MIT Classroom Advisory Board (CAB)
Status Report and Recommendations

August 2024

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1. Executive Summary

Charge and objectives

The Classroom Advisory Board (CAB) was formed in the summer of 2023 at the recommendation of Task Force 2021 and Beyond[1] with the following charge:

> The Classroom Advisory Board will provide the Vice Chancellor, Associate Provost, Vice President of IS&T, and Faculty Chair with short- and long-term priorities for MIT's classroom spaces. Recommendations should take into account instructor and student needs, infrastructure, design, technology, and resource allocation, and better position MIT to continue to provide world-class teaching and learning environments for our community.

Objectives included:

- assessing emerging trends in teaching and learning environments and delivery methods for instruction as well as student and instructor needs.
- creating and maintaining a set of guiding principles for classroom design that supports MITs mission.
- drafting and submitting proposals for short- and long-term priorities that include budget impacts and funding requests.
- creating, assessing, and periodically updating recommendations for short- and long-term priorities.
- ensuring that key stakeholders – faculty, students, CRSP, Facilities, Provost, ODL, TLL, Registrar's Office, IS&T (including AV), MVP, and Sloan Technology services – are coordinated.
- reviewing and approving templates for classroom layouts including furniture arrangement, technology, writing surfaces, and similar.
- documenting funding sources and approval requirements.

When CAB first convened, it quickly became clear that addressing all of these objectives within a single year would be difficult. As such, we decided to focus on three key areas which are covered at length in this report.

1. identifying teaching and learning trends as well as current practices
2. reviewing MIT's existing classroom inventory and surveying instructors to learn about favorite and/or desired elements and designs
3. assessing costs and recommending alternative funding models and applicable budget and financing improvements

Classrooms overview

Centrally controlled classrooms assigned to the Registrar's Office cover a range of sizes and formats such as small seminar rooms, medium sized rooms with loose tables and chairs, and large tiered lecture halls

[1] (see: https://tf2021.mit.edu/)

with fixed seating. Space configurations vary and so does the technology available in each space. Some classrooms already employ enhanced technology (i.e., two Technology-Enabled Active Learning (TEAL) classrooms, the suite of Sloan classrooms, and others), but most rooms are more simply equipped with a standard AV system that includes one or more video projectors and a sound system with laptop inputs. Rooms controlled by academic departments are similarly varied.

The budget for these spaces comes from more than 10 different sources. Some are funded through annual, flat line items, and others through one-time allocations or donations.

High-level concerns

One significant theme that emerged from our research on teaching pedagogies, including literature review and instructor feedback, is the growing importance of these four characteristics in modern-day classrooms:

1. **Multimodal** – having the ability to employ a diverse range of instruction across sessions and weeks.
2. **Multimedia** – integrating print, video, audio, computational, and physical design materials.
3. **Hybrid** – incorporating both in-person and remote interactions.
4. **Accessible** – accommodating students' diverse range of cognitive and physical needs.

Summary of recommendations

Current, year one recommendations include:

- defining standard infrastructure templates based on emerging pedagogy and instructor demand.
- identifying a suite of technology functions that should be included in every classroom.
- creating budgeting methodology that accounts for inflation, ongoing maintenance, and routine replacement of technology, furniture, and other physical elements.
- devising an Institute-wide interactive portal for classroom inventory and scheduling.
- establishing a standing committee of faculty, staff, and student representatives that reports to the Provost and whose function will be to approve new classroom designs and renovations of existing spaces.

2. Teaching and Learning Practices: Traditional Approaches and New Trends

Historically, lectures and recitations have been the dominant modes through which instruction is delivered at MIT, and many of our classrooms are designed for these traditional methods. As active learning continues to become an integral part of teaching, we need to reimagine our spaces through renovation and redesign to meet this important shift.

Environments that support active learning must facilitate communication from multiple directions – from instructor to student, from student to instructor, and between students – which many of our classrooms are not currently designed to accommodate.

Instruction in these environments is distinguished by four key characteristics. Teaching is:

1. multimodal, using multiple instructional practices across sessions and weeks;
2. multimedia, using print, video, audio, computational, and physical design materials;
3. hybrid, including in-person and remote participation; and
4. accessible to the wide and wonderful variety of brains and bodies that participate in MIT classes.

Supporting active learning requires classrooms with appropriate technology, adjustable furniture, and more square footage per student. These considerations should inform the design and plans for new buildings and new classrooms, the renovation of existing spaces, and the ways we allocate students to classroom spaces moving forward.

Classroom teaching is a mission-critical, complex undertaking. The vast majority of classes at MIT are designed and delivered at the sole discretion of the instructor. In notable exceptions, departmental or curricular requirements impact those decisions, such as 8.01 and 8.02 (TEAL) and Communication Intensive (CI) subjects.

As instructors plan their subjects, decisions are typically based on individual and departmental priorities, prior experience as learners, and disciplinary norms together with the affordances and physical characteristics of assigned classrooms. For example, although an instructor may wish to utilize student-centered, active learning practices, physical constraints (layout, technology, seating, light, etc.) of their classroom may significantly limit their ability to do so effectively.

Active Learning

Active learning is defined as any pedagogical method that involves students working on tasks and reflecting on their work apart from watching, listening, and taking notes (Bonwell and Eison, 1991).

Additionally, *effective* active learning involves appropriate cognitive processing by learners; information is attended to, organized into a coherent structure, and integrated with relevant prior knowledge (Mayer, 2011, 2022). Simply introducing an activity is likely insufficient. It needs to draw students to the "appropriate cognitive processing" by giving them opportunities to practice and apply what they learn.

The literature is clear. Students learn more in classes where instructors skillfully incorporate active learning elements, as opposed to those which are solely lecture-based in Science, Technology, Engineering, and Mathematics (STEM) (Freeman, 2014)[2] and Humanities, and Social Sciences (Kozanitis, 2022)[3]. We know that active learning reduces achievement gaps in STEM courses between students from minoritized groups relative to other populations (Theobald, 2020)[4], Eddy & Hogan, 2014[5], Haak, 2011[6]). We also know that appropriately designed and utilized classrooms have positive impacts on students' learning outcomes and engagement and retention, and under the right conditions, teaching in them can be highly positive for instructors as well (Talbert, 2019)[7].

Despite all the evidence, lecture is the predominant format for many classes at MIT, in part because it is difficult to incorporate active learning in spaces that are optimized for lectures. For example, the 6.1020 instructors attempted to teach with active learning in a large, tiered auditorium (26-100) by running around the lecture hall as students worked on coding. This approach would have been much more effective in a "Flexible Learning Space" or a large room with movable tables and chairs to enable easy roaming for the teaching staff.

Flexible Learning Spaces

For the purposes of this report, we define "Flexible Learning Spaces" as those that enable instructors to effectively incorporate elements of active learning while also supporting the traditional lecture, with the understanding that a combination of teaching practices will likely be the most desirable and effective approach for most classes.

Although MIT does not maintain a comprehensive inventory of teaching practices at the Institute, we can gain insight from a large group of pedagogically advanced and dedicated instructors who teach across a wide range of disciplines. The Writing, Rhetoric, and Professional Communication (WRAP) instructors tell us that classroom design should be multimodal, multimedia, hybrid, and accessible.

Multimodal – Over the course of the semester, faculty will use a variety of teaching strategies such as lecture, seminar, discussions, small groups, peer review, design and making, student presentations,

2 https://doi.org/10.1073/pnas.1319030111

3 https://doi.org/10.1007/s10734-022-00977-8

4 https://doi.org/10.1073/pnas.1916903117

5 https://pubmed.ncbi.nlm.nih.gov/25185229/

6 https://pubmed.ncbi.nlm.nih.gov/21636776/

7 https://docs.google.com/document/d/1gVaa7YmVS9IVuh2LVL39HzBVTmzKqFtr4tKvgQFnGx8/edit

individual work, hybrid online conversation, film screenings, sound recordings, live computer programming, and others.

The best classrooms will support this range of strategies and multi-directional dialogue with features that include:

- movable **tables** with lockable wheels.
- light, moveable **chairs** without wheels or built-in desks.
- multiple **projection screens and boards**, some moveable.
- enough **space** so that students can be gathered in groups, teachers have ample access to move around, and options for storing supplies or other design tools.

CAB Note: Room capacities for multimodal configurations are typically 66-75% of those spaces designed for lectures, and capacity recommendations should be adjusted accordingly.

Multimedia – Instructors use films, media clips, live programming demonstrations, images, memes, texts, artifacts, design materials, and other forms of media in class.

The best classrooms to support these activities include:

- **projection systems** that accommodate high quality (HD) video and audio.
- **lighting** that can be adjusted for different types of media presentations.
- **touch panel controls** (GUI) that support rapid changes in lighting, sounds, displays, and computer projections, ideally without the need for connection accessories such as adaptors or dongles or with permanent accessories in the space.
- **tables** (not tablet armchairs) that allow multiple students to view paper documents or work with physical materials of a variety of sizes, from Post-it notes to prototype construction materials.
- **moveable screens and projection systems** that allow students (in a large or small group) to have an up-close view of texts.
- **flexible "lecture capture" systems** that can record traditional faculty lectures as well as student presentations, guest speakers, and class discussions.

CAB Note: Equipment to support non-traditional Q&A, presentations, discussions, seminars, and similar might include both full-room and handheld microphones and multiple cameras.

Hybrid – Many sessions of fully in-person teaching with accommodations for participants who are off-campus or outside of the classroom. Students who are sick or traveling to conferences can log in for class and guest speakers can join by Zoom.

The best classrooms for flexible participation include:

- **audio and video capture** that let guests see into rooms and let participants project sound and visuals out.
- Zoom, Panopto, and other **communication software** that is integrated into the room design and GUI interface.

- **lecture capture systems** that support hybrid learning and not just the recording of faculty lectures.

CAB Note: Those designing and redesigning classrooms should be attentive to any changes that might happen to online learning systems in the future and be able to address the question of how the now "standard" Canvas, Poll Everywhere, Piazza, Panopto tools integrate with our spaces.

Accessible – Recognizing that a wide variety of body sizes and shapes and individuals with disabilities and assistive needs move through our classrooms.

The best classrooms ensure that:

- **chairs** are sourced that accommodate larger persons in rooms with fixed seating, seats can move back from the desk.
- **outlets** are accessible to all participants
- **whiteboards and blackboards** accommodate shorter people so that they can use the entire writing space.
- rooms for **multimodal teaching** have enough space so – even when fully enrolled – people with mobility concerns (wheelchairs, crutches, walkers, etc.) can easily and safely move around.
- **sound enhancement and projection** are more widely available for the hard of hearing and second language learners who struggle with vocal projection.

CAB Note: When considering the above concerns, we should be partnering with Disability Services to give careful attention and comprehensive review to both old and new spaces.

There is no question that a classroom's physical design impacts what students expect and are willing to do in that room. In their review of learning space architecture, Talbert & Mor-Avi offer the following on Active Learning Classrooms. ALCs:

- are connected with improved student learning outcomes and engagement (affective, behavioral, and cognitive).
- have a positive connection with instructor practices and beliefs.
- are a tool in the evolution of a new culture of learning.[89]

Although all of these points are worth noting, the last statement is based on evidence that changing instructional spaces to facilitate connectedness of learners and instructors can have a broader impact on the university as a whole. Talbert & Mor-Avi go on to say:

> "By being freer to move and have physical and visual contact with each other in a class meeting, students **feel more connected to each other and more connected to their instructor**."

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[8] Talbert R, Mor-Avi A. A space for learning: An analysis of research on active learning spaces. *Heliyon*. 2019 Dec 24;5(12):e02967. doi: 10.1016/j.heliyon.2019.e02967.

[9] Although this is a very useful review article, it should be noted that the work was sponsored, in part by Steelcase (manufacturer of classroom & office furniture).

We know that instructors who try to incorporate active learning in their classes may encounter pushback from students, departments, and faculty. But if we can move our classroom spaces in a direction that improves student learning and engagement and instructor satisfaction, and at the same time, helps students feel more connected to each other and to their instructor, how could we possibly let anything stand in the way of accomplishing that?

3. Teaching Spaces and Places

MIT has nearly 400 classrooms and teaching spaces overall. 158 classrooms are managed by the Registrar's Office; 100 are managed and assigned by Departments, Labs, and Centers (DLCs); and approximately 112 are laboratories and studios frequently used as teaching space.

