNISHINGS: configuration; non-technology-related equipment and supplies (including maintenance/repair) (primarily handled by Facilities)

SUMMARY: Duke faculty are passionate about teaching and highly innovative in their methodologies, but classroom furnishings often hinder effective teaching. Not a single Duke faculty member responded with a request for furniture and space that supports “silent listening.” Even in lecture classes, we move about the classroom and structure our classes around team-based learning. Group work is typical for seminars, writing, foreign-language and many other courses. The Schools (Sanford, Fuqua, Law, etc.) far surpass Arts and Sciences in the quality of their classrooms and furnishings.

A. GENERAL FURNITURE

SUMMARY:

- No more desks with slanted arm tables.
- Need flat tables.
- Provide all classrooms with a good flat “front table” for instructors and good-quality lecterns with storage shelves.
  - Work to make the furniture fit the room and the pedagogy.
- Avoid over- or under-furnishing classrooms.
- Faculty and students need to move around.

B. MOVEABLE FURNITURE

SUMMARY: Strong faculty consensus favoring moveable, light, durable furniture.

C. MOVING FURNITURE: A LABOR PROBLEM

SUMMARY: Moving furniture is labor-intensive. Work through proper channels to solve the problem. Can someone be available between classes to help with furniture?

D. WHITEBOARDS/SCREENS/BLINDS/SUPPLIES

SUMMARY: Some of these recommendations can be implemented as soon as summer 2019 by shifting minor budget lines (this should not entail new expenditures); perhaps some aesthetic upgrades can be postponed in favor of meeting these immediate needs. Include housekeeping staff in conversations with faculty about classroom maintenance.

Consult with faculty and departments before making decisions about classroom supplies.

Need more whiteboards (or blackboards) in all classrooms. Additional whiteboards should be installed on available blank classroom walls.

- Some faculty feel very strongly about needing blackboards (chalkboards)—do not replace them with whiteboards.
• Do not replace any existing boards with glassboards.
• Provide additional mobile white/blackboards to classrooms (or Departments that
  “own” them).
Need good chalk/marker trays and a never-ending supply of chalk and markers and
erasers/cloths.
• Ensure that drop-down screens do not cover boards.
• Classes that show films need reliable blinds/blackout curtains and lights. Make it a
  priority to install blinds with thorough coverage for classrooms where films are shown.
• Never install a clock in the front of a classroom.
  Consider introducing housekeepers to faculty at the beginning of the semester to
  establish good relationships and lines of communication. Adjust housekeepers’ roles to
  support the physical needs of classrooms to support pedagogy.
  Ensure that staff thoroughly clean whiteboards and blackboards daily M-F
  Ensure that all classrooms have trash cans and recycling bins.

E. SIZE/CONFIGURATION/SPACE

SUMMARY: Appropriate classroom size and configuration are essential for good teaching. All of the issues listed below hinder our ability to teach effectively:

• Matching classroom size with the needs of particular classes is a challenge. Rooms can be too large or too small.
• Configuring large lecture classes to nurture TBL is a priority but tiered lecture halls can make group work difficult.
• Furniture can be a bad fit for the classrooms.
• Some concerns here overlap with those having to do with a need for moveable furniture.
• Consider the possibility of commandeering adjacent non-classroom “collision spaces” for breakout sessions and group work.
• Sight lines in certain rooms are a problem.
• Some Departments need classrooms that can hold special supplies (demo collections, etc.)
  generally, a wide variety of spaces is needed - a few “traditional” classrooms (no technology, chalk boards, traditional furniture) should be retained on each campus for those faculty who prefer to teach in these

F. DISABILITY CONCERNS/SECURITY

SUMMARY: Ensure that sufficient classrooms are handicap accessible (on East, Central, and West) to meet need. |Work with Campus Security to update classrooms to comply with security guidelines.

G. STATE OF REPAIR.

SUMMARY: Basic maintenance and supply seem to lag in particular in Arts classrooms and practice rooms (Music/Theater).
H. AESTHETICS:

SUMMARY: Who is deciding the aesthetic choices in our classrooms? Ensure that faculty make all decisions as to aesthetics of classrooms (colors, carpet, décor). Do not throw away the baby with the bathwater; before converting and modernizing all classrooms to a 21st-century sterile, tech-oriented model, consult with faculty who teach in these spaces. Preserve some classrooms of a classic look—paneling, large seminar table, rugs, etc. (models: East Campus Parlors; Lilly and Perkins/reading rooms, etc.).

III. TECHNOLOGY (including maintenance/help) (handled by TTS [Trinity College of Arts and Sciences Office of Technology Services])

SUMMARY:

- Display tech support contact information clearly in all equipped classrooms.
- IT help staff should respond promptly to emergency calls for help.
- Some classrooms lack adequate tech equipment (projectors/audio/recording).
- Need more user-friendly technology. Uniformity could encourage adoption of technology.
- Regularly test and maintain existing equipment (audit frequency).
- Properly equipped classrooms should be assigned to courses that actually need them.
- Need effective control of lighting for visibility of projections (working shades and adjustable artificial lighting). Projector bulbs are often too dim.
- Build in tech equipment so that laptops are optional.
- WIFI signal is not adequate throughout A&S classrooms.
- Provide ways to restrict students’ internet access.
- All buildings should have ePrint.
- Provide region-free DVD players and HDMI cables in every classroom.
- Provide all necessary attachments (new Macs need special adaptors, etc.).
- Cords should be longer and have adapters for newer pc/apple laptops.
- Need a few classes equipped for collaborative tech pedagogy.
- **Soc Sci 139** is the focus of much criticism.

IV. DISTRACTIONS: HVAC/light, Electricity, Noise, Room Problems hindering effective teaching and learning (handled by Facilities Management Department [FMD])

SUMMARY: Utility noise, heat and cooling systems, classroom acoustics, and noise outside the classroom can hinder effective instruction. Lighting can also be a problem. Some recent renovations that seem to have been done for purely aesthetic reasons are particularly problematical. Immediately add categories to design requirements for new (and renovated) classrooms: eliminate noise; ensure clear sight lines; Always consult with faculty using specific spaces before undertaking classroom renovations and repairs in those spaces.
VISUAL IMAGES (sent by one of our faculty respondents):

FLIPPED CLASSROOMS: There are nice examples of such classrooms in a variety of universities, here are a few:

- https://cei.umn.edu/teaching-active-learning-classroom-alc
- https://innovate.umass.edu/team-based-learning-classrooms/

DSG SURVEY OF STUDENTS

Between November 19 and December 4, DSG conducted a survey of students. Results of the survey concur with those gained from the faculty survey and information gathering. The full DSG survey is provided in full in Appendix C.

Charge 4: Providing by December 10 key desiderata and recommendations to the A&S Council, the Deans’ Cabinet, and the Registrar’s office. This charge is fulfilled with the submission of this report.

Charge 5: Recommendations for establishing standing procedures and mechanisms for incorporating faculty input into the management of, and future plans for, classroom spaces and infrastructure by the university administration. Recommendations should be determined by Arts & Sciences faculty through discussion of the conclusions of this report.

TRINITY FACULTY’S BEST CLASSROOMS AND CLASSROOMS OF SHAME

The attached spreadsheet includes only the rooms that were identified in the survey. If room numbers weren’t specified and we couldn’t figure out what the respondent was referring to, we left it out. Numbers in parentheses are the number of times the room was mentioned. Yellow highlights point out worst rooms mentioned most frequently, green highlights the best. (see file)

The attached photos supply good visuals of some faculty complaints, as well as featuring room styles that work for larger lecture style rooms. (see file)

BEST CLASSROOM, 18 students or fewer:

Social Sciences 105

CLASSROOM OF SHAME, 18 students or fewer (A three-way tie):
Gray 220  
Languages 320  
Old Chem 003  

BEST CLASSROOM, 19-59 students:  
Old Chem 116  

CLASSROOM OF SHAME, 19-59 students:  
Gray 228  

BEST CLASSROOM, 60-99 students:  
Old Chem 116  

CLASSROOM OF SHAME, 60-99 students:  
Social Sciences 136  

BEST CLASSROOM, 100 students or more:  
Physics 128  

CLASSROOM OF SHAME, 100 students or more:  
Social Sciences 136  

ACKNOWLEDGMENTS:  
Special thanks to Saheel Chodavadia, Matt Serra, and Evan Widney
APPENDIX A: SURVEY OF FACULTY

(attached)

Additional faculty comments sent in after doing the survey:

1. I completed the survey but wanted to add that proximity to my office was not in my top two criteria only because ALL my classes are generally close to my office (i.e. somewhere on East). It’s probably actually the single most important factor for me. It’s much more challenging for me to teach on a different campus.

2. Thank you for advising me that this survey was coming. I noticed there was no opportunity therein to discuss chalkboards and blackboards. Do you have a mechanism by which my preferences and usage of chalkboards and blackboards could be incorporated into the facilities planning going forward?
Q2 - To begin, please indicate the divisional membership of your primary academic department within the Trinity College. If you are unsure of the divisional membership of your primary academic department please consult the Trinity College website by clicking here.

<table>
<thead>
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<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Arts &amp; Humanities</td>
<td>40.00% 58</td>
</tr>
<tr>
<td>2</td>
<td>Social Sciences</td>
<td>26.21% 38</td>
</tr>
<tr>
<td>3</td>
<td>Natural Sciences</td>
<td>33.79% 49</td>
</tr>
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Showing rows 1 - 4 of 4
Q3 - With respect to course size, what are the typical enrollment numbers for the courses you teach? If you teach courses of varying sizes please select all that apply.

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<th>Field</th>
<th>Choice Count</th>
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<tr>
<td>1</td>
<td>18 students or less</td>
<td>47.81%</td>
</tr>
<tr>
<td>2</td>
<td>19-59 students</td>
<td>30.70%</td>
</tr>
<tr>
<td>3</td>
<td>60-99 students</td>
<td>8.33%</td>
</tr>
<tr>
<td>4</td>
<td>100+ students</td>
<td>13.16%</td>
</tr>
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Showing rows 1 - 5 of 5
Q4 - For the course(s) you teach with 18 or fewer students what is the primary pedagogy used in the course?

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</thead>
<tbody>
<tr>
<td>1</td>
<td>Breakout group work / Team based learning</td>
<td>17.71% 17</td>
</tr>
<tr>
<td>2</td>
<td>High end audio visual</td>
<td>3.13% 3</td>
</tr>
<tr>
<td>3</td>
<td>Seminar</td>
<td>50.00% 48</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrations/experiments</td>
<td>1.04% 1</td>
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<tr>
<td>5</td>
<td>Lecture</td>
<td>18.75% 18</td>
</tr>
<tr>
<td>6</td>
<td>Other</td>
<td>9.38% 9</td>
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Showing rows 1 - 7 of 7

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<th>#</th>
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<tr>
<td>2</td>
<td>Language course</td>
<td>12.50% 1</td>
</tr>
<tr>
<td>3</td>
<td>Lecture with active learning techniques and seminar-style</td>
<td>12.50% 1</td>
</tr>
<tr>
<td>4</td>
<td>Master class</td>
<td>12.50% 1</td>
</tr>
<tr>
<td>1</td>
<td>all of the above except experiments</td>
<td>12.50% 1</td>
</tr>
<tr>
<td>#</td>
<td>Field</td>
<td>Count</td>
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<td>----</td>
<td>----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>multiple.it's a lab/lecture/seminar</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>one on one skill class/music lesson</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>private music lessons</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>seminars and labs</td>
<td>1</td>
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</table>

Showing rows 1 - 9 of 9
Q5 - For the course(s) you teach with 18 or fewer students what has been the best classroom that you've taught in? Please include the building, room number, and/or best location description available.

- 013 Bio Sci (department owned)
- 028 JHFC
- 069 mdb
- 101
- 104 Gross Hall
- 317 Allen
- 319 Sociology/Psychology
- 4233 French
- All Allen building classrooms
- ALLEN 317
- allen - third floor
- Bell Tower East 110
- Bell Tower East 110
- Biddle 019
- Biddle, various rooms. None of the rooms provide me with what I need, but the larger classrooms have always been the best.
- BioSci 013
- BioSci 073 or FFSC 2237
- Bryan Center 128
- Carr 106
- Carr 110
For the course(s) you teach with 18 or fewer students what has been the bes...

Carr 136
Carr 136
Carr 137 // Friedl 240 // Crowell 107 // Link 085
Carr 219
Carr 229
Carr 229
Carr 240
Carr 241
Crowell 106; SS 107 and 109;
Crowell 107
East Duke 204D
East Duke 204D
FFSC 2237
FFSC 2237
Freidl 216
Friedl 102
Friedl 102
Friedl 225
Gray 210, 220, 319
Gray 319
Gray 319; Gray 094. Gray 094 is the best space and offers the best audio-visual resources
Gross 282
Gross Hall 104
I can't say that there is one that was best — several that worked.
For the course(s) you teach with 18 or fewer students what has been the bes...

I don't recall the exact number, but it's the room on the second floor in the Allen Bldg that was refurbished by an alumni group.

I have only taught in 3 classrooms, but Bivins 114 though kind of awful was still the best.

I've not found one. I don't need a big room, but I do need a completely smart classroom with blinds that completely block sunlight. I almost always include film and other videos in my courses.

It used to be Grey 319, a combination of enough space, good but not great light, wrought iron windows and dormers--and a very good wooden table in almost a flattened diamond shape that has since been removed, as have all the great tables in Allen!

Languages 104
Languages 114b
Languages 114B
Languages 312
LINK
LINK Classroom 2 (065)
Link Classroom 4
Nasher seminar room

none of them has been very nice

oh dear. None have been very good. I've been in BioSci.

Old Chem 119 and Old Chem 123
Old Chemistry Rm 025
Page 106
Perkins Library, The Link, 2-065 (classroom #2)
Perkins LINK classrooms 4 and 5
PHY 130
Physics 150
Physics 150
Physics 205
For the course(s) you teach with 18 or fewer students what has been the bes...

Physics 227, Physics 205

Physics 298

Physics 299

Physics, 150 (or 154, the two are comparable)

Political Science Department Conference Room (not a formal classroom space)

rooms with technology that works EVERY DAY, i've actually never found this, movable desks, good acoustics

SLIPPAGE lab RAC 202

Smith 228

Smith Warehouse, Bay 12, A 228

Soc Sci 105

Soc/Psy 237 (no longer exists)

soc/psy 319

Soc/Psy 319

Social science 105

Social Sciences 105

Social Sciences 105

Social Sciences 111

Social Sciences 111

Social Sciences 327

SocSci 113

The Link

West Duke 108A

white 106

White 106
Q6 - What were two main reasons that you found the location above, in which you taught 18 or fewer students at a time, to be the best.

- Close to office (35)
- Well maintained (furniture, technology, lights and HVAC) (33)
- Best furniture for style of teaching (writing surfaces, chairs, boards, etc.) (44)
- Aesthetically pleasing and conducive to scholarly work (13)
- Had the technology that I needed and could use (AV; Conferencing technology, etc.) (36)
- Appropriate atmosphere (lighting, acoustics, etc.) (28)
- Other (13)

Q6_7_TEXT - Other

- All of above and close to materials the lab requires
- Ample blackboards around entire room
- Bowl design which facilitates communication of everyone in the class.
- Close to Physics demo room
- Has a good piano. Not an ideal teaching space for lessons, in general, though.
- Large enough for the sound of the trumpet to resonate. I have no office. I do not get to use any of the equipment anywhere I teach.
- No other appropriate space available
- Relatively small! No one could get lost in there/avoid contributing.
- See above
- Suitable whiteboards
The AV works consistently. On the down side, the arrangement of the room is slightly awkward for video projection (constantly tripping over the cable). But at least it works!

What's important is movable desks and chairs, and a room that's not too big for the numbers---so the students can sit around a table composed of the movable desks without a yawning chasm in the middle of the room.
Q7 - For the course(s) you teach with 18 or fewer students what has been the worst classroom that you've taught in? Please include the building, room number, and/or best location description available.

I don't recall the room number, or even the building, but it was a long and narrow room that made it difficult to arrange the desks in a circle.

Randolph Dorm 115

011 Biddle

063 BioSci

101D Bio Sci (also dept owned)

107 Social Sciences

155 Bio Sci

320 Languages

A small classroom on the ground floor of the physics building with desks. Don't remember the number.

All have been problematic in one way or another

All the 304 rooms with no windows Allen Bldg

allen

Allen 116 or 117

Allen 306

any of the small classrooms in biosci. the large lecture hall is OK. FFSC 4432 is bad too.

Any of the trent classroom

any room with fixed desks or too many desks to move around

Anything in Friedl

basement room in Languages

Bell Tower West 113
For the course(s) you teach with 18 or fewer students what has been the wor...

<table>
<thead>
<tr>
<th>Course</th>
<th>Location/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biddle 101</td>
<td></td>
</tr>
<tr>
<td>Biddle practice rooms</td>
<td></td>
</tr>
<tr>
<td>Biology building 105</td>
<td></td>
</tr>
<tr>
<td>Biology, not sure which room</td>
<td></td>
</tr>
<tr>
<td>BioSci 101D</td>
<td></td>
</tr>
<tr>
<td>BioSci 153</td>
<td></td>
</tr>
<tr>
<td>Bivins first floor</td>
<td></td>
</tr>
<tr>
<td>Bivins 214</td>
<td></td>
</tr>
<tr>
<td>Bivins in general, but Bivins 114 is THE WORST.</td>
<td></td>
</tr>
<tr>
<td>Boiling hot room in Old Chem</td>
<td></td>
</tr>
<tr>
<td>Branson Hall 202</td>
<td></td>
</tr>
<tr>
<td>Bryan Center 128</td>
<td></td>
</tr>
<tr>
<td>Carr</td>
<td></td>
</tr>
<tr>
<td>Carr 103</td>
<td></td>
</tr>
<tr>
<td>Carr 214</td>
<td></td>
</tr>
<tr>
<td>classroom in undergraduate dorms</td>
<td></td>
</tr>
<tr>
<td>Crowell 106</td>
<td></td>
</tr>
<tr>
<td>Crowell 106</td>
<td></td>
</tr>
<tr>
<td>Duke 08A // Languages 208 // West Duke 212</td>
<td></td>
</tr>
<tr>
<td>East Campus - Dance building</td>
<td></td>
</tr>
<tr>
<td>Friedl 216</td>
<td></td>
</tr>
<tr>
<td>Friedl any room - first floor room; second floor room</td>
<td></td>
</tr>
<tr>
<td>Gray 220</td>
<td></td>
</tr>
<tr>
<td>Gray 220</td>
<td></td>
</tr>
</tbody>
</table>
For the course(s) you teach with 18 or fewer students what has been the worst...

Gray 220
Gross 105
Gross 111

I REFUSE to teach in the seminar rooms in Allen that have NO windows.

I'm also going to answer this for Bivins 114 because it combined the best and the worst qualities.

Langs 114 (former language lab)
Languages (on second floor; I don't recall the #)
languages - seminar room on 2nd floor
Languages 320
Languages 320
Link 060 C1
Link 2-085 seminar 2
Link 5 in Perkins Library
LSRC A155
LSRC A156
LSRC B105
LSRC D243

many which were LECTURE -BASED rooms WITHOUT CIRCULAR/RECTANGLE SEMINAR TABLE

most rooms in the Physics building

none of them has been awful

Old Chem 003
Old Chemistry 003
Old Chemistry rm 003
Perkins LINK 060
For the course(s) you teach with 18 or fewer students what has been the wor...
Q8 - What were two main reasons that you found the location above, in which you taught 18 or fewer students at a time, to be unpleasant.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Far from office</td>
<td>6.04%</td>
</tr>
<tr>
<td>2</td>
<td>Poorly maintained</td>
<td>10.99%</td>
</tr>
<tr>
<td>3</td>
<td>Poor match between style of teaching and furniture</td>
<td>20.33%</td>
</tr>
<tr>
<td>4</td>
<td>Unpleasant atmosphere</td>
<td>17.58%</td>
</tr>
<tr>
<td>5</td>
<td>Aesthetics not conducive to learning</td>
<td>14.84%</td>
</tr>
<tr>
<td>6</td>
<td>Poor, unusable or not the right kind of technology for what I needed</td>
<td>14.29%</td>
</tr>
<tr>
<td>7</td>
<td>Other</td>
<td>15.93%</td>
</tr>
</tbody>
</table>

Showing rows 1 - 8 of 8

Q8_7_TEXT - Other

Other

Other

Cramped space, noisy

Crowded with furniture
<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
</table>

Freezing cold in winter

HVAC equipment is noisy even when switched off.

impossible to find

Knocking from steam heat, loud a/c, and its in the BASEMENT with little sunlight. And half the time, the technology didn't work.

lacks suitable board space

loud hvac

Nice room, but technology is often buggy. No DVD player or VHS player.

No natural light

No shades and I show films

no windows, small

Not enough space!

projector couldn't be seen by half the seminar table

Smell, poor airconditioning, poor lighting

The projector screen is very dim, and there is too much light coming from the windows, which makes it impossible to see the projector screen, and this requires me to turn off the lights for accessibility purposes, but since there is only one light switch for the whole room that means the room is dark, which makes students sleepy. The room is also too large for such a small class, which means the students all sit far away from the instructor, which results in a less egalitarian atmosphere.

the projector wasn't working for many times

This is likely not a problem anymore but the projector was so abysmally dim when I taught the course that TTS was kind enough to prioritize a fix for it. After that it was fine, but I gather that this was a hard thing for them to squeeze in and, had they not been able to, the room would have been unusable for my class.