Current State

CAB reviewed the following data in its efforts to assess classrooms and other teaching spaces around campus:

- The 2023 Classroom Survey conducted by Institutional Research on behalf of the Registrar's Office.
- The current inventory of spaces defined as "classrooms" in the Provost's allocation database, some of which are assigned to the Registrar and others to DLCs.
- Sloan "Classroom of the Future Initiative Discovery" report.
- Feedback from departmental focus groups, hosted by CAB faculty representatives.
- Lecture capture utilization rates from Registrar-assigned rooms.
- An informal survey of AY23-24 instructors which sought input about favorite classrooms and other preferences (detailed notes in the appendix).

General Findings

Overall, MIT has a substantial inventory of classrooms, both in terms of quantity and quality.
Common features of traditional classrooms, especially those for medium sized lectures, include:

- Ample chalkboards, display spaces and AV equipment.
- Good lines of sight; students can easily see the instructor, boards, and screens and instructors can see all students, make eye contact, and move freely.
- Comfortable seating.
- Writing and device space for taking notes and using laptops or tablets.
- Optimized balance of either natural or artificial lighting
- Some examples of traditional classrooms with these features include:
    - 3-270/370
    - 4-270
    - 10-250
    - 32-123/124/144
    - E62-221/223

MIT also has in its inventory smaller seminar-style rooms and spaces with configurable tables and chairs that better suit project-based teaching.

Successful examples of such spaces include:

- 2-103
- 5-216
- 9-255
- 10-485
- 26-152
- Pappalardo Lab (e.g. 3-051)

Generally, community members are satisfied with the location, size, furnishings, and technology of these classrooms. The current inventory supports a variety of teaching styles and offers different levels of technological integration and interaction capabilities.

However, satisfaction levels are not uniform. Classroom use is influenced by several factors including faculty and student preferences for time and location and availability in preferred areas on campus. The existence of two parallel systems for the design, management, and allocation of classrooms (the Registrar's Office and DLCs) leads to mismatches between the size of the space and student enrollment, complicating the scheduling process. Furthermore, it is unclear how many classrooms can be easily reconfigured, limiting the ability of instructors to experiment with active learning.

Types of classrooms

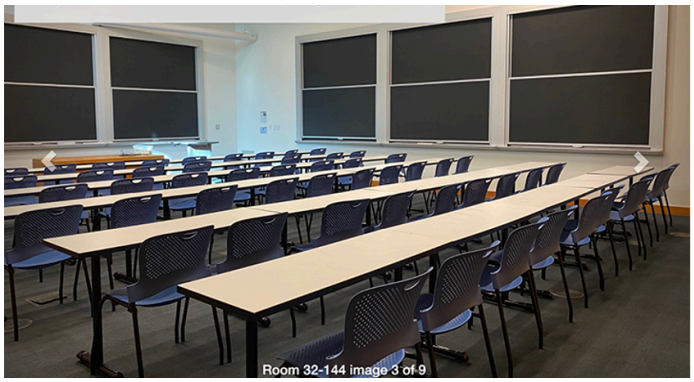
Small seminar rooms (up to 25 students)

Registrar classroom: 5-216

DLC classroom: 9-217

Medium classroom (30-70 students)

Registrar classroom: 32-144



DLC classroom: 9-255

Large classroom (100+ students)

Registrar classroom: 4-370

Extra large classrooms (over 150 student)

Registrar classroom: 32-123

Interactive and project-based classrooms

Registrar classroom: 26-152

DLC classroom: 10-485

Pappalardo Lab 3-051

Summary of feedback from faculty and teaching staff

The following summary is based on:

- the Registrar's 2023 MIT classroom survey sent to all instructors (see appendix 1),
- supplemental survey created by CAB (see appendix 8), and
- input gathered from each school informally by CAB members.

Overall Space Configuration

Traditional rows of seats (amphitheater style or flat rows) are still common and desirable at MIT. However, faculty noted that there is a growing need for configurable spaces and seating arrangements that encourage and allow for collaboration, pilot learning programs, and active learning experiments.

Active Learning and Flexibility

- Provide hybrid and flexible spaces to accommodate varied teaching styles and enable more active learning.
- Include movable tables and chairs to allow for flexibility in organizing desks and seating.
- Create more TEAL-style spaces to accommodate various class sizes.
    - Faculty note that current TEAL classrooms do not support effective active learning in low enrollment classes.
- Incorporate areas for breakout activities in larger classrooms, e.g. 10-485.
- Create spacious classrooms that allow for group configurations and teacher mobility

Amenities

- Provide semester-long storage options such as lockers or other built-in storage units.
- Include outlets at desks.
- Retain chalkboards while also adding whiteboards.
- Offer more large classrooms that accommodate 60-100 students.
- Install clocks in all classrooms.

Multimedia and Technology Support

Faculty agree that technology plays a crucial role in shaping the future classroom. From traditional teaching methods to emerging practices like active learning and support for hybrid instruction, reliable and user-friendly technology is essential.

- Implement room control user interfaces (GUI) that support rapid changes in lighting, sounds, display screens, and computers projecting, etc., ideally with permanent in-room dongles or adaptors. Sloan classrooms are cited as an effective example.

- Provide projection systems that incorporate high quality (HD) video and audio with directional speakers, rather than ceiling speakers.
- Equip classrooms with simple, functional technology that supports, rather than complicates, learning.
- Install classroom lighting that can be easily adjusted for different media presentations and teaching needs.
- Include a standard technology package in every classroom across campus that is easy to use with projectors and speakers that simply require users to connect their device and press a button to start.
- Use moveable, and multiple, screens and projection systems that allow students to look closely at texts as a whole class or in small groups.
- Incorporate audio and video capture for remote participation and to accommodate traditional faculty lectures, student presentations and discussions, Q&A, and remote guest speakers, with through-room and hand-held microphones and multiple cameras.
- Integrate Zoom, Panopto, and other communication software with room design and the user interface.
- Recognize digital humanities and the use of cloud computing for new mediums.

Universal Design and Accessibility

Both faculty and instructors emphasized the importance of universal access and creating learning environments that accommodate all students regardless of their physical, cognitive, or emotional abilities.

Multiple Means of Engagement

- Provide multiple alternatives for accessing visual and auditory information that support student autonomy and self-regulation.

Inclusive Design

- Include seating that accommodates larger bodies.
- Include ramps, adjustable desks, and navigable and assistive technologies for students with disabilities.
- Create learning spaces that facilitate movement for those with wheelchairs, crutches, or other mobility concerns.
- Provide adjustable whiteboards and blackboards for shorter individuals.
- Incorporate sound enhancement and projection options for hard of hearing and second language learners.
- Partner with Disability Services for a thorough review of designs.

Lighting, Acoustics, and Temperature Control

- Create classrooms that maximize natural light and utilize sound-absorbing materials.
- Install effective and efficient HVAC systems that maintain comfortable temperatures year round.

Faculty Appreciation

Faculty appreciate the cleanliness and maintenance of classrooms and suggest that a maintenance representative be a part of all future classroom design processes.

Challenges

Two challenges emerged from CAB's analysis of the data:

- What is the optimal balance between conventional and flexible classrooms to meet future needs, and how can we assess and adjust this balance, if needed, as educational and teaching requirements evolve?
- How is the allocation and management of DLC classrooms managed more effectively and efficiently?
    - Is it possible to establish a unified control and reservation system that is centrally managed by the Institute while accommodating current DLC-managed spaces and systems?
    - How can we ensure central oversight of the primary design configurations and equipment for new or renovated teaching spaces regardless of "ownership" by Registrar or DLCs?

Recommendations

Design and management oversight:

- Establish a committee to approve basic approaches for any new renovation or classroom design. It should be composed of faculty, Registrar representatives, IS&T, and space administrators and report to the Office of the Provost.
- Establish an Institute-wide interactive portal for inventory and scheduling of classrooms including those managed centrally by the Registrar's Office and DLCs. (See examples at AeroAstro https://aeroastro.mit.edu/room-reservations/, SA+P https://sites.mit.edu/saprooms/ and https://atlas.mit.edu/events/?sapSystemId=PS1#/room-catalog.)

Enhance the quantity and quality of classrooms by implementing the following features:

- Incorporate windows that provide students with views of the outdoors, fostering a connection to the surrounding environment.
- Maximize natural light sources to create brighter and inviting learning environments, promoting student well-being and productivity.
- Ensure the availability of reliable, high-speed, wireless internet connections to support seamless integration and sharing of digital content.
- Equip walls with surfaces suitable for presentations including blackboards, whiteboards, smartboards, pin-up boards, and projection screens.

- Install numerous electrical outlets to accommodate the use of electronic devices and technology-enhanced learning activities.
- Provide flat flooring surfaces that allow for easy rearrangement of furniture, enabling quick adaptation of the space.
- Install lighting systems that can be adjusted to suit various activities such as group discussions, presentations, and video recordings.

Increase active learning spaces:

- Install tables that can accommodate students working in small groups and be easily reconfigured to create larger, collaborative workspaces. Include large conference tables for group meetings and circular tables for inclusive class discussions.
- Furnish rooms with chairs equipped with gliders instead of wheels, allowing for easy movement and rearrangement without damaging the floors.
- Provide lockers for students to store their belongings.
- Equip the classrooms with teaching stations featuring simple laptop connections to projectors and controls for lighting and window shades, facilitating seamless integration of technology into lessons.

Create classrooms outside the classroom:

- Classrooms should be linked by dynamic lobbies, corridors, courtyards, and paths with Informal gathering areas for groups including
    - comfortable seating and horizontal work surfaces,
    - accessible electrical outlets,
    - wireless internet access,
    - vertical collaboration and presentation surfaces, and
    - revolving exhibits of student and faculty work.

Experiment with space:

- Studios, labs, and makerspaces such as those in SA+P, Pappalardo Lab, and the Deep of Project Manus are excellent examples that support new directions for teaching. They focus on creativity, innovation, and design, and similar spaces should continue to be developed and constructed across the campus.

4. Budget and Financing

Currently, funds to maintain the classrooms managed by the Registrar's Office come from at least ten different sources (see Appendix 9). Some are recurring line items within the Registrar's Office and the Committee for Renovation and Space Planning (CRSP) while others are one-time allotments, donations, or contributions from academic departments, IS&T, and the Office of Digital Learning (ODL). Further investments are made by departments and Schools to maintain those not assigned to the Registrar's Office, such as three classrooms recently funded by Earth, Atmospheric, and Planetary Science (EAPS) in building 55, multiple tutor/seminar style rooms by the Schwarzman College of Computing in building 45, or Urban Students and Planning studio spaces in building 9.

One advantage to this model is that there is known, fixed funding for CRSP projects, technology maintenance, and infrastructure upkeep (i.e., furniture, paint, etc.) that can be utilized through strategic planning. Another is that there are opportunities for departments to customize class environments to match pedagogies and delivery methods for specific disciplines (i.e., design space for Architecture and Urban Planning).

However, disadvantages to this non-centralized model are myriad.

- Designated funding sources (CRSP, Registrar's Office) have been flatlined for many years such that the available funds do not cover as much as they used to due to inflation and the emergence of new technologies and their associated maintenance, resulting in slower progress overall.
- The ability to develop and maintain standard "templates" is constrained, especially as costs increase.
- There is risk of uncoordinated expenditures by separate entities with a stake in the space (RO, MVP, Facilities, IS&T/AV, OL, etc.).
- Budgets for audio and video have grown faster than other line items in construction budgets and in some cases have resulted in constraining funding for other infrastructure.
- Flexibility to respond to emerging pedagogies is limited.

It is important to note that although classroom design may incorporate elements conducive to active learning and other pedagogies, budgets determine the final product. The difference between spaces with small budgets and minimal components and richly equipped rooms with generous funding from individual donors and Schools is stark. In addition, sustained funding is needed for ongoing maintenance of new rooms, but it is rarely allocated.

Of note, there is no strategic approach to fund deferred maintenance after new construction is complete outside of the fixed, recurring funding described above.

Maintenance on existing rooms occurs on a rolling basis as fixed funding allows. Though there is a strategic approach to enhancing components of rooms each year, progress is often delayed as costs rise, demands increase, and yearly budgets remain unchanged.

The result is that classroom infrastructure is inconsistent across the Institute. Some are “state of the art” with full hybrid capabilities, sound systems, projection, lecture capture, and similar (e.g. Sloan managed rooms in E51, E52, and E62). Others have minimal to no technology like those on the upper floors of building 13. This patchwork nearly crippled the Institute during the pandemic when hybrid teaching was essential but the technology to do so was scarce and only available in a small number of rooms. The solution at that time was an emergency investment by IS&T to outfit 39 classrooms with basic, lightweight lecture capture equipment.