This is my teaching "studio," though it's really just a practice room. It is small and windowless. Not really suitable for teaching music lessons.

too small

too small and uncomfortable furniture

Too small for class size

too small, not enough chairs, music stands.

unsuitable shape(aspect ratio), dark, can't use screen&board together(though may have been improved recently)
<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>very small blackboards, too high up; needs to have sliding ranks of boards</td>
</tr>
<tr>
<td>way too hot (&gt;100) sometimes, had to relocate class</td>
</tr>
</tbody>
</table>
Q10 - For the course(s) you teach with 19-59 students what is the primary pedagogy used in the course?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breakout group work / Team based learning</td>
<td>13.11% 8</td>
</tr>
<tr>
<td>2</td>
<td>High end audio visual</td>
<td>6.56% 4</td>
</tr>
<tr>
<td>3</td>
<td>Seminar</td>
<td>6.56% 4</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrations/experiments</td>
<td>1.64% 1</td>
</tr>
<tr>
<td>5</td>
<td>Lecture</td>
<td>63.93% 39</td>
</tr>
<tr>
<td>6</td>
<td>Other</td>
<td>8.20% 5</td>
</tr>
</tbody>
</table>

Showing rows 1 - 7 of 7

Other

Break out and lecture

Combination lecture and breakout group work

combination of discussion/breakout group work and lecture
Other

<table>
<thead>
<tr>
<th>Lecture-Discussion--sort of intellectual theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>mix lecture, student presentations, guest speakers</td>
</tr>
</tbody>
</table>
Q12 - For the course(s) you teach with 19-59 students what has been the best classroom that you've taught in? Please include the building, room number, and/or best location description available.

<table>
<thead>
<tr>
<th>Building</th>
<th>Room Nr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>103 Gross</td>
<td></td>
</tr>
<tr>
<td>104 mdb</td>
<td></td>
</tr>
<tr>
<td>115 Old chemistry</td>
<td></td>
</tr>
<tr>
<td>116 old chem</td>
<td></td>
</tr>
<tr>
<td>116 Old Chemistry</td>
<td></td>
</tr>
<tr>
<td>230E, Gross Hall</td>
<td></td>
</tr>
<tr>
<td>311 North</td>
<td></td>
</tr>
<tr>
<td>Biddle 101</td>
<td></td>
</tr>
<tr>
<td>BioSci 013</td>
<td></td>
</tr>
<tr>
<td>Carr 135</td>
<td></td>
</tr>
<tr>
<td>Carr 240</td>
<td></td>
</tr>
<tr>
<td>Duke Clinic South 3031</td>
<td></td>
</tr>
<tr>
<td>FFSC 2237</td>
<td></td>
</tr>
<tr>
<td>FFSC 4233</td>
<td></td>
</tr>
<tr>
<td>friedl 107</td>
<td></td>
</tr>
<tr>
<td>Gray 220</td>
<td></td>
</tr>
<tr>
<td>Gross 270</td>
<td></td>
</tr>
<tr>
<td>Gross Hall 104</td>
<td></td>
</tr>
<tr>
<td>Languages 211</td>
<td></td>
</tr>
</tbody>
</table>
For the course(s) you teach with 19-59 students what has been the best clas...

<table>
<thead>
<tr>
<th>LINK Classroom #4 or LINK Classroom #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSRC D106</td>
</tr>
<tr>
<td>LSRC D106</td>
</tr>
<tr>
<td>none has been great</td>
</tr>
<tr>
<td>Not sure</td>
</tr>
<tr>
<td>Old Chem 116</td>
</tr>
<tr>
<td>Old Chem 116</td>
</tr>
<tr>
<td>Old Chem 116</td>
</tr>
<tr>
<td>Old Chem 116</td>
</tr>
<tr>
<td>Old Chem 116</td>
</tr>
<tr>
<td>Old Chem 116, the Kaiserkeller!</td>
</tr>
<tr>
<td>Old Chemistry 116</td>
</tr>
<tr>
<td>Perkins 071</td>
</tr>
<tr>
<td>Perkins LINK classroom 5</td>
</tr>
<tr>
<td>PHY 130</td>
</tr>
<tr>
<td>Physics 047</td>
</tr>
<tr>
<td>Physics 047</td>
</tr>
<tr>
<td>Physics 130</td>
</tr>
<tr>
<td>Physics 130</td>
</tr>
<tr>
<td>Physics 130</td>
</tr>
<tr>
<td>Physics 130. Only room I’ve used for this course. Can’t say it is the “best”</td>
</tr>
<tr>
<td>Physics 150</td>
</tr>
<tr>
<td>Physics 235</td>
</tr>
<tr>
<td>Physics room 154 and 150</td>
</tr>
<tr>
<td>Physics rooms 150/154 “combined”, where I teach from the double doorway between the rooms. Note that this is NOT a good solution, but is the best compromise we have been able to manage.</td>
</tr>
<tr>
<td>Physics small auditorium</td>
</tr>
</tbody>
</table>
For the course(s) you teach with 19-59 students what has been the best clas...

Sanford O4 and O5, no longer accessible to A&S

SLIPPAGE lab RAC 202

Smith B273

Soc Sci 119

Soc Sci 136

Soc/Psych 129

SocSci 111. Equally good (and worth the walk!) ground floor classes with large boards in French Science

the Link

The Link--a classroom that seated at least 35

They are both terrible

They have all been fairly generic classrooms Soc Psych 127 for example

They have all been terrible

West Duke 108B
Q11 - What were two main reasons that you found the location above, in which you taught 19-59 students at a time, to be the best.

1. Close to office
2. Well maintained (furniture, technology, lights and HVAC)
3. Best furniture for style of teaching (writing surfaces, chairs, boards, etc.)
4. Aesthetically pleasing and conducive to scholarly work
5. Had the technology that I needed and could use (AV; Conferencing technology, etc.)
6. Appropriate atmosphere (lighting, acoustics, etc.)
7. Other

Q11.7_TEXT - Other

- appropriate size
- classroom design -- mini-bowl
- close to demonstration room
- Curved rows, so students can interact. Big enough that they can take tests without sitting too close.
- has power jacks for students
- Have never had a good fit
- It had big whiteboards. I teach in STEM and this is BY FAR THE MOST IMPORTANT THING for my teaching, and something that is lacking in most other classrooms I have used.
- Layout: tiered U-shaped with unbroken fixed benches and, ideally, movable chairs--as in Fuqua etc.
- Lots of windows! (I'm claustrophobic)
- Movable desks and chairs for team based tasks
<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>not cavernous for a small lecture class; also there's room to move the chairs around for group work</td>
</tr>
<tr>
<td>One of few classrooms this size that has a large projector screen, which allows me to get more information on the screen.</td>
</tr>
<tr>
<td>right # of seats</td>
</tr>
<tr>
<td>Whiteboard and projector</td>
</tr>
</tbody>
</table>
Q12 - For the course(s) you teach with 19-59 students what has been the worst classroom that you've taught in? Please include the building, room number, and/or best location description available.

<table>
<thead>
<tr>
<th>Building and Room Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>144 Bio Sci</td>
</tr>
<tr>
<td>311 Social Science</td>
</tr>
<tr>
<td>Larger room in Social Psy</td>
</tr>
<tr>
<td>Anything in Soc Psy</td>
</tr>
<tr>
<td>Bell Building basement</td>
</tr>
<tr>
<td>Big long narrow hall on eastern wing first floor soc psych</td>
</tr>
<tr>
<td>BioSci 130</td>
</tr>
<tr>
<td>BioSci seminar room in basement</td>
</tr>
<tr>
<td>Bowling alley shaped classrooms over-stuffed with those awful (AWFUL) elementary school desk-chair combos, which are hard to move even when there is space to do so. Allen 326, Allen 226, and several of the first floor classrooms in Soc Sci and Soc Psyche are like this. TERRIBLE.</td>
</tr>
<tr>
<td>Carr 103</td>
</tr>
<tr>
<td>East Duke - can't remember the number, but one of those rooms up the stairs in that isolated bit. It was a while ago and may have been renovated since</td>
</tr>
<tr>
<td>east duke 204</td>
</tr>
<tr>
<td>East Duke 210B</td>
</tr>
<tr>
<td>Everything in sociology psychology</td>
</tr>
<tr>
<td>Friedl First Floor classroom</td>
</tr>
<tr>
<td>Gray (any classroom), though Languages, Soc Psych, Soc Sci, and Allen all close in suckiness</td>
</tr>
<tr>
<td>Gray 228</td>
</tr>
<tr>
<td>Gray Bldg 228</td>
</tr>
<tr>
<td>Gross 104</td>
</tr>
</tbody>
</table>
For the course(s) you teach with 19-59 students what has been the worst class...

Gross 110

Haven't had any

Im scheduled to teach in Gray 228 in the Spring.

LSRC A247

NA

NA

Not sure

only have taught in Physics 130

PHY 154

Room 128, Physics (secondary main lecture hall in front of entrance)

Science buildings

Soc Psych...I forget the number but all the rooms in that building suck.

Soc Sci 111

Soc Sci 127 is pretty bad

Soc-Psych Building North end on left

Soc/Psych 126

Soc/Psych 126 (before it was improved)

Social Psych 327

Social Sciences 119

Social Sciences 119

Sociology-Psychology 126

There are so many contenders...but I'd have to go with the long, narrow classroom in the Divinity School 2nd floor around the corner from Jewish Studies (I think). SocSci 311, SocSci 124 both compete, and erratic AV equipment in SocSci 113 makes it a challenge.

West Duke 08A

zener soc/psy 130
Q13 - What were two main reasons that you found the location above, in which you taught 19-59 students at a time, to be unpleasant.

- Far from office: 6.90% (6 students)
- Poorly maintained: 17.24% (15 students)
- Poor match between style of teaching and furniture: 17.24% (15 students)
- Unpleasant atmosphere: 14.94% (13 students)
- Aesthetics not conducive to learning: 10.34% (9 students)
- Poor, unusable or not the right kind of technology for what I needed: 12.64% (11 students)
- Other: 20.69% (18 students)

Showing rows 1 - 8 of 8

Q13_7_TEXT - Other

Other

- Boards are absolutely terrible
- Deadening acoustics
<table>
<thead>
<tr>
<th>Other</th>
<th>door placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>long narrow room...students in the back can't see and zone out</td>
</tr>
<tr>
<td></td>
<td>Long skinny room, poor acoustics, not easy to speak to the back of the room if one is short.</td>
</tr>
<tr>
<td></td>
<td>Long, narrow classrooms with board on the &quot;short&quot; end not conducive to discussion or learning.</td>
</tr>
<tr>
<td></td>
<td>Narrow, door is locked, too small</td>
</tr>
<tr>
<td></td>
<td>No windows.</td>
</tr>
<tr>
<td></td>
<td>Poor lighting and an equipment is a bit outdated</td>
</tr>
<tr>
<td></td>
<td>room was too long and deep; the students couldn't see</td>
</tr>
<tr>
<td></td>
<td>Small, hot</td>
</tr>
<tr>
<td></td>
<td>Some of the LINK furniture is need of replacement/repair; there is a constant struggle to find dry erase markers for the boards.</td>
</tr>
<tr>
<td></td>
<td>strangely configured; too deep from front of classroom</td>
</tr>
<tr>
<td></td>
<td>The blackboard is slightly bigger than my wingspan, and I don't think any students beyond the third row will be able to see what I write. Its going to be a nightmare.</td>
</tr>
<tr>
<td></td>
<td>too long and narrow; easier for students in the back to disengage</td>
</tr>
<tr>
<td></td>
<td>Two different kinds of boards in the room (chalkboard and dry erase board) and the furniture faced the chalk board. I prefer to lecture with a white board.</td>
</tr>
</tbody>
</table>

Showing records 1 - 16 of 16
Q14 - For the course(s) you teach with 60-99 students what is the primary pedagogy used in the course?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breakout group work / Team based learning</td>
<td>12.50% 2</td>
</tr>
<tr>
<td>2</td>
<td>High end audio visual</td>
<td>0.00% 0</td>
</tr>
<tr>
<td>3</td>
<td>Seminar</td>
<td>0.00% 0</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrations/experiments</td>
<td>0.00% 0</td>
</tr>
<tr>
<td>5</td>
<td>Lecture</td>
<td>81.25% 13</td>
</tr>
<tr>
<td>6</td>
<td>Other</td>
<td>6.25% 1</td>
</tr>
</tbody>
</table>

Showing rows 1 - 7 of 7

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture with extensive interaction</td>
<td>100.00% 1</td>
</tr>
</tbody>
</table>

Showing rows 1 - 1 of 1
Q15 - For the course(s) you teach with 60-99 students what has been the best classroom that you've taught in? Please include the building, room number, and/or best location description available.

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Best Classroom Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>BioSci 111</td>
<td>BioSci 111 ( auditorium)</td>
</tr>
<tr>
<td>East Duke 209</td>
<td></td>
</tr>
<tr>
<td>FFSC</td>
<td></td>
</tr>
<tr>
<td>Gross 103</td>
<td></td>
</tr>
<tr>
<td>LSRC B101</td>
<td></td>
</tr>
<tr>
<td>Old Chem 116</td>
<td></td>
</tr>
<tr>
<td>Old Chem 116</td>
<td></td>
</tr>
<tr>
<td>Old Chem 116, Soc Psy 130</td>
<td></td>
</tr>
<tr>
<td>Old Chemistry 116</td>
<td></td>
</tr>
<tr>
<td>Physics 128</td>
<td></td>
</tr>
<tr>
<td>Physics 128</td>
<td></td>
</tr>
<tr>
<td>Physics 150 and 154, combined. See note above.</td>
<td></td>
</tr>
<tr>
<td>Physics large lecture room</td>
<td></td>
</tr>
<tr>
<td>Soc Sci 139</td>
<td></td>
</tr>
</tbody>
</table>
Q16 - What were two main reasons that you found the location above, in which you taught 60-99 students at a time, to be the best.

- Close to office: 7
- Well maintained (furniture, technology, lights and HVAC): 4
- Best furniture for style of teaching (writing surfaces, chairs, boards, etc.): 4
- Aesthetically pleasing and conducive to scholarly work: 1
- Had the technology that I needed and could use (AV; Conferencing technology, etc.): 13
- Appropriate atmosphere (lighting, acoustics, etc.): 3
- Other: 4

### Other

- Bowl design facilitates interactive teaching and learning
- Good size, good projector/screens, good seating.
I am new faculty, so this is the only classroom I've taught in.

Temp control in this room was a mess, but more importantly, the AV worked pretty seamlessly which is essential for this course because we record all the lectures. Also, the size-to-distance (between lecturer and students) ratio is pretty good in this room. In FFSC auditorium one tends to feel too removed from the students. It's a bit better in BioSci, but not as good as in Gross Chem, which feels very intimate. Unfortunately, Gross Chem 103 is not Panopto enabled, which presents a huge problem for us.
Q17 - For the course(s) you teach with 60-99 students what has been the worst classroom that you've taught in? Please include the building, room number, and/or best location description available.

<table>
<thead>
<tr>
<th>Building</th>
<th>Course</th>
<th>Room Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSRC B101</td>
<td>NA</td>
<td>none</td>
</tr>
<tr>
<td>Old Chem 116</td>
<td>Physics</td>
<td>Room 128, see above.</td>
</tr>
<tr>
<td>Soc Psy 126</td>
<td>Social Sciences 136</td>
<td></td>
</tr>
<tr>
<td>Social Sciences 136</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences 139</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SocPsych 130</td>
<td>SocSci 136</td>
<td></td>
</tr>
</tbody>
</table>

Showing records 1 - 11 of 11
Q18 - What were two main reasons that you found the location above, in which you taught 60-99 students, to be unpleasant.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Far from office</td>
<td>21.05%</td>
</tr>
<tr>
<td>2</td>
<td>Poorly maintained</td>
<td>5.26%</td>
</tr>
<tr>
<td>3</td>
<td>Poor match between style of teaching and furniture</td>
<td>15.79%</td>
</tr>
<tr>
<td>4</td>
<td>Unpleasant atmosphere</td>
<td>10.53%</td>
</tr>
<tr>
<td>5</td>
<td>Aesthetics not conducive to learning</td>
<td>5.26%</td>
</tr>
<tr>
<td>6</td>
<td>Poor, unusable or not the right kind of technology for what I needed</td>
<td>15.79%</td>
</tr>
<tr>
<td>7</td>
<td>Other</td>
<td>26.32%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>56.86%</strong></td>
</tr>
</tbody>
</table>

Showing rows 1 - 8 of 8
I'm not even sure I have the room right, it was Soc Psych or Soc Sci; at any rate it was many years ago so hopefully the rooms (I've taught in both) have been renovated since. The main problem was that they were not Panopto enabled, so recording our lectures was a huge pain. One of the rooms (in SocSci?) was also just incredibly depressing and worn. There is charming-old and depressing-old, and it was the latter. Since I often have prospective students sitting in on my classes (large and small), I think this is yet another reason to have classrooms in excellent working order and, as you mention, aesthetically conducive to learning.

- Impossible for students to hear each other. Makes interactive teaching impossible.
- The AC noise in that room was so loud that I found myself hoarse from trying to speak over it.
- Too large, blackboard unusable (too far)
- Very long and narrow classroom. People on the back have a hard time reading the board.
Q19 - For the course(s) you teach with 100+ students what is the primary pedagogy used in the course?

### Field Choices and Counts

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Count</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breakout group work / Team based learning</td>
<td>5</td>
<td>20.00%</td>
</tr>
<tr>
<td>2</td>
<td>High end audio visual</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>Seminar</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrations/experiments</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>5</td>
<td>Lecture</td>
<td>19</td>
<td>76.00%</td>
</tr>
<tr>
<td>6</td>
<td>Other</td>
<td>1</td>
<td>4.00%</td>
</tr>
</tbody>
</table>

Showing rows 1 - 7 of 7

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture with Active Learning</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Showing rows 1 - 1 of 1
Q20 - For the course(s) you teach with 100+ students what has been the best classroom that you've taught in? Please include the building, room number, and/or best location description available.

For the course(s) you teach with 100+ students what has been the best class...

- Classroom on East near the busstop
- DIBS B035
- FFSC 2231
- FFSC 2231
- FFSC Bonk Lecture Hall
- Gross 107
- Gross 107
- Gross Hall 107

Have never had a high quality classroom that fits 125 students but I love the Medical Center’s-Learning Hall (TSCHE level 02)

- Lecture hall in 1st floor of Gross Hall
- Love Auditorium
- LSRC B101
- LSRC B101
- LSRC B101
- Nasher Auditorium

options are pretty limited - I guess Soc Sci 139

- PHY 128
- Physics 128
- Physics 128
- Physics 128
For the course(s) you teach with 100+ students what has been the best class...

<table>
<thead>
<tr>
<th>Physics large lecture room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 130, Physics (the main lecture hall) in large group lecture style teaching of the main intro sequence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences 139</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 139</td>
</tr>
</tbody>
</table>
Q21 - What were two main reasons that you found the location above, in which you taught 100+ students, to be the best.

### Field

<table>
<thead>
<tr>
<th>Field</th>
<th>Count</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close to office</td>
<td>6</td>
<td>12.24%</td>
</tr>
<tr>
<td>Well maintained (furniture, technology, lights and HVAC)</td>
<td>7</td>
<td>14.29%</td>
</tr>
<tr>
<td>Best furniture for style of teaching (writing surfaces, chairs, boards, etc.)</td>
<td>3</td>
<td>6.12%</td>
</tr>
<tr>
<td>Aesthetically pleasing and conducive to scholarly work</td>
<td>4</td>
<td>8.16%</td>
</tr>
<tr>
<td>Had the technology that I needed and could use (AV; Conferencing technology, etc.)</td>
<td>16</td>
<td>32.65%</td>
</tr>
<tr>
<td>Appropriate atmosphere (lighting, acoustics, etc.)</td>
<td>6</td>
<td>12.24%</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>14.29%</td>
</tr>
</tbody>
</table>

Showing rows 1 - 8 of 8

Q21_7_TEXT - Other

Other

- 8 chalkboards which I need to teach this math class
- Good classroom for class size
Good size, good projector/screens, good seating.

only one I've used for this purpose

Right size for a class of 250

There is nothing else other than the size of the room to recommend it

This is not a good classroom.
Q22 - For the course(s) you teach with 100+ students what has been the worst classroom that you've taught in? Please include the building, room number, and/or best location description available.

<table>
<thead>
<tr>
<th>Course/Course Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biosci</td>
<td></td>
</tr>
<tr>
<td>BioSci 111</td>
<td></td>
</tr>
<tr>
<td>Bonk Lecture Hall</td>
<td></td>
</tr>
<tr>
<td>Griffith. IT IS NOT APPROPRIATE FOR ANY CLASSES WHATSOEVER. WHY DO WE STILL HAVE TO USE IT??????</td>
<td></td>
</tr>
<tr>
<td>Gross 107</td>
<td></td>
</tr>
<tr>
<td>Gross Chem's main lecture hall. It was a TBL course with over 100 students and was terrible for that purpose.</td>
<td></td>
</tr>
<tr>
<td>Gross Hall (don't remember number)</td>
<td></td>
</tr>
<tr>
<td>Gross Hall 103</td>
<td></td>
</tr>
<tr>
<td>Gross Hall 107</td>
<td></td>
</tr>
<tr>
<td>LSRC B101</td>
<td></td>
</tr>
<tr>
<td>LSRC B101</td>
<td></td>
</tr>
<tr>
<td>na, not taught in any other room</td>
<td></td>
</tr>
<tr>
<td>Physics 128</td>
<td></td>
</tr>
<tr>
<td>Physics 128</td>
<td></td>
</tr>
<tr>
<td>Room in Gross Hall</td>
<td></td>
</tr>
<tr>
<td>Social Sciences 136</td>
<td></td>
</tr>
<tr>
<td>Social Sciences 139</td>
<td></td>
</tr>
<tr>
<td>White Auditorium</td>
<td></td>
</tr>
</tbody>
</table>

Showing records 1 - 18 of 18
Q23 - What were two main reasons that you found the location above, in which you taught 100+ students at a time, to be unpleasant.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Far from office</td>
<td>5.56% 2</td>
</tr>
<tr>
<td>2</td>
<td>Poorly maintained</td>
<td>5.56% 2</td>
</tr>
<tr>
<td>3</td>
<td>Poor match between style of teaching and furniture</td>
<td>13.89% 5</td>
</tr>
<tr>
<td>4</td>
<td>Unpleasant atmosphere</td>
<td>13.89% 5</td>
</tr>
<tr>
<td>5</td>
<td>Aesthetics not conducive to learning</td>
<td>25.00% 9</td>
</tr>
<tr>
<td>6</td>
<td>Poor, unusable or not the right kind of technology for what I needed</td>
<td>11.11% 4</td>
</tr>
<tr>
<td>7</td>
<td>Other</td>
<td>25.00% 9</td>
</tr>
</tbody>
</table>