To state it bluntly, current investments are insufficient to properly support routine maintenance and upgrades of existing spaces and technologies, and they do not allow for the building of new spaces consistent with pedagogical needs.

CAB suggests that strategic investments may provide more stability and sustainability, but only with the following additional support systems:

- instructors are routinely surveyed,
- standard physical and technology infrastructure templates are created and adjusted as variables change, and
- classrooms are assessed on a regular basis to determine the resources needed to ensure that all spaces meet the standard.

Alternate Funding Model Suggestions

CAB deliberated general budget models that may provide more stability and sustainability for MIT’s classroom infrastructure.

Given that most budget allocations are fixed, we suggest that line items increase each year at the rate of inflation, at minimum. However, we note that current allocations are insufficient to bring classrooms to consistent levels of infrastructure and technology as described above. Once the standard infrastructure and technology templates have been produced, a cost analysis will need to be conducted to determine the gap between standards and current conditions, followed by a one-time budget request to bring up to par from which inflation rates can be added each year.

Alternatively, CAB discussed a classroom endowment model from which annual investment returns could support ongoing maintenance such as furniture replacement and technology upgrades. An initial investment would still need to be made by the Institute for current classrooms, but subsequent contributions toward the endowment could be required for any new classroom development, particularly in spaces that are part of larger building projects. To determine the initial investment cost, we suggest the following steps:

- Define a cost associated with bringing each room to a predetermined baseline standard template.

- Submit a budget request (or requests) to bring all classrooms to baseline.
- Assuming all rooms meet standards, determine how often furniture and technology needs an overhaul and estimate those costs on an annual basis.
- Determine an endowment amount that would provide the necessary return each year.
- Require any new construction to contribute to the endowment so that future maintenance will be funded automatically.

CAB recognizes that an endowment model deviates from traditional budgeting at MIT, but from a philosophical perspective, it might provide the greatest stability.

Furthermore, CAB recommends building a source of funding that can be used for experiments and pilot projects. Whether in existing classrooms or in space designated for experiments, resources will be critical to provide the necessary infrastructure for new teaching pedagogies and technologies in the future.

Classrooms and Teaching Spaces Not Assigned to Registrar

Classrooms and teaching spaces that are assigned to departments other than the Registrar's Office are typically funded by that department. This arrangement contributes to an inconsistency across MIT in which departments with ample resources can create state of the art classrooms for internal use and those without are forced to use substandard spaces or teach classes in less desirable time slots. Utilization rates in department-controlled rooms can sometimes be low whereas a similar classroom assigned to the Registrar's Office might be heavily scheduled. There are some practical cases in which department ownership makes sense, especially when the space design supports a specific discipline, e.g., science labs, architecture studios, etc.

If the independent resource model is retained, CAB recommends that guidelines be developed for the template-based design, use, and allocation of *all* classroom spaces, not just Registrar-managed spaces. The guidelines could range from requiring that standards be met, to an understanding of who receives priority, if any, when classes are assigned. Furthermore, CAB suggests that approval of funding requests require adherence to the Institute's standard template.

5. Conclusion and Key Recommendations

MIT's inventory of classrooms is diverse in terms of size, spatial configuration, technology integration, and management. Disparate sources of funding and a lack of equipment and space design that supports active learning and other pedagogies highlights significant, functional inconsistencies across campus.

From our survey of research-based best practices in teaching and learning, we concluded that classroom-based learning at MIT will be more effectively supported by creating accessible, multimodal, flexible spaces that include the technologies and media outputs that allow for hybrid interaction. Feedback from faculty supports these assertions, and all emphasized that spaces which can be easily reconfigured and incorporate standardized technology, help everyone in the classroom – teachers and learners – and enable the range of experimentation and interaction to be expected at a world-class institution.

Recommendations

1. **Design and Management Oversight**
    - Establish a committee to review and approve new classroom designs and renovations to existing spaces. Define standard infrastructure templates based on emerging pedagogy and instructor feedback.
    - Create an Institute-wide interactive portal for classroom inventory and scheduling.

2. **Flexible and Active Learning Spaces**
    - Create more spaces to support active learning and improve student engagement and outcomes and instructor satisfaction.
    - Develop dynamic lobbies, corridors, and courtyards with comfortable seating, electrical outlets, wireless internet, and vertical collaboration surfaces.
    - Construct studio spaces, labs, and makerspaces to support pedagogies focused on creativity and design.
    - Identify dedicated space that can be used for experiments and/or pilots projects.

3. **Technology Integration**
    - Ensure reliable, high-speed wireless internet.
    - Equip classrooms with multiple presentation modes and surfaces, numerous electrical outlets , and adjustable lighting systems.
    - Provide teaching stations with easy connections to projectors, microphones, etc., and intuitive lighting controls.

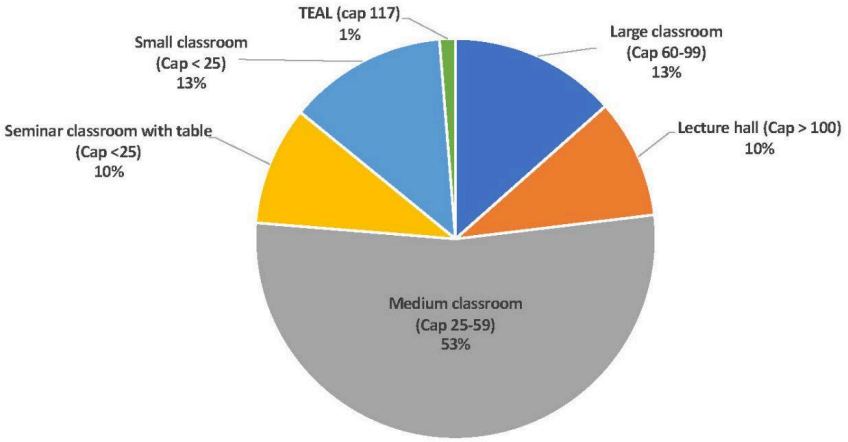
4. **Funding**
    - Provide one-time allocations to bring teaching spaces up to MIT's defined standard.
    - Annually increase budget allocations by at least the rate of inflation.
    - Provide funding for experiments and/or pilot projects.
    - Consider an endowment model for sustainable annual maintenance.

6. Appendices

Appendix 1: Overall Classroom Data (2023)

Classrooms Assigned to Registrar
As of August 2023

Large Classroom (Cap 60-99)	Lecture Hall (Cap > 100)	Medium Classroom (Cap 25-59)	Seminar Classroom with table (Cap <25)	Small Classroom (Cap < 25)	TEAL (cap 117)	Total
21	15	83	15	20	2	156
13%	10%	53%	10%	13%	1%	100%



Number of Classrooms Assigned to Departments*

Department	Number of Assigned Classrooms
ADMISSIONS	1
AERO & ASTRO	3
ANTHROPOLOGY	1
ART CULT & TECH	3
BIOLOGICAL ENG	3
BIOLOGY	1
BRAIN & COG SCI	1
C FOR TRANSP LOG	2
CAMP ACTIV COMPL	5
CHEMICAL ENG	1
CIVIL & ENV ENG	3
COMPARATIVE MEDIA STUDIES	1
D-LAB	2
EARTH ATMO&PL SC	5
EDGERTON CENTER	1
ELEC ENG&COMP SC	9
EXPER STUDY GRP	6
GLOBAL STUDIES & LANGUAGES	6
HISTORY	1
INFO SVCS & TECH	1

Department	Number of Assigned Classrooms
INNOVATION INITIATIVE	1
INST MED E & SCI	2
MATHEMATICS	1
MATS SCI & ENG	1
MECHANICAL ENG	1
MIT MUSEUM	4
NUCLEAR SCI & ENG	1
OFF OF PROVOST	6
OFF OF VICE CHANCELLOR	4
PROVOST RESERVE	4
RES LAB OF ELEC	1
SCH OF ARCH & PL	2
SCH OF HUM & S S	3
SCH OF MANAGEMNT	3
SCHWARZMAN COLLEGE OF COMPUTING	1
TERRASCOPE	1
URBAN ST & PLAN	7
VP-RSCH	1
Grand Total	100

* These rooms are officially classified as “classrooms” by the Provost’s Office. They are assigned to, and controlled by, departments other than the Registrar’s Office.

Labs

Note, the term "labs" in this context are rooms that are denoted labs in the classroom scheduling process rather than official facilities designations. These statistics are approximate and are meant to depict scope of lab use rather than accurate stats.

Department	Number of Rooms Used for Labs
1	3
2	34
3	3
4	5
5	6
6	11
7	3
8	1
9	2
10	20
11	2
12	4
16	4
20	2
22	9
21M	4
EC	7
EM	1
ESD	1
HST	1
IDS	1
MAS	5
STS	1
Grand Total	130

Classrooms Under Construction/Renovation

Room	Work	Room Configuration	Size	Assigned	Technology	Completion
54-100	Complete Overhaul	Lecture Hall	296	Registrar	Video projection and lecture capture	Fall 2023
45-102*	New Construction	Flat Classroom	60	Registrar	Video projection and lecture capture	Fall 2023
45-230*	New Construction	Lecture Hall	250	Registrar	Video projection and lecture capture	Fall 2023

**Schwarzman College of Computing*

Classrooms Approved by CRSP for Renovation

Room	Work	Room Configuration	Size	Assigned	Technology	Completion
34-101	Complete Overhaul	Lecture Hall	327	Registrar	Video projection and lecture capture	January – August 2024

Classrooms for Renovation per Registrar's Office 5-Year Plan

Room(s)	Work	Room Configuration	Size	Assigned	Technology	Completion
48-308 and 48-316	Complete Overhaul	Flat classrooms with tables and chairs	24, 58	Registrar	Video projection	Summer 2025
32-123	Fixed seating replacement only	Lecture Hall	318	Registrar	Video projection and lecture capture	Summer 2025
34-301, 34-302, 34-303 and 34-304	Complete Overhaul	Flat classrooms with tablet armchairs	35/ room	Registrar	Video projection	Summer 2026
36-112, 36-144, 36-153, 36-155, 36-156 and 38-166	Complete Overhaul	Flat classrooms	24-50	Registrar	Video projection	Summer 2027
No Renovations due to order of magnitude of 2027 project	N/A	N/A	N/A	N/A	N/A	2028
13-1143, 13-3101, 13-4101 and 13-5101	Complete Overhaul	Flat classrooms	25-32	Registrar	Video projection	2029

Related Ongoing / Future Capitol Projects

- Current
  - Music Building
  - MET Warehouse
  - Building 54 infrastructure renewal
  - Building 45 (Schwarzman)
  - Stratton Student Center Renewal

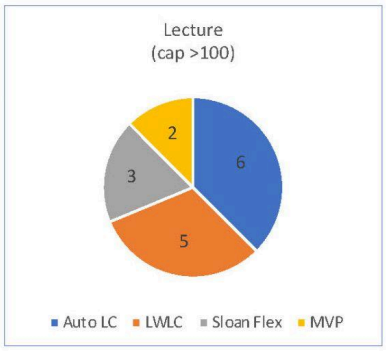
- Potential Future
  - E51
    - Programming and feasibility study for the future of that building has been approved
  - Bldg 26 may be on the horizon

Other Spaces Used for Class Activities

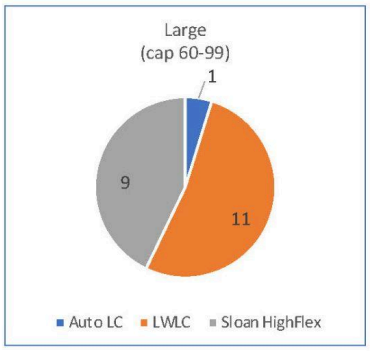
- Spaces that do not otherwise have officially dedicated classrooms (i.e., external buildings like hospitals, residence halls, DAPER, Kresge, WHOI, Harvard, etc.)
- Exam Venues (Johnson ice rink, Johnson track, Dupont gym, Walker gym, 50-340)
- Maker Spaces
- Department Conference Rooms

Note, though some of these spaces are in our database so that they appear on schedules, a more robust exploration of what spaces are used for class activities may be better sourced from surveys and/or data collection via CAB.