Showing rows 1 - 8 of 8

Q23.7_TEXT - Other

Other

ample board space

Boards very difficult to use/erase
**Other**

- no power for student laptops

<table>
<thead>
<tr>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only chalk boards and they are static. Difficult for students in</td>
</tr>
<tr>
<td>back and in front to see the board. The chalk board does not erase</td>
</tr>
<tr>
<td>well, which compounded with the boards being static means that</td>
</tr>
<tr>
<td>partway through the lecture it is difficult to read the board.</td>
</tr>
<tr>
<td>only one for this course</td>
</tr>
<tr>
<td>Poor lighting</td>
</tr>
<tr>
<td>The AC in that room was so loud that I found myself hoarse from</td>
</tr>
<tr>
<td>trying to speak over it.</td>
</tr>
<tr>
<td>Too large, backboard unusable (too far)</td>
</tr>
<tr>
<td>too many windows, noisy HVAC, poor projection (bulb too dim), no</td>
</tr>
<tr>
<td>outlets, unmoveable seats)</td>
</tr>
</tbody>
</table>

Showing records 1 - 9 of 9

End of Report
APPENDIX B: COMPLETE PROBLEM LIST FROM FACULTY INPUT TO CSI
APPENDIX B: COMPLETE PROBLEM LIST FROM FACULTY INPUT TO CSI

Based on feedback from individual departments provided to committee members or A&S Council representatives

We have input from:

1. Physics
2. Slavic and Eurasian Studies
3. Pratt School of Engineering
4. Psychology and Neuroscience
5. Economics
6. Math
7. International Comparative Studies/Cultural Anthropology
8. Religious Studies
9. Literature
10. Music
11. Innovation & Entrepreneurship
12. History
13. Classical Studies
14. Art, Art History and Visual Studies
15. Arts of the Moving Image
16. English
17. Asian and Middle Eastern Studies
18. Political Science
19. Romance Studies
20. Biology
21. Army
22. Thompson Writing Program
23. Statistical Sciences
24. Theater Studies
25. Dance
26. Evolutionary Anthropology
27. Germanic Languages and Literature
28. Gender, Sexuality and Feminist Studies
29. Chemistry
30. Computer Science

Did not hear from:

1. African and African American Studies
2. Documentary studies
3. Health, Physical Education and Recreation
4. Linguistics
5. Philosophy
6. Sociology

I. A. SPACE (control, size, amount); B. Location; C. Administration; Organizational Considerations

SUMMARY: Apart from actually upgrading/improving physical space, a lot of issues that have come up revolve around organizational processes of requesting and allocating available space. Faculty satisfaction can be significantly improved if these processes are clarified and improved. This will require a conversation (and possibly some changes in terms of IT tools used) with the Registrar’s office.

A. SPACE (Control, size, amount)

SUMMARY:

• Control of space #1: departments that have specialized teaching space (labs w/ equipment) would like to retain control over that space to ensure proper scheduling of those classes that can make use of that space; this really pertains to space that is not suitable for “generic” instructional purposes [Physics, Music]
• Control of space #2: many departments (faculty, DUSAs) are unaware that they can request specific classroom space from the Registrar. This policy and how to act upon it needs to be communicated more clearly and regularly to faculty and administrative staff
• Need more spaces for ancillary teaching functions (grading, office hours, make-up exams) [Econ]
• Need more classrooms in general [Math, Physics, Psych, Econ], in particular space for small to medium size classes and seminars (18 < enrollment < 30)

1. Control of space is a huge issue: the (Physics) department has an extensive demo collection that cannot travel outside of the building (all key class rooms are directly connected via back doors to that demo collection). It’s important for our teaching to have access to these class rooms and be able to schedule these in an optimal way. Currently all classrooms at Duke reside in a pool controlled by the registrar and we need to request these class rooms when we put together our schedule. Most of the time this works out via direct communication between the DUSA and the registrar’s office, but sometimes weird things happen and we don’t get the needed space, while classes from other departments get scheduled in these class rooms instead...
2. Lack of space: we (Physics) need more teaching lab space and our building just can’t deliver that (we’re literally scheduling classes in our teaching labs 8am to 8pm five days a week and it still isn’t enough - it’s also a huge strain on our lab supervisors…)
3. Need more rooms available for make-up exams.
4. [Psych admin ] I can’t really think of any major issue with classrooms other than there seems to never be enough of them to go around.
5. Loss of space: (Physics) actually we lost a small classroom last year because the Math Department (housed in the same building) needed more faculty offices
6. [Math] “We don’t have enough classroom space!”
7. [Music] The renovation of Baldwin 5 years ago made it less accessible to the Music Department on weekends. Bone Hall is the only other large space suitable for large ensemble rehearsals. A third large space, which was part of the original Baldwin plan, was never constructed. This means that the Music Department’s several ensembles must squeeze their rehearsals and concerts into these two spaces, or into smaller rooms. In short there is a perennial lack of space.
8. Rehearsal spaces – larger in Music;
9. [Econ]: More space for grading exams for larger courses that can be locked.
10. More space for extended exam/test takers.
11. Additional space for TA office hours
12. [Econ] Larger classrooms
13. [AAHVS] Lack of adequate seminar spaces that are large enough for 18, without being overwhelmingly large (our only seminar space seats a max of 10 – and even with this it seems over-crowded)
14. Also, I think that it can be very difficult to find good classroom spaces in the 20-30 student range.
15. Now that the department has lost BioSci 013, and previously lost a seminar room to the Nunn lab, we are terribly short of seminar space. In particular, BioSci 101D is inadequate— really only seats ~8 at the table, the chairs are terrible, the lighting inadequate, and the AV is poor. If you are going to the trouble of installing a TV screen, the size is about 1/2 what it should be.
16. I teach individual music lessons. The room I am assigned is not ideal for this work (Biddle 011). It is really a converted practice room, so it is small and windowless. Any time I work with students together with their piano accompanists, I have to sign out a larger classroom with a good piano. I also coach two chamber music groups and must sign out classrooms for the weekly coaching sessions with both those groups. I travel from room to room during my teaching day. The room that serves as my main office/studio is much too small to meet with more than one player. Since the room is small, it’s also not ideal for individual lessons. In addition to being too loud, it is not aesthetically pleasing. It certainly doesn't create a positive image for Duke University, in particular for music at Duke. There are teaching studios in Biddle that would work for individual lessons, that are also large enough to accommodate small chamber music ensembles and that also have decent pianos. There are, however, not enough of these studios for all of the music teachers. We need more teaching studios for the instructors who are currently teaching music lessons in the Music Department. Many of us float between practice rooms and classrooms in order to teach lessons and coach chamber music ensembles. We make due, and we rarely complain, but since you are asking for our thoughts about what would be a good situation, I am taking the time to share this information with you.

B. LOCATION
SUMMARY:
· Departments/programs all request to teach classes near their location – need to set up a policy that prioritizes these space allocations
Teaching in Trent suffers from bus scheduling and lack of student infrastructure (e.g. dining)

1. Armed services: often want to move outside to teach marching and there is no good place to do that near Trent.
2. Several specific complaints that few bus routes go to Trent and students are often late for class (and some faculty as well).
3. Languages - many POPs teach many sections of a class in a single day. They often get assigned to one class on East, then a class on West, then a class on East and so they spend a lot of time bussing back and forth. Why can't then stay and teach on one campus?
4. [Math] "I think it would be great if we had space on West Campus appropriate for lab calculus classes, so that our calculus instructors don't have to commute constantly."
5. [AMES/Trent]
   a. Concerns regarding students' difficulty getting to the next class on time and their lack of safety, when waiting for bus when it gets darker.
   b. [Trent/AMES] Bus service runs anywhere from 15-20 minutes. If they miss the bus, they are late for class.
   c. I have waited for 25 minutes to return to Central Campus from E Campus.
   d. Students need to eat and express their dissatisfaction with the lack of food here in the Franklin Center and Trent. The Asian restaurant in Trent was closed several years ago.
6. Students do not want to enroll in classes on Central Campus. They repeatedly request West Campus and are now requesting that classes are not scheduled in Trent.
7. Faculty cannot easily get to Science Drive classrooms from Central Campus. Most often they walk to West Campus due to the inadequate bus schedule.
8. [TWP] Some faculty in the Thompson Writing Program get assigned to classrooms in dorms which are sometimes too small and don’t allow for small-group work.
9. [MUSIC] The students would be very grateful if there could be more practice rooms on west campus, so that those who live on west campus would not have to come over to east campus to practice. In addition to more practice rooms, one student pointed out that it would be good to have some practice rooms without piano, so that someone who plays an instrument other than piano would not have to take up a practice room with a piano.

C. ADMINISTRATION; ORGANIZATIONAL CONSIDERATIONS

SUMMARY:
- Teaching spaces that can be requested from the Registrar need to be better classified, e.g. (a) lecture hall, (b) seminar, (c) TBL/team work, (d) Photo/Video color-accurate AV
- Develop policies and SOPs that involve the faculty teaching classes in the (re)design of their class room spaces
- Control of space #3: can departments “own” a space (i.e. control scheduling) and what are the ramifications? Is there a clear policy for departmentally owned space across A&S?
Can the scheduling/allocation process be improved/streamlined? (both Registrar and 25live)

Create a catalog of available class rooms and their features to educate departments on availability of space

1. One overarching view of the department is that while we are an educational institution first, there is a feeling that that we don’t always seem to put a lot of weight on its educational space when doing capital planning. This may of course not be true given that we are generally not part of such discussions, but nevertheless it is a feeling shared by some in our department.

2. While good classrooms for teaching might be as varied and different as any group of faculty, programs and disciplines, there needs to be a better way to categorize classrooms based on a variety of needs/benefits and for faculty to communicate what they really need, beyond generic seminar/lecture/lab or AV/no Av capabilities.

3. In general moving forward, decisions about infrastructure related in any way to teaching need to be made in conversation with faculty who teach. They should not depend on fashions in classroom furnishings or current pedagogical theory or be made in the interest solely of multi-use and Duke community involvement, important as those might be.

4. Is it possible here to think more conceptually can we have classrooms for example, tagged as ideal for team work (and a description of what that looks) or best for classic seminar style conversation, excellent for online engaged work or in fact no tech.

5. 9. Events for non-class related activities are taking priority when they shouldn’t be in the room approval process.

6. [Religion] The Department of Religious Studies only owns one classroom, Gray 220. However, this room is scheduled for classes by Registrar (Katie Dunn) during the academic year and I manage it with 25 live outside of scheduled class times. There hasn’t been much trouble with this arrangement so far. Aside from that one room we own, all our other courses are scheduled in other areas, the majority being in Gray or on West Campus nearby. Usually semester to semester there are room changes and rearrangements but that is usually due to classes not filling up or over filling (just the usual stuff). I don’t often hear a consistent complaint about a specific room or the AV in it. It’s mostly a here and there sort of thing. Honestly since Katie Dunn took over scheduling our classrooms my faculty have been pretty pleased with their rooms, and if they were we were able to work something out together.

7. The most prominent feedback that I get from Physics professors is that all of them want to use our classrooms Physics 150 and 154.

8. [I&E] It would be great to have better understand what is available. It is difficult to know what rooms are available to book and their features.

9. [I&E] Having more real time feedback on what is available and what days/times would be ideal vs. submitting and waiting to see what you are assigned

10. [CLST] The one “wish” that I had was that we could control the scheduling for Allen 226. This classroom is on the same hall as our “conference room” that seats 12. If we did control it, we’d be able to schedule almost all of our courses in the two rooms. Being a small department, we’re forced to overload period 1 and 5 due to the limitations across
campus. By gaining the second room, we would easily be able to schedule our courses to maximize enrollment, especially for our majors and minors who usually have to choose between two (or more) courses scheduled at the same time across the campus. I hope this helps and realize that it may be impossible to dedicate the room full to us, but allowing us to schedule all of our courses in there like we do Allen 229 could be very beneficial to maximizing our enrollments and quality of instruction.

11. The English Department would like to have two department owned seminar rooms (Allen 318 and Allen 317 would work) so that we could guarantee some of our faculty the rooms they prefer.

12. It would be helpful if the DSV had a weekly layout view of scheduled courses.

13. [Poli-Sci] My wish list would include having 2 rooms assigned to each department - a seminar size and a lecture size room (30-40 students). 90% of our courses fall within the 18-40 enrollment and it would be great if we could put the majority of our courses close to our department. I would also ask that someone follows-up on a yearly basis to see if the assigned room still fits our needs or needs any additional equipment since classroom/meeting space changes on a yearly basis.

14. [ROMST] Our language program courses need space for movement and it’s difficult to communicate that in the DSV, other than through the notes section.

15. [ROMST] Revisit the room capacity – the stated caps don’t always reflect the number of people they can comfortably seat. Rooms with chairs along the perimeter aren’t conducive to seminar classes, separating those students from the ones seated at the table.

16. [ROMST] Need a quicker turnaround in 25Live for scheduling make-up exams, oral interviews, or rooms for students requiring extra exam time.

17. Sometimes classroom size drives class size limits instead of pedagogy and demand driving classroom choice.

18. From AMES:
   a. faculty requests the right to schedule our classes on the main campuses, beyond our building off campus in the Franklin Center. The question of location has been a major issue for this department since its inception. We serve a broad community and many of our students have expressed concerns about the long distances to classes (many of which meet 4-5 times a week, often at early morning hours). We ask for priority to schedule our classes (especially language classes that meet often) in centrally located classrooms on East and West.

b. Please see the email sent by our chair on August 8, 2018 to Arlie Patterson about the details of our collective concerns. In addition to the right to place our courses on the main campus classrooms where they are easily accessible to Duke students, we ask that the bus routes be standardized and streamlined so that when we do have classes and events in the Franklin Center, the Duke community has a reliable transport system to get there. We recommend a more equitable way of distributing classrooms throughout the campus, and not silo off departments that are unfortunately located far from campus.

19. [HISTORY] My subjective impression is that our Dept controls less space than many, and I think the registrar's office has sought control over scheduling Boyd seminar room. Hope I'm wrong. History faculty should have first dibs on Gavin's bldg classrooms. It's hard to understand why there's such a shortage with all the bldg going on
20. We are a very small department so our scheduling and the proximity of our assigned rooms works well.
21. Does Theater Studies have control of Brody Theater, on East Campus? If not, there's a problem with available spaces in which to do any kind of performance work. At the moment, we only have the Rehearsal Room in the Bryan Center (next to the Clum Room) - and Brody Theater, if it's available to us.
22. It would be helpful if the room database listed pianos, as I periodically need a classroom with a piano, and this isn't a recognized 'attribute' of rooms.
23. Additionally, I think classroom scheduling should take into account the pedagogy of the course. If there are only a few classrooms best suited for flipped classroom/active learning, courses that use these pedagogies should have priority for scheduling in these classrooms.

II. FURNISHINGS: configuration; non-technology-related equipment and supplies (including maintenance/repair)

SUMMARY: Duke faculty are passionate about teaching and highly innovative in their methodologies, but classroom furnishings often hinder effective teaching. Not a single Duke faculty member responded with a request for furniture and space that supports “silent listening.” Even in lecture classes, we move about the classroom and structure our classes around team-based learning. Group work is typical for seminars, writing, foreign-language and many other courses. The Schools (Sanford, Fuqua, Law, etc.) far surpass Arts and Sciences in the quality of their classrooms and furnishings.

A. GENERAL FURNITURE

SUMMARY:

- No more desks with slanted arm tables.
- Need flat tables.
- Work to make the furniture fit the room and the pedagogy.
- Avoid over- or under-furnishing classrooms.
- Faculty and students need to move around.
- Provide all classrooms with a good flat “front table” for instructors and good-quality lecterns with storage shelves.

1. Physics 235 has too many desks. The extra ones are often pushed to the front for storage (without chairs), dividing instructor from students. There is also a large, immovable "bench" which contributes further to this separation.
2. We have a strange eclectic mix of chairs in our one seminar room – many of them have large arms which take up a lot of space and make the room very crowded when you have 18 students in a seminar. Need a set of smaller, uniform chairs.
3. Carr 242 - I like this room but seminar table was replaced by modular desks
4. Need enough space in classroom to cluster furniture for groups
5. Classrooms where circle of students can be small and intimate and at the same time give students comfortable space and ability to have a desk.
6. Need space beyond the table to move around
7. Need wider classroom space
8. **Gross Hall 104, 105, 111** need new tables and chairs similar to 2nd floor.
9. Need classrooms with flat tables where students can do group work (including ones for large classes, the ones in the Link are too few and only fit up to 40 students)
10. Every classroom needs a solid full-length lectern with a place for lecture notes and/or computer, and a shelf inside the lectern. Most classrooms either don't have a lectern, or they have some awkward one-foot mini-platform that you're supposed to put on a desk. Sometimes they have a tall podium that is cheap, doesn't hold anything, and is prone to sliding or tipping, etc.
11. Do not need classrooms with long tables
12. **ART 102** is example of what is NOT working
13. **Griffith Film Theater:** desks are small

### B. MOVEABLE FURNITURE

**SUMMARY:** *Strong faculty consensus favoring moveable, light, durable furniture.*

1. Need large 80-150 student classrooms that have moveable furniture for both lecture and teamwork.
2. **Trent** classrooms are small narrow rooms where furniture cannot be moved about.
3. Languages need rooms with moveable desks so students can break into groups for speaking practice.
4. Need furniture that is easily moveable.
5. **320 Languages.** BAD: stationary chairs with built in arm desks.
6. **320 Languages:** Need furniture that can be moved for small-group activities.
7. Education faculty need rooms with moveable furniture for interactive, team-based approaches, role-playing, and student movement.
8. Lecture professors need u-shaped, 3 to 4 level tiered lecture halls (**as in Sanford 04**), and 2-leveled tiered large seminar tables (**as in Sanford 05**)—in which the students sit at benches on movable chairs.
10. Cumbersome furniture, i.e., chairs.
11. Flexible furniture would be great.
12. Several small desks is more conducive to group work than one large table (**ex: Art 116** is hard to do group work).
13. Need chairs/desks that move for seminar classes.
14. We need flexible furniture - tables and chairs that can be moved and recombined in different configurations.
15. **Art 116** - the table is too narrow and chairs too large to comfortably fit 12 students + 1 instructor. Hard to move and do group work.
17. Need movable furniture.
18. Often furniture is not moveable easily.

### C. MOVING FURNITURE: A LABOR PROBLEM
SUMMARY: Moving furniture is labor-intensive. Work through proper channels to solve the problem. Can someone be available between classes to help with furniture?

1. (Trent): the room is used for numerous seminars/functions and we always need to move the tables back out when we're done, which is very labor intensive.
2. Sometimes when we move furniture – the faculty members from other departments who teach in lecture style express concern that "we didn't leave the room in the 'correct' order" – when we push back and say “what makes your order correct” they point to a photo that is posted in the room which indicates that the room should be arranged in a certain way. Who is deciding what way chairs should be arranged in a classroom?
3. Some dorm spaces are constantly rearranged (furniture): Bell Tower East & West,
4. always need to move the tables back out when we're done, which is very labor intensive.
5. Some dorm spaces are constantly rearranged (furniture) or have outdated AV/tech (Bell Tower East & West)

D. WHITEBOARDS/SCREENS/BLINDS/SUPPLIES

SUMMARY:

- Need more whiteboards (or blackboards) in all classrooms. Additional whiteboards should be installed on blank classroom walls.
- Some faculty feel very strongly about needing BLACKBOARDS (chalkboards)—do not replace them with whiteboards!
- Do not replace any existing boards with glassboards!
- Need good chalk/marker trays and a never-ending supply of chalk and markers and erasers/cloths.
- Consult with individual Departments to see whether faculty prefer blackboards.
- Consult with faculty before changing the type of boards (e.g. glassboards) installed.
- Provide additional mobile white/blackboards to classrooms (or Departments that “own” them).
- Ensure that drop-down screens do not cover boards.
- Classes that show films need reliable blinds/blackout curtains and lights.
- Never install a clock in the front of a room.

1. Some classrooms in Social Sciences building are way behind (e.g. SSC 139) in terms of effective layout (mainly visual lines) and technology (e.g. screens cover boards, technology doesn’t always work).
2. Whiteboards need to be on two different walls.
3. Need more rooms with the option to project and write on the board at the same time in the front of the room.
4. Need Seminar friendly rooms, room with both a screen and a dry erase board.
5. Art 102: white board on other side from AV
6. Gross Hall 104, 105, 111 need white boards, paint, modern AV
7. I am often put in classrooms where I show movies and the shades don’t block light and there is no graded seating so that students have a difficult time seeing the films.
8. Have had 3 colleagues who want rooms where the projection screen does not cover up the only whiteboard. They want to show powerpoints AND write on the whiteboard at the same time.
9. **320 FL:** The screen covers the blackboard, which would ideally be a whiteboard. We could use whiteboards on the other blank wall.
10. There should be a way quickly to set lights for projection.
11. **Soc Psych 126** is terrible as you can’t project and write on the board at the same time. The board was fixed to the side wall and students will have a hard time seeing that. Plus the space it extremely tight.
12. Updated technology and screens in the rooms. **Griffith** is so old and the technology is so out of date and not functional. That is one of many examples.
13. The thing our faculty dislike most is when the projector takes up the only board space in the room or when classrooms are oriented in such a way that board space is unusable.
14. Projector screens shouldn’t cover chalk/white boards. Additional board space needed.
15. TWP wants blackboards, not whiteboards
16. SES wants blackboards *and* whiteboards
17. Need boards that wrap around – this allows for lots of collaborative work. Replace blank walls with places to write. Good: **West Duke 108B, 105**; Bad: **West Duke 106**
18. No whiteboard in Biddle
19. Whiteboard should be on separate wall from projected screen; classrooms are not consistently outfitted.
20. Would like many, many chalkboards
21. white boards, if necessary
22. boards that all students can see
23. ability to use board and screen at the same time
24. more boards for group work
25. Chalkboards and white boards in every classroom
26. boards in different positions in classroom
27. Would like rooms where the screen doesn't cover the board and there is lots of board space
28. All classrooms need dry-erase boards.
29. I teach a film class — sometimes on West, sometimes in **Carr** -- and I'm always eager to have blinds (including blinds on door window)s that can darken a room
30. Since most of my department tends to request and teach in our own building, a request should be added to our committee report to tend to the facilities in that building in general. In **Carr 242**, the screen flips up and cannot be lowered in a fixed position, thus making it impossible to show documentary images and limiting my ability to display evidence to my students.
31. Many of the classrooms don’t have the capacity to dim front lights or close window shades to make the projector screens more visible.
32. Put the clock in the BACK of the room (so only the prof can see it!)
33. Whiteboards are working well but one or more in the rooms we use have lost their "chalk/marker trays" which hold the erasers and markers.
34. The seminar room in **Page (106)** - needs some kind of blackout curtains, if it's meant to function as an audio-visual room. I once taught a movie class in there, in the afternoon, and the curtains and/or shades currently in the windows did very little to darken the room, making it difficult to show movie clips. Right now, the only room we have available for screening visual material is the **Clum Room** in the Bryan Center.