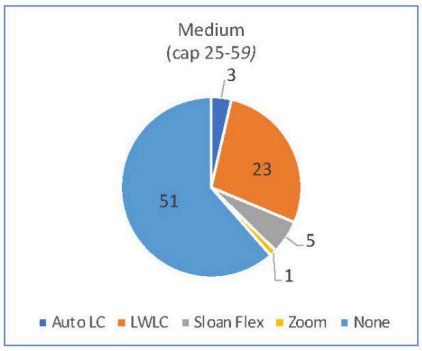
Lecture Capture Distribution Across Room Configurations



100% lecture classrooms equipped



100% large classrooms equipped



39% medium classrooms equipped

Note: there is no lecture capture in small or seminar rooms.

Legend

- Auto LC = Auto Lecture Capture (Managed by Open Learning)
- LWLC = Lightweight Auto Lecture Capture (Managed by IS&T)
- Sloan Flex = Sloan HighFlex Rooms
- MVP = MIT Video Production
- Zoom = Zoom Enabled Room (Managed by IS&T)

Technology Landscape in RO Assigned Classrooms

- 5 rooms have zero technology in buildings 13 and E51
  - All flat classrooms with capacities of 24-35
  - Primarily used for recitations, non-recurring class related activities, and ad hoc events
- Most rooms have a standard template of technology:
  - 1-2 video projectors
  - HDMI inputs
  - audio (speakers)
  - motorized projection screen
  - Touchscreen control panel
- Other technology tools such as document cameras or DVD players are scattered
- Multiple Sources and Levels of Lecture Capture and/or hybrid instruction
  - MIT Video Production (MVP)
  - Auto Lecture Capture (Managed by Open Learning)
  - Lightweight Auto Lecture Capture (Managed by IS&T)
  - Zoom Enabled Room (Managed by IS&T)
  - Sloan HighFlex Rooms

Budget and Resource Sources

- CRSP annual base funding ($2 million)
  - Discussions about increasing this annual base funding are ongoing.
- Capital Projects (i.e., Schwarzman College of Computing Building)
- Registrar's Office annual base GIB funding to replace furniture, carpeting, and other physical infrastructure ($160K)
- Registrar's Office annual base GIB funding to replace/maintain classroom technologies ($400K)
- RO/OVC supplemental GIB budget requests
- Open Learning auto and tech supported lecture capture technology
- MIT AV / IS&T supported Zoom rooms, lightweight lecture capture, and course support in lecture halls (i.e., microphone costs)
- MIT AV / IS&T capital expenditures to upgrade AV equipment such as standardizing audio consoles and wireless mics, adding speech/sound systems, etc.
- Department investments such as Sloan technology installations/maintenance in E51, E52 and E62
- Resource development (i.e., 1-190 naming opportunity)

Current Methods of Feedback and Evaluation

- Faculty Classroom Survey last administered in at the end of AY23
- Faculty input collected during the design phase for a future classroom renovation
- Email communication to lecturing faculty at the beginning of the semester and mid-semester for feedback on newly renovated classrooms
- Faculty Input/comments conveyed through department scheduling representatives

Typical Complaints and Drawbacks

- Insufficient WiFi signal strength
- Room temperature and control
- Insufficient number of electrical outlets for students
- Lack of flexibility in changing a classroom layout quickly
- Chalkboards difficult to erase for afternoon classes

MIT OVERALL Teaching Survey
(conducted in Fall 2023)

The Registrar's Office, in collaboration with Institutional Research (IR), prepared and administered classroom surveys to lecturing faculty.

- The survey went out to 928 faculty, instructors, and lecturers; overall response rate was 16% (this is relatively normal as far as survey participation goes).
- 59% of faculty responded.

Key trends:

- Desire for movable furniture that can be reconfigured (driver for having tables and chairs and not tablet armchairs).
- Technology: 39% (rising from 21% in 2019) feel that they would like technology in the classroom that allows someone to join remotely. 75% agree that the "classroom is equipped to handle their technology needs."

- 49% responded that they record their class sessions (29% record lectures to share the content for absent students). Lightweight lecture capture tends to be meeting needs.

- Students “often” view classroom recordings (the group wonders, do faculty actually track this?) If students are on Canvas, are students going back to review lectures? Can classroom recording behavior be further analyzed?
- The trend is that classroom recording use is up (panopto recording can be dropped into Canvas folder for students to view).

Appendix 2: Institute-wide Full Teaching Spaces Inventory (2020)

ROOM	BLDG	Seating Capacity	AREA (SF)	ROOM TYPE	HISTORICALLY ASSIGNED
1-004	1		958	Teaching Lab	MECHANICAL ENG
1-005	1		573	Teaching Lab	MECHANICAL ENG
1-047	1		1,316	Teaching Lab	CIVIL & ENV ENG
1-053	1		494	Teaching Lab	CIVIL & ENV ENG
1-063	1		630	Teaching Lab	CIVIL & ENV ENG
1-307	1		1,324	Teaching Lab	MECHANICAL ENG
3-036B	3		132	Teaching Lab	MECHANICAL ENG
3-038	3		1,288	Teaching Lab	MECHANICAL ENG
3-051	3		3,425	Teaching Lab	MECHANICAL ENG
3-062	3		1,672	Teaching Lab	MECHANICAL ENG
3-402	3		599	Special	ARCHITECTURE
3-402A	3		559	Special	ARCHITECTURE
3-410	3		718	Teaching Lab	ARCHITECTURE
3-412	3		421	Teaching Lab	ARCHITECTURE
3-415	3		3,555	Special	ARCHITECTURE
4-148	4	6	206	Special	REGISTRAR
4-152	4	20	439	Classroom	REGISTRAR
4-158	4	20	495	Classroom	REGISTRAR
4-162	4	20	488	Classroom	REGISTRAR
4-361	4		2,464	Teaching Lab	PHYSICS
4-361A	4		435	Teaching Lab	PHYSICS
4-361B	4		266	Teaching Lab	PHYSICS
4-364	4	30	713	Classroom	REGISTRAR
5-026	5		1,009	Teaching Lab	MECHANICAL ENG
5-414	5		4,274	Special	ARCHITECTURE
6-114	7		636	Teaching Lab	PHYSICS
7-403	7		1,085	Special	ARCHITECTURE
7-404	7		1,104	Special	ARCHITECTURE
7-421	7		644	Special	ARCHITECTURE
7-434	7		4,795	Special	ARCHITECTURE
7-434M	7		1,076	Special	ARCHITECTURE
8-241	9		834	Teaching Lab	MATS SCI & ENG
9-238	9		564	Special	URBAN ST & PLAN
9-250	9		682	Special	URBAN ST & PLAN
9-250A	9		428	Special	URBAN ST & PLAN
9-524	9		445	Teaching Lab	URBAN ST & PLAN
9-554	9		660	Teaching Lab	URBAN ST & PLAN
10-486	10		390	Special	URBAN ST & PLAN
10-487	10		354	Special	URBAN ST & PLAN
10-489	10		333	Special	URBAN ST & PLAN
10-492	10		397	Special	URBAN ST & PLAN
10-493	10		366	Special	URBAN ST & PLAN
8-107	10		1,329	Teaching Lab	MATS SCI & ENG
12-5137	12		3,968	Teaching Lab	CHEMISTRY
12-5142	12		487	Teaching Lab	CHEMISTRY
12-5169	12		739	Teaching Lab	CHEMISTRY
12-5172	12		2,046	Teaching Lab	CHEMISTRY
12-5173	12		261	Teaching Lab	CHEMISTRY
12-5177	12		261	Teaching Lab	CHEMISTRY
12-5183	12		730	Teaching Lab	CHEMISTRY
12-5190	12		582	Teaching Lab	CHEMISTRY
16-352	16		1,308	Teaching Lab	BIOENG DEPT
16-352A	16		167	Teaching Lab	BIOENG DEPT
16-605	16		487	Teaching Lab	MATS SCI & ENG
33-003	33		383	Teaching Lab	AERO & ASTRO
33-004	33		703	Teaching Lab	AERO & ASTRO
33-009	33		1,687	Teaching Lab	AERO & ASTRO
33-014	33		2,746	Teaching Lab	AERO & ASTRO
33-017	33		820	Teaching Lab	AERO & ASTRO
33-136	33		2,364	Teaching Lab	AERO & ASTRO
33-230	33		843	Teaching Lab	AERO & ASTRO
34-501	34		3,797	Teaching Lab	ELEC ENG&COMP SC
35-103	35		348	Teaching Lab	MECHANICAL ENG
35-122	35		815	Teaching Lab	MECHANICAL ENG
35-122A	35		337	Teaching Lab	MECHANICAL ENG
35-125	35		4,048	Teaching Lab	MECHANICAL ENG
38-501	38		1,113	Teaching Lab	ELEC ENG&COMP SC
38-501A	38		130	Teaching Lab	ELEC ENG&COMP SC
38-530	38		4,038	Teaching Lab	ELEC ENG&COMP SC
38-545	38		1,329	Teaching Lab	ELEC ENG&COMP SC

ROOM	BLDG	Seating Capacity	AREA (SF)	ROOM TYPE	HISTORICALLY ASSIGNED
38-601	38		624	Teaching Lab	ELEC ENG&COMP SC
38-629	38		2,718	Teaching Lab	ELEC ENG&COMP SC
38-630	38		3,225	Teaching Lab	ELEC ENG&COMP SC
38-633	38		783	Teaching Lab	ELEC ENG&COMP SC
46-1015	46		980	Teaching Lab	BRAIN & COG SCI
46-1024	46		1,036	Teaching Lab	BRAIN & COG SCI
48-109	48		1,472	Teaching Lab	CIVIL & ENV ENG
56-322	56		1,529	Teaching Lab	BIOENG DEPT
56-338	56		503	Teaching Lab	BIOENG DEPT
66-0039	66		284	Teaching Lab	CHEMICAL ENG
66-0042	66		463	Teaching Lab	CHEMICAL ENG
66-0044	66		1,690	Teaching Lab	CHEMICAL ENG
66-0064	66		748	Teaching Lab	CHEMICAL ENG
66-0064A	66		305	Teaching Lab	CHEMICAL ENG
68-074	68		2,230	Teaching Lab	BIOLOGY
68-077	68		932	Teaching Lab	BIOLOGY
68-089	68		927	Teaching Lab	BIOLOGY
14W-111	14W		1,798	Special	MUSIC & THEATER ART
6C-207CB	6C		1,240	Teaching Lab	PHYSICS
E14-140	E14		2,902	Special	ART CULT & TECH
E15-044	E15		477	Teaching Lab	MEDIA LABORATORY
N51-160	N51		1,798	Teaching Lab	ARCHITECTURE
N52-199	N52		1,025	Special	MUSIC & THEATER ART
N52-342A	N52		756	Special	OFF OF PROVOST
N52-342B	N52		713	Special	OFF OF PROVOST
N52-342C	N52		770	Special	OFF OF PROVOST
N52-357	N52		459	Teaching Lab	OFF OF PROVOST
N52-363	N52		879	Special	OFF OF PROVOST
N52-373Q	N52		644	Special	OFF OF PROVOST
NW13-133	NW13		1,022	Teaching Lab	NUCLEAR SCI & ENG
NW13-133A	NW13		670	Teaching Lab	NUCLEAR SCI & ENG
NW14-2324A	NW14		1,027	Teaching Lab	PLASMA SCI FSN CTR
W97-110	W97		3,258	Special	MUSIC & THEATER ART
W97-160	W97		1,724	Special	MUSIC & THEATER ART
W97-162	W97		1,513	Special	MUSIC & THEATER ART
W97-165	W97		798	Special	MUSIC & THEATER ART
W97-210	W97		282	Special	MUSIC & THEATER ART
W97-261	W97		924	Special	MUSIC & THEATER ART
W97-269	W97		1,210	Special	MUSIC & THEATER ART
1-363C	1		163	Conference Room	CIVIL & ENV ENG
4-358	4		173	Conference Room	PHYSICS
4-360	4		158	Conference Room	PHYSICS
4-455	4		251	Study Room	PROVOST RESERVE
4-457	4		360	Conference Room	PROVOST RESERVE
4-465	4		135	Study Room	PROVOST RESERVE
5-319	5		155	Conference Room	MECHANICAL ENG
7-034DA	7		145	Conference Room	MECHANICAL ENG
8-409F	8		154	Conference Room	MATS SCI & ENG
10-119	10		298	Conference Room	PROVOST RESERVE
10-140C	10		157	Conference Room	RES LAB OF ELEC
10-219B	10		181	Conference Room	VP-RSCH
10-390H	10		170	Conference Room	ARCHITECTURE
10-462M	10		158	Conference Room	ARCHITECTURE
10-550	10		3,949	Other	LIBRARIES
24-107B	24		151	Conference Room	NUCLEAR SCI & ENG
24-518	24		437	Conference Room	VP-RSCH
31-135	31		161	Conference Room	MECHANICAL ENG
31-139	31		162	Conference Room	MECHANICAL ENG
32-275A	32		156	Conference Room	COMP SCI & AI LAB
32-D775A	32		126	Conference Room	LAB INFO&DEC SYS
33-115G	33		160	Conference Room	AERO & ASTRO
35-216F	35		122	Conference Room	MECHANICAL ENG
38-129A	38		167	Conference Room	MICROSYSTEMS LAB
38-256	38		127	Conference Room	RES LAB OF ELEC
50-140	50		7,774	Other	CAMP ACTIV COMPL
66-269	66		156	Conference Room	CHEMICAL ENG
76-102	76		140	Conference Room	KOCH INS INT C R
76-158A	76		148	Conference Room	KOCH INS INT C R
6C-207A	6C		137	Conference Room	PHYSICS
E14-374L	E14		141	Conference Room	MEDIA LABORATORY
E14-474B	E14		133	Conference Room	MEDIA LABORATORY
E14-638	E14		3,653	Other	SCH OF ARCH & PL
E14-648	E14		1,978	Other	SCH OF ARCH & PL

ROOM	BLDG	Seating Capacity	AREA (SF)	ROOM TYPE	HISTORICALLY ASSIGNED
E14-674	E14		3,676	Other	SCH OF ARCH & PL
E15-418	E15		179	Conference Room	MEDIA LABORATORY
E17-139F	E17		143	Conference Room	SCH OF ENGINEER
E17-139G	E17		141	Conference Room	SCH OF ENGINEER
E18-205	E18		286	Conference Room	VP-RSCH
E18-228F	E18		151	Conference Room	COMPARATIVE MEDIA STUDIES
E18-327	E18		206	Conference Room	PROVOST RESERVE
E18-424	E18		125	Conference Room	INST FOR DATA SYS & SOCIETY
E18-431	E18		152	Conference Room	INST FOR DATA SYS & SOCIETY
E19-307K	E19		271	Conference Room	ENERGY INITIATIV
E19-319	E19		1,026	Conference Room	ENERGY INITIATIV
E19-370C	E19		163	Conference Room	ENERGY INITIATIV
E19-411G	E19		216	Conference Room	ENERGY INITIATIV
E19-424	E19		194	Conference Room	ENERGY INITIATIV
E19-435F	E19		139	Conference Room	SCH OF MANAGEMNT
E19-439H	E19		427	Conference Room	ENERGY INITIATIV
E19-506	E19		153	Conference Room	CHEMICAL ENG
E19-695G	E19		209	Conference Room	PROVOST RESERVE
E19-709	E19		609	Conference Room	PROVOST RESERVE
E19-732	E19		290	Conference Room	PROVOST RESERVE
E25-202	E25		584	Conference Room	VP-RSCH
E25-401	E25		821	Conference Room	VP-RSCH
E25-525	E25		348	Conference Room	VP-RSCH
E40-177	E40		148	Conference Room	SCH OF MANAGEMNT
E40-235	E40		148	Conference Room	C FOR TRANSP LOG
E40-262	E40		129	Conference Room	C FOR TRANSP LOG
E40-316B	E40		130	Conference Room	LDRS GBL OPS-SYS DSN MGMT
E40-355	E40		130	Conference Room	C FOR TRANSP LOG
E52-013	E52		125	Conference Room	SCH OF MANAGEMNT
E52-153	E52		130	Conference Room	SCH OF MANAGEMNT
E52-365	E52		173	Conference Room	SCH OF MANAGEMNT
E53-301	E53		370	Conference Room	PROVOST RESERVE
E60-082	E60		171	Conference Room	SCH OF MANAGEMNT
N51-332A	N51		126	Conference Room	PROVOST RESERVE
NW14-2208	NW14		388	Conference Room	VP-RSCH
NW22-276	NW22		135	Conference Room	K I FOR AST&SP R
W20-202	W20		5,948	Other	CAMP ACTIV COMPL
W20-525A	W20		3,228	Other	CAMP ACTIV COMPL
W20-575	W20		3,939	Other	CAMP ACTIV COMPL
W59-159	W59		832	Conference Room	ROTC-MILITARY SC
1-115	1	23	924	Classroom_Fixed	INFO SVCS & TECH
1-131	1	39	781	Classroom	CIVIL & ENV ENG
1-132	1	20	468	Classroom	REGISTRAR
1-134	1	24	652	Classroom	REGISTRAR
1-135	1	35	643	Classroom	REGISTRAR
1-136	1	16	309	Classroom	REGISTRAR
1-143A	1	9	176	Classroom	CIVIL & ENV ENG
1-150	1	36	827	Classroom	REGISTRAR
1-190	1	134	1,656	Classroom_Fixed	REGISTRAR
1-215	1		324	Conference Room	CIVIL & ENV ENG
1-236	1		633	Conference Room	CIVIL & ENV ENG
1-242	1	34	574	Classroom	REGISTRAR
1-246	1	30	591	Classroom	REGISTRAR
1-273	1	25	473	Classroom	REGISTRAR
1-277	1	25	416	Classroom	REGISTRAR
1-371	1	25	492	Classroom	REGISTRAR
1-375	1	25	474	Classroom	REGISTRAR
1-379	1	25	466	Classroom	REGISTRAR
1-390	1	69	1,352	Classroom_Fixed	REGISTRAR
2-103	2	16	520	Seminar_Fixed	REGISTRAR
2-105	2	59	823	Classroom_Fixed	REGISTRAR
2-131	2	34	758	Classroom	REGISTRAR
2-132	2	32	616	Classroom	REGISTRAR
2-135	2	32	610	Classroom	REGISTRAR
2-136	2	26	569	Classroom	REGISTRAR
2-139	2	32	628	Classroom	REGISTRAR
2-142	2	26	568	Classroom	REGISTRAR
2-143	2	32	608	Classroom	REGISTRAR
2-146	2	24	600	Classroom	REGISTRAR
2-147	2	32	610	Classroom	REGISTRAR
2-151	2	18	478	Classroom	REGISTRAR
2-190	2	134	1,628	Classroom_Fixed	REGISTRAR

ROOM	BLDG	Seating Capacity	AREA (SF)	ROOM TYPE	HISTORICALLY ASSIGNED
2-321	2		350	Conference Room	CHEMISTRY
2-429	2		286	Conference Room	MATHEMATICS
3-037	3		596	Conference Room	MECHANICAL ENG
3-061	3		542	Conference Room	MECHANICAL ENG
3-133	3	60	952	Classroom_Fixed	REGISTRAR
3-237W	3		414	Conference Room	MECHANICAL ENG
3-270	3	119	1,634	Classroom_Fixed	REGISTRAR
3-310	3		800	Study Room	CAMP ACTIV COMPL
3-333	3	57	835	Classroom_Fixed	REGISTRAR
3-350	3		416	Conference Room	MECHANICAL ENG
3-370	3	58	1,592	Classroom_Fixed	REGISTRAR
3-434	3		465	Conference Room	MECHANICAL ENG
3-442	3	50	895	Classroom	REGISTRAR
4-144	4	16	323	Classroom	REGISTRAR
4-145	4	40	768	Classroom	REGISTRAR
4-146	4	16	282	Classroom	REGISTRAR
4-149	4	50	873	Classroom	REGISTRAR
4-153	4	48	850	Classroom	REGISTRAR
4-159	4	40	782	Classroom	REGISTRAR
4-163	4	81	1,276	Classroom_Fixed	REGISTRAR
4-211A	4		226	Conference Room	MATS SCI & ENG
4-231	4	57	1,226	Classroom_Fixed	REGISTRAR
4-237	4	80	1,178	Classroom_Fixed	REGISTRAR
4-249	4	45	838	Classroom	REGISTRAR
4-251	4	12	400	Seminar_Fixed	REGISTRAR
4-253	4	22	488	Seminar_Fixed	REGISTRAR
4-257	4	35	658	Classroom	REGISTRAR
4-261	4	40	832	Classroom	REGISTRAR
4-265	4	40	829	Classroom	REGISTRAR
4-270	4	115	1,603	Classroom_Fixed	REGISTRAR
4-303	4		691	Conference Room	PHYSICS
4-331	4		718	Conference Room	PHYSICS
4-349	4		1,207	Conference Room	PHYSICS
4-370	4	115	1,630	Classroom_Fixed	REGISTRAR
4-402	4	40	751	Classroom	EDGERTON CENTER
5-020	5		327	Conference Room	MECHANICAL ENG
5-134	5	40	815	Classroom	REGISTRAR
5-216	5	18	442	Seminar_Fixed	REGISTRAR
5-217	5	42	821	Classroom	REGISTRAR
5-231	5	18	348	Seminar_Fixed	REGISTRAR
5-232	5	18	286	Seminar_Fixed	REGISTRAR
5-233	5	30	820	Classroom	REGISTRAR
5-234	5	45	716	Classroom	REGISTRAR
5-314	5		717	Conference Room	MECHANICAL ENG
6-103	6		350	Conference Room	MATS SCI & ENG
6-104	6		813	Conference Room	MATS SCI & ENG
6-120	6	143	2,248	Classroom_Fixed	REGISTRAR
6-206	6		322	Conference Room	CHEMISTRY
6-233	6		401	Conference Room	CHEMISTRY
6-310	6		329	Conference Room	PHYSICS
6-321	6		900	Conference Room	CHEMISTRY
7-034C	7		203	Conference Room	MECHANICAL ENG
8-119	8	22	512	Classroom	REGISTRAR
8-140M	8		413	Conference Room	MATS SCI & ENG
8-205	8	30	634	Classroom	REGISTRAR
8-304	8		321	Conference Room	PHYSICS
8-408	8		277	Conference Room	MATS SCI & ENG
9-057	9	30	901	Classroom_Fixed	OFF OF PROVOST
9-151	9	20	925	Classroom	OFF OF PROVOST
9-217	9		433	Conference Room	URBAN ST & PLAN
9-236	9		363	Classroom	URBAN ST & PLAN
9-250B	9		263	Conference Room	URBAN ST & PLAN
9-255	9		1,193	Classroom_Fixed	URBAN ST & PLAN
9-255A	9		399	Conference Room	URBAN ST & PLAN
9-354	9	64	1,290	Classroom_Fixed	REGISTRAR
9-355	9		203	Conference Room	C FOR RL ESTATE
9-357	9		357	Conference Room	C FOR RL ESTATE
9-415	9		309	Conference Room	URBAN ST & PLAN
9-425	9		459	Conference Room	URBAN ST & PLAN
10-178	10		283	Conference Room	RES LAB OF ELEC
10-250	10	425	4,478	Classroom_Fixed	REGISTRAR
10-488	10		360	Conference Room	URBAN ST & PLAN