35. We need more blackout curtains in rooms so that video can be shown without glare, etc.

36. **Bobe Hall (019 Biddle)** not enough music stands - same issue for practice rooms. They get moved around all the time.

37. I extensively use the chalk blackboards in **Gross 107** to teach my required undergraduate math class in the COMPSCI dept. Please do **not** remove them. Please do **not** change them to white boards. Please do **not** change them in any way. My class requires these chalk boards. With a blackboard when I teach math I can use fat chalk. That allows me by using a shaped chisel-like edge to get a font such as Fraktur. This allows it to look like the correct math and to be more readable. But most important it’s visible from the back of the room, because I can write with letters that are large and are about 3/4 of an inch wide on the board. Serrito, mathematically correct, and in the correct font. This is absolutely impossible to do with the white boards or Glass Boards. Therefore these big rooms that have a board in the front will be absolutely useless if we use a glass board or a chalkboard because students won’t be able to see anything written on them unless they are sitting in the first row. It will make the room useless. I like the idea of the rolling chalkboards but it wouldn’t solve my problem. What I like about **Gross 107** is I have eight chalkboards in a row. This allows me to leave things up to talk about later in lecture — such as a key theorem or definition. So I not only need one chalkboard, I need between six and eight of them and this room has those!!

38. **Gross Hall 107** has issues in that it still has blackboards (chem faculty seem to be more technology friendly, so white boards, and certainly LED projectors, Doc cameras are the preferred method.

39. In **FFSC 2237** the projector screen covers the majority of the front white board space.

**E. SIZE/CONFIGURATION/SPACE**

**SUMMARY:** Appropriate classroom size and configuration are essential for good teaching. All of the issues listed below hinder our ability to teach effectively:

- Matching classroom size with the needs of particular classes is a challenge. Rooms can be too large or too small.
- Configuring large lecture classes to nurture TBL is a priority but tiered lecture halls can make group work difficult.
- Furniture can be a bad fit for the classrooms.
- Some concerns here overlap with those having to do with a need for moveable furniture.
- Consider the possibility of commandeering adjacent non-classroom “collision spaces” for breakout sessions and group work.
- Sight lines in certain rooms are a problem.
· Some Departments need classrooms that can hold special supplies (demo collections, etc.)

1. Physics would like to offer more TBL centric classes, but the larger lecture halls are not set up to facilitate that. That’s an architectural challenge. We need a classroom in the building big enough to handle increased enrollment in intro classes (while giving access to our demo collection). Some mid-size classrooms could be improved for TBL with the proper furniture.
2. Some classrooms in Social Sciences building are way behind (e.g. SSC 139) in terms of effective layout (mainly visual lines)
3. Many of the classrooms in our building are not designed to allow an instructor to move around and interact with the students.
4. It would be nice also to have more smaller meeting rooms for small group meetings and discussions.”
5. Need more “proper” or old-fashioned seminar rooms (x several faculty from a variety of disciplines and schools).
6. Need more seminar spaces
7. Need for more stadium seating classrooms with work space like SS 111, Old Chem 116, etc.
8. psych/neuroscience] Need a large classroom for over 90 students that has one floor for team-based learning. And, many of my faculty like to use the Perkins Link rooms because of those movable tables.
   1. Need more flat flexible rooms that can hold up to 40 students
   2. Need more medium sized lecture rooms that are in a circle like at Fuqua for example where everyone can see each other and the instructor.
   3. Need more rooms that invite team work and creativity – For example if you created classrooms with tables that are in the foundry open area
   4. In Smith Warehouse/AAHVS, columns in classrooms block sight lines to lecture images and notes
13. Need small stage-like platform for performances/oral presentations
14. space for presentations,
15. space around tables to change positions in room
16. Lecture professors need u-shaped, 3 to 4 level tiered lecture halls (as in Sanford 04), and 2-leveled tiered large seminar tables (as in Sanford 05)–in which the students sit at benches on movable chairs. This is the model for the state of the art classrooms not only in Sanford but also in the Law Building and in Fuqua.
17. Social Sciences 109 is too long and narrow and not conducive to seminar discussion.
18. Social Sciences 107 does not fit more than 12 at the table.
20. A number of our larger bio courses have incorporated team based/active learning, but there are very few flat classrooms that can seat 40-70 with moveable tables to accommodate the pedagogy.
21. Teaching spaces: learning is active and we need more flexible space
22. space where students can easily see the board/projector without straining necks or move seats
23. There are rooms that are uncomfortable/too small for 13 people. These are often in dorms (Randolph, Keohane)
24. Bivins 214 is too small
25. Bivins 109 - desks are too small for laptops and notebooks at the same time
26. Some Crowell rooms not suitable for teaching. Oddly configured and the temperature is often unsuitable for habitation
27. rooms in Crowell are too large for 12-person discussion
29. some classes are too small and half of the students have their back to board and screen
30. Rooms should comfortably fit 14 people
31. Some rooms don't allow for all students to see the board or projector (Carr 241)
32. enough space in classroom to cluster furniture for groups
33. Classrooms where circle of students can be small and intimate and at the same time give students comfortable space and ability to have a desk.
34. Space beyond the table to move around
35. wider classroom space
36. Art 102 – too narrow; impossible to move around in
37. In Brodie/Branson on East we need plenty of rehearsal blocks and one round table but not much of anything else to create groundplans. The chairs in the theater are nice and heavy armchairs but not really ideal for acting scenes. We could use a door frame or a store of other furniture for the students to use in their scenes. If these already exist I'm not sure where they are stored and if I can have access to them.
38. enough space in classroom to cluster furniture for groups
39. Learning is active and we need more flexible space.
40. Allen 306 is tiny and windowless, but the technology is good. If it were set up only for classes of 6 or fewer with a small table and no extra chairs, it would not be horrible. But even a class small enough to fit in the room does not fit in the room in its current set-up, because it is over-crowded with a table that is too large and twice as many chairs as fit around the table. The registrar tries to stuff classes of 18 into the room. Getting from my seat to the black board is nearly impossible even with nobody in the room except me! It requires moving at least 5 chairs, one at a time.
41. -25Live needs to revise down the number of students that will fit in Gray 319. Currently listed as 20. My class of 12 just barely fits.
42. Gross Hall 107 has serious issues that it is totally inaccessible in the rows when students are taking an exam, impossible to really do any TBL since it is a tiered class room. BioSci 111 has the same issues as far as tight space and a tiered classroom.

F. DISABILITY CONCERNS/SECURITY

SUMMARY: Ensure that sufficient classrooms are handicap accessible (on East, Central, and West) to meet need. |Work with Campus Security to update classrooms to comply with security guidelines.
1. All classrooms should be handicap accessible.
2. Disability concerns: fully movable classrooms make it extremely difficult to navigate wheelchairs for example.
3. Smith Warehouse/AAHVS) classrooms do not comply with “active shooter” strategy/training. Need doors with locks from the inside and possible designated hiding spaces within the classrooms.
4. Griffith Film Theater: Definitely non-accessible for students with differing mobility – have to sit at extreme top of room.

G. STATE OF REPAIR.

SUMMARY: Basic maintenance and supply seem to lag in particular in Arts classrooms and practice rooms (Music/Theater).

1. Chairs that break or wheels fall off after less than a year of use
2. Bone Hall (019 Biddle): lots of broken chairs/extra chairs/non-musician chairs
3. All classrooms need more frequent monitoring for equipment maintenance including broken AV equipment and permanently marked up dry-erase boards.
4. The Clum Room itself has a projection screen that needs to be replaced, because there’s a large blurred black mark on the screen that’s there now.
5. Chairs often disappear from classrooms; sometimes there aren’t enough
6. Griffith Film Theater: About half of the overhead lights are out. Not a problem for lecturing, but a problem for tests.
7. Gray 319 needs attention. Old tape recorder, transparency projector, fan and debris scattered around front of room.

H. AESTHETICS:

SUMMARY: Who is deciding the aesthetic choices in our classrooms?

SUMMARY: Ensure that faculty make all decisions as to aesthetics of classrooms (colors, carpet, décor). Do not throw away the baby with the bathwater; before converting and modernizing all classrooms to a 21st-century sterile, tech-oriented model, consult with faculty who teach in these spaces. Preserve some classrooms of a classic look—paneling, large seminar table, rugs, etc. (models: East Campus Parlors; Lilly and Perkins/reading rooms, etc.).

1. Bad choices in new furnishings: ugly rugs, sterile environment,
2. Furniture too modern and not classic enough; nothing that makes classrooms look academic/scholarly rather than just bad modern design
3. I especially support the comments about aesthetic design: it would be great if these “improvements” didn’t lead to more antiseptic faux-corporate environments with plastic. If at any point the question of atmosphere emerges in the discussion again, I would strongly support more ‘old-school’ classrooms with wood, chalkboards, etc. I taught in some rooms like this at Berkeley, and I really think that that atmosphere made a difference in
student attitude. (I read a few years back of a research study that concluded that while students never check out books anymore, they study infinitely better when in an atmosphere surrounded with books…)

III. TECHNOLOGY [including maintenance/help]

SUMMARY:

- Display tech support contact information clearly in all equipped classrooms.
- IT help staff should respond promptly to emergency calls for help.
- Some classrooms lack adequate tech equipment (projectors / audio / recording).
- Need more user-friendly tech. Uniformity could encourage use of technology.
- Regularly test and maintain existing equipment (audit frequency).
- Properly equipped classrooms should be assigned to courses that actually need them.
- Need effective control of lighting for visibility of projections (working shades and adjustable artificial lighting). Projector bulbs are often too dim.
- Build in tech equipment so that laptops are optional.
- WiFi signal is not adequate throughout A&S classrooms.
- Provide ways to restrict students’ internet access.
- All buildings should have ePrint.
- Provide region-free DVD players and HDMI cables in every classroom.
- Cords should be longer and have adapters for newer pc/apple laptops.
- Need a few classes equipped for collaborative tech.
- Soc Sci 139 is the special focus of much criticism.