ROOM	BLDG	Seating Capacity	AREA (SF)	ROOM TYPE	HISTORICALLY ASSIGNED
9-450	10		459	Classroom	URBAN ST & PLAN
9-450A	11		460	Classroom	URBAN ST & PLAN
12-3005	12		801	Conference Room	PROVOST
12-3216	12		388	Conference Room	PROVOST
12-4001	12		330	Conference Room	PROVOST
12-4216	12		344	Conference Room	PROVOST
12-5001	12		365	Conference Room	PROVOST
13-1143	13	25	524	Classroom	REGISTRAR
13-2062	13		230	Conference Room	MATERIALS RESEARCH LAB
13-2137	13		675	Conference Room	MATERIALS RESEARCH LAB
13-3038	13		367	Conference Room	MATERIALS RESEARCH LAB
13-3101	13	26	669	Classroom	REGISTRAR
13-4101	13	28	664	Classroom	REGISTRAR
13-4106	13		368	Conference Room	MATERIALS RESEARCH LAB
13-5002	13		365	Conference Room	MATERIALS RESEARCH LAB
13-5101	13	32	668	Classroom	REGISTRAR
14-0637	14	17	751	Classroom_Fixed	INFO SVCS & TECH
16-160	16	60	1,057	Classroom	REGISTRAR
16-220	16	28	975	Classroom	BIOENG DEPT
16-275	16		335	Conference Room	BIOENG DEPT
16-336	16	24	481	Classroom	BIOENG DEPT
16-339	16		501	Conference Room	BIOENG DEPT
16-602	16	20	499	Classroom	MATS SCI & ENG
16-628	16	25	484	Classroom	GLOBAL STUDIES & LANGUAGES
16-644	16	25	472	Classroom	GLOBAL STUDIES & LANGUAGES
16-654	16	25	480	Classroom	GLOBAL STUDIES & LANGUAGES
16-676	16	25	452	Classroom	GLOBAL STUDIES & LANGUAGES
18-278	18		363	Conference Room	CHEMISTRY
18-378	18		484	Conference Room	CHEMISTRY
18-478	18		366	Conference Room	CHEMISTRY
18-578	18		366	Conference Room	CHEMISTRY
24-112	24	24	495	Classroom	REGISTRAR
24-115	24	42	791	Classroom	REGISTRAR
24-121	24	42	846	Classroom	REGISTRAR
24-213	24		577	Conference Room	NUCLEAR SCI & ENG
24-219	24		288	Conference Room	NUCLEAR SCI & ENG
24-307	24	36	811	Classroom	REGISTRAR
24-308	24	20	256	Classroom	ELEC ENG&COMP SC
24-310	24	20	484	Classroom	ELEC ENG&COMP SC
24-317	24	20	296	Classroom	ELEC ENG&COMP SC
24-319	24	20	298	Classroom	ELEC ENG&COMP SC
24-321	24	20	271	Classroom	ELEC ENG&COMP SC
24-323	24	20	292	Classroom	ELEC ENG&COMP SC
24-506	24		500	Conference Room	LAB FOR NUCL SCI
24-507	24		559	Conference Room	LAB FOR NUCL SCI
24-611A	24	10	253	Classroom	EXPER STUDY GRP
24-618	24	20	448	Classroom	EXPER STUDY GRP
24-619	24	30	512	Classroom	EXPER STUDY GRP
24-621	24	10	263	Classroom	EXPER STUDY GRP
24-622	24	11	216	Classroom	EXPER STUDY GRP
24-623	24	10	249	Classroom	EXPER STUDY GRP
26-100	26	551	5,729	Classroom_Fixed	REGISTRAR
26-139	26	20	396	Classroom	PROVOST RESERVE
26-142	26	24	517	Classroom	REGISTRAR
26-146	26		402	Conference Room	PHYSICS
26-152	26	117	3,377	Classroom_Fixed	REGISTRAR
26-168	26	41	679	Classroom	REGISTRAR
26-204	26	32	673	Classroom	REGISTRAR
26-210	26	32	657	Classroom	REGISTRAR
26-314	26	32	684	Classroom	REGISTRAR
26-322	26	32	663	Classroom	REGISTRAR
26-328	26	32	666	Classroom	REGISTRAR
26-414	26		1,113	Conference Room	LAB FOR NUCL SCI
26-528	26		439	Conference Room	LAB FOR NUCL SCI
31-115	31	61	1,217	Classroom	AERO & ASTRO
31-120A	31	19	380	Classroom	AERO & ASTRO
31-120B	31	12	246	Classroom	AERO & ASTRO
31-201M	31		222	Conference Room	AERO & ASTRO
31-204M	31		414	Conference Room	AERO & ASTRO
31-270	31		738	Conference Room	SCH OF ENGINEER
31-301	31		242	Conference Room	AERO & ASTRO
31-371	31		206	Conference Room	MECHANICAL ENG

ROOM	BLDG	Seating Capacity	AREA (SF)	ROOM TYPE	HISTORICALLY ASSIGNED
31-371	31		206	Conference Room	MECHANICAL ENG
32-080	32	17	346	Classroom	PROVOST RESERVE
32-081	32	40	1,643	Classroom	ELEC ENG&COMP SC
32-082	32	117	3,032	Classroom_Fixed	REGISTRAR
32-123	32	318	3,550	Classroom_Fixed	REGISTRAR
32-124	32	60	1,145	Classroom	REGISTRAR
32-141	32	90	2,122	Classroom_Fixed	REGISTRAR
32-144	32	60	1,147	Classroom	REGISTRAR
32-155	32	90	2,126	Classroom_Fixed	REGISTRAR
32-222	32		191	Conference Room	COMP SCI & AI LAB
32-261	32		347	Conference Room	COMP SCI & AI LAB
32-262	32		400	Conference Room	COMP SCI & AI LAB
32-346	32		324	Conference Room	COMP SCI & AI LAB
32-370	32		503	Conference Room	COMP SCI & AI LAB
32-386A	32		215	Conference Room	COMP SCI & AI LAB
32-397	32		312	Conference Room	COMP SCI & AI LAB
32-D407	32		298	Conference Room	COMP SCI & AI LAB
32-D451	32		308	Conference Room	COMP SCI & AI LAB
32-D461	32		868	Conference Room	LING & PHIL
32-D463	32		1,170	Conference Room	COMP SCI & AI LAB
32-D507	32		399	Conference Room	COMP SCI & AI LAB
32-D612	32		231	Conference Room	LAB INFO&DEC SYS
32-D677	32		538	Conference Room	LAB INFO&DEC SYS
32-D707	32		320	Conference Room	LAB INFO&DEC SYS
32-D769	32		248	Conference Room	LING & PHIL
32-D831	32		354	Conference Room	LING & PHIL
32-G431	32		335	Conference Room	COMP SCI & AI LAB
32-G449	32		1,092	Conference Room	COMP SCI & AI LAB
32-G451	32		249	Conference Room	COMP SCI & AI LAB
32-G575	32		593	Conference Room	COMP SCI & AI LAB
32-G601	32		602	Conference Room	COMP SCI & AI LAB
32-G631	32		248	Conference Room	COMP SCI & AI LAB
32-G725	32		257	Conference Room	COMP SCI & AI LAB
32-G825	32		256	Conference Room	COMP SCI & AI LAB
32-G925	32		271	Conference Room	COMP SCI & AI LAB
33-206	33		753	Conference Room	AERO & ASTRO
33-308	33		196	Conference Room	AERO & ASTRO
33-319	33	36	708	Classroom	REGISTRAR
33-418	33	32	648	Classroom	REGISTRAR
33-419	33	48	941	Classroom	REGISTRAR
33-422	33	20	527	Classroom	REGISTRAR
34-101	34	325	2,810	Classroom_Fixed	REGISTRAR
34-301	34	35	666	Classroom	REGISTRAR
34-302	34	35	669	Classroom	REGISTRAR
34-303	34	35	689	Classroom	REGISTRAR
34-304	34	35	692	Classroom	REGISTRAR
34-401A	34		1,618	Conference Room	ELEC ENG&COMP SC
34-401B	34		1,583	Conference Room	ELEC ENG&COMP SC
35-225	35	90	799	Classroom_Fixed	REGISTRAR
35-238	35		286	Conference Room	MECHANICAL ENG
35-308	35	30	720	Classroom	REGISTRAR
35-310	35	30	654	Classroom	REGISTRAR
35-433H	35		240	Conference Room	SCH OF ENGINEER
35-434C	35		244	Conference Room	SCH OF ENGINEER
35-520	35		680	Conference Room	MECHANICAL ENG
36-112	36	40	1,035	Classroom	REGISTRAR
36-144	36	30	547	Classroom	REGISTRAR
36-153	36	40	698	Classroom	REGISTRAR
36-155	36	40	675	Classroom	REGISTRAR
36-156	36	50	793	Classroom	REGISTRAR
36-281	36		278	Conference Room	RES LAB OF ELEC
36-335	36		279	Conference Room	RES LAB OF ELEC
36-372	36	24	534	Classroom	REGISTRAR
36-428	36		924	Conference Room	RES LAB OF ELEC
36-462	36		703	Conference Room	RES LAB OF ELEC
36-513	36		318	Conference Room	RES LAB OF ELEC
36-705	36		272	Conference Room	RES LAB OF ELEC
37-187	37	34	682	Classroom	K I FOR AST&SP R
37-212	37	74	1,243	Classroom_Fixed	REGISTRAR
37-272	37		741	Conference Room	K I FOR AST&SP R
37-294	37	25	438	Classroom	EARTH ATMO&PL SC
37-322	37		305	Conference Room	AERO & ASTRO

ROOM	BLDG	Seating Capacity	AREA (SF)	ROOM TYPE	HISTORICALLY ASSIGNED
37-384	37		216	Conference Room	AERO & ASTRO
37-438B	37		352	Conference Room	K I FOR AST&SP R
37-576	37		204	Conference Room	K I FOR AST&SP R
37-626D	37		254	Conference Room	K I FOR AST&SP R
37-656	37		229	Conference Room	K I FOR AST&SP R
38-166	38	24	559	Classroom	REGISTRAR
38-413	38		240	Conference Room	ELEC ENG&COMP SC
38-466	38		547	Conference Room	ELEC ENG&COMP SC
38-477	38		193	Conference Room	ELEC ENG&COMP SC
38-559	38		280	Conference Room	ELEC ENG&COMP SC
46-2005Q	46		295	Conference Room	BRAIN & COG SCI
46-2165	46		421	Conference Room	MCGOVERN INSTITUTE
46-2303G	46		305	Conference Room	PICOWER INSTITUTE
46-3002	46	100	1,990	Classroom_Fixed	BRAIN & COG SCI
46-3015	46		949	Conference Room	BRAIN & COG SCI
46-3160Q	46		491	Conference Room	MCGOVERN INSTITUTE
46-3189	46		1,488	Conference Room	MCGOVERN INSTITUTE
46-3261	46		496	Conference Room	PICOWER INSTITUTE
46-3310	46		1,629	Conference Room	PICOWER INSTITUTE
46-4062	46		444	Conference Room	BRAIN & COG SCI
46-4115A	46		269	Conference Room	BRAIN & COG SCI
46-4199	46		465	Conference Room	MCGOVERN INSTITUTE
46-4300	46		450	Conference Room	PICOWER INSTITUTE
46-5056	46		450	Conference Room	BRAIN & COG SCI
46-5121C	46		264	Conference Room	BRAIN & COG SCI
46-5165	46		811	Conference Room	MCGOVERN INSTITUTE
46-5193	46		482	Conference Room	MCGOVERN INSTITUTE
46-5305	46		496	Conference Room	PICOWER INSTITUTE
46-6199	46		478	Conference Room	MCGOVERN INSTITUTE
48-216A	48		474	Conference Room	CIVIL & ENV ENG
48-308	48	24	880	Classroom	REGISTRAR
48-311	48		312	Conference Room	CIVIL & ENV ENG
48-316	48	58	1,253	Classroom	REGISTRAR
50-340	50	266	7,581	Other	CAMP ACTIV COMPL
54-100	54	294	3,410	Classroom_Fixed	REGISTRAR
54-1623	54	34	671	Classroom	EARTH ATMO&PL SC
54-819	54	30	680	Classroom	EARTH ATMO&PL SC
54-823	54	33	652	Classroom	EARTH ATMO&PL SC
54-824	54	20	302	Classroom	EARTH ATMO&PL SC
56-114	56	63	1,529	Classroom_Fixed	REGISTRAR
56-154	56	56	1,106	Classroom	REGISTRAR
56-162	56	27	746	Classroom	REGISTRAR
56-167	56	22	643	Seminar_Fixed	REGISTRAR
56-169	56	20	481	Classroom	REGISTRAR
56-180	56	27	768	Classroom	REGISTRAR
56-191	56	20	483	Classroom	REGISTRAR
56-202	56		335	Conference Room	BIOENG DEPT
56-302	56		335	Conference Room	BIOENG DEPT
56-402	56		335	Conference Room	BIOENG DEPT
56-502	56		335	Conference Room	CHEMISTRY
56-602	56		335	Conference Room	BIOENG DEPT
56-614	56	50	1,016	Classroom	BIOENG DEPT
56-702	56		335	Conference Room	BIOENG DEPT
56-711	56		379	Conference Room	BIOENG DEPT
66-110	66	96	1,406	Classroom_Fixed	CHEMICAL ENG
66-144	66	55	682	Classroom	REGISTRAR
66-148	66	16	409	Seminar_Fixed	REGISTRAR
66-154	66	32	617	Classroom	REGISTRAR
66-156	66	22	409	Classroom	REGISTRAR
66-160	66	36	617	Classroom	REGISTRAR
66-168	66	55	830	Classroom	REGISTRAR
66-319	66		438	Conference Room	CHEMICAL ENG
66-360	66		797	Conference Room	CHEMICAL ENG
66-380	66		370	Conference Room	CHEMICAL ENG
66-480	66		370	Conference Room	CHEMICAL ENG
68-120A	68		352	Conference Room	BIOLOGY
68-121	68	75	691	Classroom	BIOLOGY
68-150	68		333	Conference Room	BIOLOGY
68-156	68		396	Conference Room	BIOLOGY
68-180	68		936	Conference Room	BIOLOGY
68-181	68		1,468	Conference Room	BIOLOGY
68-274	68		478	Conference Room	BIOLOGY

ROOM	BLDG	Seating Capacity	AREA (SF)	ROOM TYPE	HISTORICALLY ASSIGNED
68-374	68		476	Conference Room	BIOLOGY
68-474	68		476	Conference Room	BIOLOGY
68-574	68		476	Conference Room	BIOLOGY
68-674	68		387	Conference Room	BIOLOGY
76-156	76		1,554	Conference Room	KOCH INS INT C R
76-156A	76		470	Conference Room	KOCH INS INT C R
76-156B	76		486	Conference Room	KOCH INS INT C R
76-258	76		235	Conference Room	KOCH INS INT C R
76-259	76		693	Conference Room	KOCH INS INT C R
76-358	76		235	Conference Room	KOCH INS INT C R
76-359	76		693	Conference Room	KOCH INS INT C R
76-458	76		242	Conference Room	KOCH INS INT C R
76-459	76		693	Conference Room	KOCH INS INT C R
76-558	76		242	Conference Room	KOCH INS INT C R
76-559	76		693	Conference Room	KOCH INS INT C R
76-658	76		235	Conference Room	KOCH INS INT C R
76-659	76		693	Conference Room	KOCH INS INT C R
76-660	76		278	Conference Room	KOCH INS INT C R
14E-309	14E		230	Conference Room	WOMEN & GENDER STUDIES
14E-304	14E		602	Conference Room	SCH OF HUM & S S
14E 310	14E	36	845	Classroom	REGISTRAR
14N-112	14N	14	446	Seminar_Fixed	REGISTRAR
14N-217	14N	25	378	Classroom	GLOBAL STUDIES & LANGUAGES
14N-225	14N	25	372	Classroom	GLOBAL STUDIES & LANGUAGES
14N-313	14N	25	377	Classroom	GLOBAL STUDIES & LANGUAGES
14N-325	14N	18	374	Classroom	REGISTRAR
6C-333	6C		382	Conference Room	PHYSICS
6C-442	6C		874	Conference Room	PHYSICS
E14-240	E14		700	Conference Room	MEDIA LABORATORY
E14-244	E14		686	Conference Room	MEDIA LABORATORY
E14-245B	E14		224	Conference Room	MEDIA LABORATORY
E14-245D	E14		319	Conference Room	MEDIA LABORATORY
E14-393	E14		304	Conference Room	MEDIA LABORATORY
E14-493	E14		364	Conference Room	MEDIA LABORATORY
E14-514B	E14		331	Conference Room	MEDIA LABORATORY
E14-633	E14		1,574	Classroom	SCH OF ARCH & PL
E15-001	E15	100	2,387	Classroom	ART CULT & TECH
E15-054	E15	41	813	Classroom	ART CULT & TECH
E15-070	E15	50	2,335	Classroom_Fixed	ART CULT & TECH
E15-095	E15	50	524	Classroom	ART CULT & TECH
E15-207	E15		710	Conference Room	ART CULT & TECH
E15-283A	E15		656	Conference Room	ART CULT & TECH
E15-335	E15		431	Conference Room	COMPARATIVE MEDIA STUDIES
E15-341	E15		975	Conference Room	MEDIA LABORATORY
E15-359	E15		513	Conference Room	MEDIA LABORATORY
E15-401B	E15		238	Conference Room	MEDIA LABORATORY
E15-466	E15		369	Conference Room	MEDIA LABORATORY
E15-483A	E15		183	Conference Room	MEDIA LABORATORY
E17-136	E17	25	788	Classroom	COMPARATIVE MEDIA STUDIES
E17-502	E17		255	Conference Room	CHEMICAL ENG
E17-517	E17		630	Conference Room	CHEMICAL ENG
E18-228G	E18		223	Conference Room	COMPARATIVE MEDIA STUDIES
E18-303	E18		199	Conference Room	SOCIOTECH SYS RSCH CTR
E18-304	E18		685	Conference Room	INST FOR DATA SYS & SOCIETY
E18-304A	E18		586	Conference Room	INST FOR DATA SYS & SOCIETY
E18-315	E18		233	Conference Room	SOCIOTECH SYS RSCH CTR
E18-403A	E18		346	Conference Room	INST FOR DATA SYS & SOCIETY
E18-407	E18		372	Conference Room	INST FOR DATA SYS & SOCIETY
E18-411A	E18		617	Conference Room	INST FOR DATA SYS & SOCIETY
E18-415	E18		226	Conference Room	INST FOR DATA SYS & SOCIETY
E19-258	E19		602	Conference Room	ECONOMICS
E19-607	E19	20	559	Classroom	PROVOST RESERVE
E19-623B	E19		618	Conference Room	SCH OF HUM & S S
E25-111	E25	150	1,958	Classroom_Fixed	REGISTRAR
E25-117	E25	50	1,363	Classroom	REGISTRAR
E25-119	E25	25	405	Classroom	INST MED E & SCI
E25-121	E25	17	342	Classroom	INST MED E & SCI
E25-438B	E25		281	Conference Room	INST MED E & SCI
E25-521A	E25		399	Conference Room	INST MED E & SCI
E25-605	E25		604	Conference Room	EARTH ATMO&PL SC
E40-112	E40		407	Conference Room	SCH OF MANAGEMNT
E40-163	E40		676	Conference Room	SCH OF MANAGEMNT

ROOM	BLDG	Seating Capacity	AREA (SF)	ROOM TYPE	HISTORICALLY ASSIGNED
E40-166	E40		238	Conference Room	SCH OF MANAGEMNT
E40-175	E40		347	Conference Room	SCH OF MANAGEMNT
E40-175A	E40		259	Conference Room	SCH OF MANAGEMNT
E40-210	E40		629	Conference Room	C FOR TRANSP LOG
E40-211	E40		273	Conference Room	C FOR TRANSP LOG
E40-266	E40		255	Conference Room	C FOR TRANSP LOG
E40-286	E40		365	Conference Room	C FOR TRANSP LOG
E40-316	E40		311	Conference Room	LDRS GBL OPS-SYS DSN MGMT
E40-316A	E40		236	Conference Room	LDRS GBL OPS-SYS DSN MGMT
E40-353	E40		336	Conference Room	C FOR TRANSP LOG
E40-356	E40	30	1,167	Classroom	C FOR TRANSP LOG
E40-366	E40	53	1,063	Classroom	C FOR TRANSP LOG
E40-418	E40		219	Conference Room	C FOR INT STUDIE
E40-454C	E40		234	Conference Room	C FOR INT STUDIE
E40-464	E40		275	Conference Room	C FOR INT STUDIE
E40-496	E40		963	Conference Room	C FOR INT STUDIE
E51-057	E51	46	854	Classroom_Fixed	REGISTRAR
E51-061	E51	24	581	Classroom	REGISTRAR
E51-063	E51	35	602	Classroom	REGISTRAR
E51-085	E51	50	767	Classroom	REGISTRAR
E51-095	E51		650	Conference Room	SCH OF HUM & S S
E51-115	E51	169	3,387	Classroom_Fixed	CAMP ACTIV COMPL
E51-145	E51	67	1,167	Classroom_Fixed	REGISTRAR
E51-149	E51	67	1,105	Classroom_Fixed	REGISTRAR
E51-151	E51	54	1,136	Classroom_Fixed	REGISTRAR
E51-165	E51		378	Conference Room	SCI TECH&SOCIETY
E51-205	E51		198	Conference Room	SCH OF MANAGEMNT
E51-285	E51		427	Conference Room	HISTORY
E51-315	E51	86	1,967	Classroom_Fixed	REGISTRAR
E51-325	E51	86	1,899	Classroom_Fixed	REGISTRAR
E51-335	E51	76	1,638	Classroom_Fixed	REGISTRAR
E51-345	E51	128	2,460	Classroom_Fixed	REGISTRAR
E51-355B	E51		220	Study Room	SCH OF MANAGEMNT
E51-361	E51	40	580	Classroom	REGISTRAR
E51-372	E51	50	804	Classroom_Fixed	REGISTRAR
E51-376	E51	54	897	Classroom_Fixed	REGISTRAR
E51-385	E51	18	495	Classroom	REGISTRAR
E51-390	E51	20	477	Classroom	REGISTRAR
E51-393	E51	14	375	Classroom	REGISTRAR
E51-395	E51	70	1,345	Classroom_Fixed	REGISTRAR
E52-020	E52		389	Conference Room	SCH OF MANAGEMNT
E52-113	E52		273	Conference Room	SCH OF MANAGEMNT
E52-148	E52		331	Conference Room	SCH OF MANAGEMNT
E52-164	E52	78	2,064	Classroom_Fixed	REGISTRAR
E52-203	E52		320	Conference Room	SCH OF MANAGEMNT
E52-233	E52		380	Conference Room	SCH OF MANAGEMNT
E52-246	E52		230	Conference Room	SCH OF MANAGEMNT
E52-268	E52		367	Conference Room	SCH OF MANAGEMNT
E52-314	E52		282	Conference Room	ECONOMICS
E52-324	E52		877	Conference Room	ECONOMICS
E52-335	E52		507	Conference Room	SCH OF MANAGEMNT
E52-432	E52		754	Conference Room	ECONOMICS
E52-532	E52		453	Conference Room	ECONOMICS
E52-618	E52	25	916	Other	SAMBERG
E52-624	E52	50	2,096	Other	SAMBERG
E52-632	E52	50	1,681	Other	SAMBERG
E52-640	E52	40	1,471	Other	SAMBERG
E52-646	E52	15	699	Other	SAMBERG
E52-650	E52	16	523	Other	SAMBERG
E52-718	E52	45	577	Other	SAMBERG
E52-724	E52	45	1,497	Other	SAMBERG
E52-732	E52	60	1,866	Other	SAMBERG
E52-740	E52	45	1,497	Other	SAMBERG
E52-750	E52	30	934	Other	SAMBERG
E53-335K	E53		261	Conference Room	ANTHROPOLOGY
E53-354	E53	30	575	Classroom	ANTHROPOLOGY
E53-438	E53		349	Conference Room	POLITICAL SCI
E53-469	E53		267	Conference Room	POLITICAL SCI
E53-482	E53		560	Conference Room	POLITICAL SCI
E53-485	E53		305	Conference Room	POLITICAL SCI
E60-112	E60		894	Conference Room	SCH OF MANAGEMNT
E60-117	E60		254	Conference Room	SCH OF MANAGEMNT