1. Physics: AV equipment in most classrooms is good enough for our needs; there has been significant improvement on that front over the past few years.
2. Physics: has specialized rooms that house displays/demos. But these classrooms are often assigned to classes that don’t use these demos/displays.
3. Social Science 139: large number of windows with defective shades; lowering them is time-consuming and ineffective. Switch and automatic shades?
4. Restrict students’ internet access.
5. Tech support contact information (e.g. numbers to call) should be displayed conspicuously in every classroom (by main switches? computer consoles?).
7. Technology should readily accommodate PowerPoint, films, prezzi, etc.
8. “Too many classrooms (certainly every classroom in Friedl) make it too hard to turn off the lights, so as to project movies, power-points etc. I know that emergency rules require some light in all classrooms. BUT they surely can’t require so much light that students only see the material they are to study and discuss utterly faintly. There should be a way quickly to set lights for projection.”
10. **A&S Council meetings**: audio recording capability in Perkins 217 is atrocious. I wonder if every room has audio recording capability. **Social Science 139** did not. (The room in Pratt had really good recording quality.)

11. **Religion**: Gray 110 (not a listed classroom) sometimes used as a seminar room but there is no AV in this room. Could it be equipped with AV so it is a more versatile backup option?

12. ePrint in every academic building.

13. Update AV in every classroom so that laptops are not required.

14. **Biology**: Panopto-type technology that allows recording and linking up with off-site groups (e.g. Marine Lab) should be available in more rooms.

15. Despite efforts to become familiar and effective with the technology in the classroom, it only “works” about 1/3 of the time. Though prompt and helpful, it takes assistance 5-10 minutes to figure out what’s not working. Technology is not user friendly.

16. Our tech compares unfavorably with tech at similar institutions. For example: pull-down projector screen should be automatic; turning on the AV system takes too long; too often AV system fails to connect to laptop.

17. **Bryan Center 128**: has no computer.

18. Limited technology functionality.

19. Better monitoring of equipment maintenance, including broken AV equipment and permanently marked up dry-erase boards.

20. Need to ensure prompt response of IT staff to emergency call for help when equipment doesn’t operate as it should.

21. Need more technology.

22. More AV/Smart boards, sound & video.

23. **Social Science 139**: projector bulb is often dim and not replaced despite requests.

24. Need technology that’s easy to work with.

25. Some classrooms are not equipped with up-to-date technology. **Franklin Center 028** has major audiovisual issues.

26. DVD players should be region-free: many of us teach with films from outside of North America.

27. **LSRC B015** and several rooms in the Allen Building need up-to-date HDMI cables and working region-free DVD players.

28. HDMI hookups in every room.

29. **Bell Tower 113**: projector is dim, sound doesn’t always work.

30. Technology is difficult to use and unreliable.

31. Tech consoles work poorly.

32. **Art 102**: AV in often does not work.

33. Tech does not work.

34. Quality and reliability of equipment is quite variable.

   1. Tech works inconsistently. Assistance is very prompt and effective but take time. This discourages faculty from adopting tech.

36. Install uniform tech interface across all of Trinity; tech console should include a CD/DVD player. Cords should be long for proper autonomy.

   1. Need classes equipped specifically for collaborative computational work (e.g. screens at tables, ability to pull up student screens on the projector, multiple
screens in the classroom that allow students to see projection without facing forward, etc.).

2. Classes are disrupted because someone can’t hook computer up to the projector/tv (actually happened to me yesterday in BioSCI 119).

39. Make Old Chem 119 available for video conferencing (for Skype interviews, dissertation colloquium, etc.).

40. Furnish Ark Dance Studio with built-in sound equipment (we are using a very old heavy sound system on a trolley that needs to be brought in and out and locked in the storage place after each class).

41. Furnish Ark Dance Studio with a projection (room is used for dance majors’ senior choreographic project-performances). Currently must use a portable projector for each performance. The Studio also hosts guest artist workshops and conference presentations but lacks proper sound equipment.

42. Need the possibility for students to project their screens via a password protected mechanism and WIFI from their seats to the screen for other students in the class to see.

43. The AC system in Physics 235 is very loud, yet ineffective.

44. About half of the overhead lights are out. Not a problem for lecturing, but a problem for tests.

45. Desks are small

46. Definitely non-accessible for students with differing mobility – have to sit at extreme top of room.

47. Griffith Film Theater: Must use computer to teach – having a Microsoft Studio or other pen-based computer easily accessible for class times would eliminate need for individual faculty to bring/connect their own computers every lecture; also: have to go into control room to change light settings and mic volume – a guide to that would be helpful. Griffith film theater also needs a smart-board device; this is the only way to lecture to such a large audience.

48. Gray 319. The projector screen is on the opposite side of the laptop connectors. I stand and talk on one side of room while the other side of room projects the Powerpoint. I purchased a PPT remote clicker to get around this issue.

49. “Walltalkers,” the walls that you can write on (as found in the Link rooms) are fantastic.

50. (For all rooms). Agree wholeheartedly about needing a projector screen that does not cover the whiteboard. Perkins Link walls (Walltalkers) are ideal spaces in this regard.

51. - Old Chem 119 needs a better AV system and projector. Both need to be updated. The projector is dim, to the point where all lights have to be turned off in order to see what is projected.

52. Old Chem 119 (and other classrooms where languages are taught) also need document cameras.

IV. DISTRACTIONS: HVAC/LIGHT, NOISE, ROOM PROBLEMS NOT CONDUCIVE TO TEACHING

SUMMARY: Utility noise, heat and cooling systems, classroom acoustics, and noise outside the classroom can hinder effective instruction. Lighting can also be a problem. Some recent renovations that seem to have been done for purely aesthetic reasons are
particularly problematical. Always consult with faculty before undertaking classroom renovations and repairs.

1. **Soc Sci 139**: the air handling system is very loud and obstructs students’ ability to hear the lecture in the back half of the classroom.
2. **Soc. Psych. 126**: the air vent is very loud.
3. **Smith Warehouse** classrooms have poor acoustics such that make it difficult to hear presentations, especially in **Bay 12 A 101**.
4. In addition, some of the doors have noisy automatic locks that interrupt presentations when students leave the room during a lecture. Heating and AC are very noisy throughout the bays since they are exposed.
5. **Allen Building, third floor classrooms** need soundproofing as traffic and conversations in the hallways are audible inside the rooms during lectures and seminars. Also, rooms without windows are not desirable teaching spaces.
6. **Trent**: the basement classrooms have bad ventilation. One thermostat controls the air and heating in 4 classrooms, which often overheat or underheat as a result. Outside noise from construction or lawn mowing interferes with hearing discussions in the absence of soundproofing.
7. **Bivins 114**: the room needs proper lighting and soundproofing. Old, noisy ventilation need to be replaced, and heating and cooling systems need to be improved. A similar problem with the AC and heating exists in Branson 201.
8. **Crowell** classrooms are not suitable for teaching. The space is oddly configured and the temperature in the rooms is not properly regulated.
9. AC in Crowell breaks often
10. **Old Chem 003**: the ceiling unit for AC and heat needs to be examined as it is distractingly loud when switching on and off.
11. **The Ark Dance Studio** on East Campus has serious problems that have remained neglected for years despite many requests for improvement. There are neither AC units nor ceiling or wall fans, leaving instructors and students with virtually no air circulation. Windows were added but they are terribly hard to slide up and down. There are mold problems in the humid conditions. The building has no sound system and no storage space for equipment brought in for instruction and performances.
12. **Carr Building**: The History Department’s seminar and meeting room (**238**) was gutted and reshaped without faculty consultation, leaving a room that is now not conducive either to lectures or meetings.
13. **Gross Hall 107** has HVAC issues, I know from my own experience that it gets really hot in that class room.
14. **Social Psychology 126** has a loud vent operative continuously, which also spews chilled air on the students.

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**V. ADDITIONAL NOTES based on faculty feedback.**

**GENERAL WORDS OF PRAISE:**
1. **Perkins LINK rooms** are great for group work: tables/chairs all move and there are dry erase boards everywhere. Plus, the smart rooms have responsive staff that can help with tech issues.

2. Need other small classrooms on campus with similar capabilities to the LINK.

3. (classroom in **Trent**): GOOD: moveable tables/chairs and lots of dry erase boards.

4. [History] I do like that they’ve replaced the desks in some of the rooms with movable desks and chairs. [**WEST DUKE 105**]

5. My other classroom, in Friedl, is quite nice.)

6. The rooms are very clean. Our housekeeping person Daisy is exceptional.

7. Moveable desks and chairs as in **Carr 136** are great for seminar classes.

8. **Griffith Film Theater**: the computer projector is amazing, the A/V controls are intuitive, the computer connections are always available, there are plenty of batteries for the wireless mic, and the space is always clean!

9. **Schiciano** is a great space for teaching a ~200-person class. [**COMMENT**: relates to Pratt]

10. Faculty really like **FFSC 2231** (the large lecture hall in French, both tables and some tiered seating but it makes it more possible to do TBL activities)

11. **FFSC 2237** is a perfect room (except for the fact that the projector screen covers the majority of the front white board space), but that room has the ability to move chairs and lends itself to almost any teaching style, of course it only holds about 38 students!

**COOL IDEAS volunteered by faculty:**

1. There is lots of space around the TWP outside that could be great for small group meetings when the weather is good. How about some outdoor furniture like the ones around Bryan Center on West?

2. Designate special classrooms to be traditional—tweedey rooms with fireplaces, wooden furniture, paneling, etc.

4. Endow classrooms for upgrades; name them for donors or to honor Duke’s master teachers

**ADDITIONAL COMMENT (faculty response to our call for input):** concerning the balance between large lecture classes and everything else:

of the 1,463 classes with undergraduates:

50-99 students: 4% of classes (59)

Over 100 students: 3% of classes (40)

Furthermore, large lecture classes are in a fraction number of departments. In Computer Science, we teach at least 10 courses with enrollments > 100 and the faculty who teach those courses are unlikely to reply to the survey. On the other hand, the median Duke student’s experience likely includes large lecture courses while very few faculty's
experience includes large courses. In huge classes like Comp, Sci (250 students) it can be hard to manage TBL.
APPENDIX C: DSG SURVEY OF STUDENTS

https://docs.google.com/spreadsheets/d/1Z0OmSuQttKdwDhpDwkH8LG_noSj70TKYwPhNgGN6HaHo/edit?usp=sharing
APPENDIX D: TRINITY COLLEGE'S BEST AND WORST CLASSROOMS

(APPENDIX D-1: complete list of classrooms attached)

(APPENDIX D-2: images of best and worst classrooms attached)

[1] https://trinity.duke.edu/about?page=50
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“Well-liked rooms”:

Old Chem 116

Physics 130