ROOM	BLDG	Seating Capacity	AREA (SF)	ROOM TYPE	HISTORICALLY ASSIGNED
E60-236	E60		651	Conference Room	SCH OF MANAGEMNT
E60-315	E60		472	Conference Room	SCH OF MANAGEMNT
E60-380	E60		251	Conference Room	SCH OF MANAGEMNT
E62-105	E62		204	Classroom	SCH OF MANAGEMNT
E62-164	E62		1,815	Classroom	SCH OF MANAGEMNT
E62-176	E62		2,436	Classroom	SCH OF MANAGEMNT
E62-221	E62	36	894	Classroom	REGISTRAR
E62-223	E62	80	2,016	Classroom_Fixed	REGISTRAR
E62-233	E62	108	2,625	Classroom	REGISTRAR
E62-250	E62	57	1,283	Classroom_Fixed	REGISTRAR
E62-262	E62	85	2,082	Classroom_Fixed	REGISTRAR
E62-276	E62	105	2,398	Classroom_Fixed	REGISTRAR
E62-326	E62		298	Conference Room	SCH OF MANAGEMNT
E62-329	E62		299	Conference Room	SCH OF MANAGEMNT
E62-346	E62		562	Conference Room	SCH OF MANAGEMNT
E62-350	E62		993	Conference Room	SCH OF MANAGEMNT
E62-374	E62		286	Conference Room	SCH OF MANAGEMNT
E62-375	E62		268	Conference Room	SCH OF MANAGEMNT
E62-426	E62		296	Conference Room	SCH OF MANAGEMNT
E62-446	E62		562	Conference Room	SCH OF MANAGEMNT
E62-450	E62		993	Conference Room	SCH OF MANAGEMNT
E62-474	E62		286	Conference Room	SCH OF MANAGEMNT
E62-475	E62		270	Conference Room	SCH OF MANAGEMNT
E62-526	E62		296	Conference Room	SCH OF MANAGEMNT
E62-529	E62		291	Conference Room	SCH OF MANAGEMNT
E62-550	E62		961	Conference Room	SCH OF MANAGEMNT
E62-574	E62		286	Conference Room	SCH OF MANAGEMNT
E62-575	E62		268	Conference Room	SCH OF MANAGEMNT
E62-587	E62		569	Conference Room	SCH OF MANAGEMNT
E62-626	E62		296	Conference Room	SCH OF MANAGEMNT
E62-629	E62		291	Conference Room	SCH OF MANAGEMNT
E62-650	E62		959	Conference Room	SCH OF MANAGEMNT
E62-674	E62		286	Conference Room	SCH OF MANAGEMNT
E62-675	E62		268	Conference Room	SCH OF MANAGEMNT
E62-687	E62		568	Conference Room	SCH OF MANAGEMNT
N51-305	N51		369	Conference Room	PROVOST RESERVE
N51-310	N51	47	948	Classroom	PROVOST RESERVE
N51-350	N51	37	732	Classroom	PROVOST RESERVE
N52-153	N52	20	397	Classroom	OFF OF PROVOST
N52-155	N52	23	469	Classroom	OFF OF PROVOST
N52-156	N52	21	414	Classroom	OFF OF PROVOST
N52-337	N52	46	921	Classroom	OFF OF PROVOST
NW14-1112	NW14		1,264	Classroom_Fixed	VP-RSCH
NW14-3213	NW14		353	Conference Room	PLASMA SCI FSN CTR
NW16-121	NW16		448	Conference Room	PLASMA SCI FSN CTR
NW16-136	NW16		662	Conference Room	PLASMA SCI FSN CTR
NW16-213	NW16		805	Conference Room	PLASMA SCI FSN CTR
NW17-132	NW17		283	Conference Room	PLASMA SCI FSN CTR
NW17-218	NW17		1,342	Conference Room	PLASMA SCI FSN CTR
NW17-240	NW17		338	Conference Room	PLASMA SCI FSN CTR
NW17-281	NW17		340	Conference Room	PLASMA SCI FSN CTR
NW21-113	NW21		401	Conference Room	PLASMA SCI FSN CTR
NW22-133	NW22		191	Conference Room	PLASMA SCI FSN CTR
NW22-150	NW22		563	Conference Room	PLASMA SCI FSN CTR
NW22-229	NW22		234	Conference Room	PLASMA SCI FSN CTR
W16-035	W16	153	3,064	Classroom_Fixed	CAMP ACTIV COMPL
W16-108	W16	414	8,272	Classroom_Fixed	CAMP ACTIV COMPL
W31-301	W31	45	1,494	Classroom_Fixed	PROVOST RESERVE
W31-305	W31		306	Conference Room	PROVOST RESERVE
W59-051	W59	50	1,044	Classroom	OFF OF VICE CHANCELLOR
W59-073	W59	100	890	Classroom	OFF OF VICE CHANCELLOR
W59-147	W59	100	562	Classroom	OFF OF VICE CHANCELLOR
W59-149	W59	50	546	Classroom	OFF OF VICE CHANCELLOR

Appendix 3: Registrar Classroom inventory (2023)

# of Rooms by size:	
100+	16
60-99	22
25-59	83
<25	42
total	163

bld	room	seats						
	26	100 (StrDisc)	551	7	REG		Large Lectur	Air
	10	250 (StrDisc)	425	7	REG		Large Lectur	Air
	32	123 (StrDisc)	318	16	REG		Large	Air
	54	100	298	7	REG		Large Lectur	Air
	45	230	250	7	REG		Large Lectur	Air
E25		111 (StrDisc)	150	7	REG		Large Lectur	Air
	6	120	143	7	REG		Large Lectur	Air
	1	190	134	AS	REG		Face Killian	Air
	2	190 (StrDisc)	134	16	REG		Face Killian	Air
E51		345 (Disc)	128	14		15	East 51/52 S	Air
	3	270 (Disc)	119	16	REG		Face Killian	Air
	26	152 (StrDisc)	117	18			TEAL	Air
	32	082 (StrDisc)	117	4			TEAL	Air
	4	270 (StrDisc)	115	16	REG		Face Killian	Air
	4	370 (Disc)	115	16	REG		Face Killian	Air
E62		233 (Disc)	108	HST		15	East 62 Sloa	Air
E62		276 (Disc)	105	6		15	East 62 Sloa	Air
			16					
	66	110 (StrDisc)	96	10			Medium Lect	Air
	32	155 (StrDisc)	90	16	REG		Medium	Air
	32	141 (StrDisc)	90	16	REG		Medium	Air
	35	225	90	16	REG		Large Lectur	Air
E51		315 (Disc)	86	ESD		15	East 51/52 S	Air
E51		325 (Disc)	86	15		15	East 51/52 S	Air
E62		262 (Disc)	85	15		15	East 62 Sloa	Air
	4	163 (Disc)	81	16	REG		Medium Lect	Air
	4	237 (StrDisc)	80	16	REG		Medium Lect	Air
E62		223 (Disc)	80	HST		15	East 62 Sloa	Air
E52		164 (StrDisc)	78	14		15	East 51/52 S	Air
E51		335 (Disc)	76	15		15	East 51/52 S	Air
	37	212	74	16	REG		Medium Lect	Air
E51		395 (Disc)	70	14		15	East 51/52 S	Air
	1	390 (StrDisc)	69	16	REG		Face Killian	Air
E51		145 (StrDisc)	67	14		15	East 51/52 S	Air
E51		149 (StrDisc)	67	14		15	East 51/52 S	Air
	9	354 (StrDisc)	64	16	REG		Medium Lect	Air
	56	114 (StrDisc)	63	21A	REG		Medium Lect	Air
	3	133 (StrDisc)	60	16	REG		Medium Lect	Air

	16	160 (Disc)		60	CON			Large Flat	Air
	32	144 (StrDisc)		60	16	REG		Large Flat	Air
	32	124 (Disc)		60	20	REG		Large Flat	Air
				22					
	45		102	60	6	REG		Large Flat	Air
	2	105 (StrDisc)		59	21A	REG		Medium	Air
	3	370 (Disc)		58	16	REG		Face Killian	Air
	48	316 (StrDisc)		58	1				Air
	3	333 (Disc)		57	16	REG		Medium Lect	Air
	4	231 (StrDisc)		57	20	REG		Medium Lect	Air
E62		250 (Disc)		57	15		15	East 62 Sloa	Air
	56	154 (StrDisc)		56	16	REG		Large Flat	Air
	66	168 (StrDisc)		55	16	REG		Large Flat	Air
	66	144 (Disc)		55	21A	REG		Large Flat	Air
E51		151 (Disc)		54	14		15	East 51/52 S	Air
E51		376 (StrDisc)		54	14		15	East 51/52	Air
	3	442 (StrDisc)		50	4	REG		Medium	Air
	4	149 (StrDisc)		50	16	REG		Medium	Air
	36	156 (Disc)		50	7	REG		Mid-	Air
E25		117 (StrDisc)		50	7	REG		Large Flat	Air
E51		372 (StrDisc)		50	14		15	East 51/52	Air
E51		085 (Disc)		50	21A		15	East 51/52	Air
	4	153 (Disc)		48	21A	REG		Medium	Air
	33	419 (Disc)		48	16			Mid-Campus	Air
E51		057 (Disc)		46	1		15	East 51/52	Air
	4	249 (Disc)		45	21G				Air
	5	234 (StrDisc)		45	16	REG		Medium	Air
	5	217 (StrDisc)		42	21A	REG		Medium	Air
	24	121 (Disc)		42	16	REG		Large Flat	Air
	24	115 (Disc)		42	10	REG		Mid-	Air
	26	168 (Disc)		41	20	REG		Recitations \	Air
	4	159 (StrDisc)		40	4	REG		Medium	Air
	4	261 (StrDisc)		40	21A	REG		Medium	Air
	4	145 (Disc)		40	4	REG		Medium	Air
	4	265 (StrDisc)		40	21A	REG		Medium	Air
	5	134 (Disc)		40	16	REG		Medium size	Air
	36	112 (Disc)		40	7	REG		Mid-	Air
	36	155 (Disc)		40	7	REG		Mid-	Air
	36	153 (Disc)		40	9	REG		Mid-	Air
E51		361 (Disc)		40	14		15	East 51/52	Air
	1		150	36	4	REG		Face Killian	Air
	24	307 (StrDisc)		36	7	REG		Mid-	Air
	33	319 (StrDisc)		36	16			Mid-Campus	Air
	66	160 (StrDisc)		36	21A	REG		Mid-	Air
14E		310 (Disc)		36	21A	REG		Medium size	Air
E62		221 (Disc)		36	15		15	East 62 Sloa	Air

	1	135 (Disc)		35	21A	REG		OnDemand	Air
	4		257	35	21A	REG		Medium	Air
	34	302 (Disc)		35	6	REG		Mid-	Air
	34	301 (Disc)		35	4	REG		Mid-	Air
	34	304 (Disc)		35	12	REG		Mid-	Air
	34	303 (Disc)		35	12	REG		Mid-	Air
E51		063 (Disc)		35	14		15	East 51/52	Air
	1	242 (Disc)		34	4	REG		Face Killian	Air
	2	131 (StrDisc)		34	16	REG		Math	Air
	2	132 (StrDisc)		32	4	REG		Face Killian	Air
	2	135 (StrDisc)		32	7	REG		Math	Air
	2	143 (StrDisc)		32	7	REG		Math	Air
	2	147 (StrDisc)		32	5	REG		Math	Air
	2	139 (StrDisc)		32	7	REG		Math	Air
	13	5101 (StrDisc)		32	5	REG		Mid-	Air
	26	204 (Disc)		32	7	REG		OnDemand	Air
	26	314 (Disc)		32	7	REG		OnDemand	Air
	26	328 (Disc)		32	7	REG		OnDemand	Air
	26	210 (Disc)		32	7	REG		OnDemand	Air
	26	322 (Disc)		32	7	REG		OnDemand	Air
	33	418 (StrDisc)		32	16			Mid-Campus	Air
	66	154 (Disc)		32	21A	REG		Mid-	Air
	1	246 (StrDisc)		30	4	REG		Face Killian	Air
	4	364 (Disc)		30	CMS			Face Killian (	Air
	5	233 (StrDisc)		30	16	REG		Medium	Air
	8	205 (StrDisc)		30	21A	REG		Medium	Air
	35	310 (Disc)		30	16	REG		Mid-	Air
	35	308 (Disc)		30	16	REG		Mid-	Air
	36	144 (StrDisc)		30	20	REG		Mid-	Air
	13	4101 (Disc)		28	5	REG		Mid-	Air
	56	180 (Disc)		27	21A	REG		Mid-	Air
	56	162 (StrDisc)		27	21A	REG		Mid-	Air
	2	136 (StrDisc)		26	5	REG		Face Killian	Air
	2	142 (StrDisc)		26	20	REG		Face Killian	Air
	13	3101 (Disc)		26	5	REG		Mid-	Air
	1	277 (StrDisc)		25	21A	REG		Medium	Air
	1	371 (Disc)		25	4	REG		Medium	Air
	1	273 (StrDisc)		25	4	REG		Medium	Air
	1		375	25	4	REG		Medium	Air
	1	379 (StrDisc)		25	4	REG		Medium	Air
	13	1143 (StrDisc)		25	5	REG		Mid-	Air
				83					
	1	132 (StrDisc)		24	4	REG		Face Killian	Air
	1	134 (Disc)		24	4	REG		Face Killian	Air
	2	146 (StrDisc)		24	5	REG		Face Killian	Air
	24	112 (Disc)		24	7	REG		Mid-	Air

	26	142		24	21A	REG		OnDemand	Air
	36	372 (Disc)		24	7	REG		Mid-	Air
	38	166 (Disc)		24	7	REG		Mid-	Air
	48	308 (StrDisc)		24	1				Air
E51		061 (StrDisc)		24	14		15	East 51/52	Air
	4	253 (StrDisc)		22	21A	REG		OnDemand	Air
	8	119 (Disc)		22	4	REG		Medium	Air
	56	167 (StrDisc)		22	20	REG		Mid-	Air
	66	156 (Disc)		22	21A	REG		Mid-	Air
	4	158 (Disc)		20	21M			Music Only	Air
	4	152 (StrDisc)		20	21M			Music Only	Air
	4	162 (StrDisc)		20	21M			Music Only	Air
	33	422 (Disc)		20	16			Mid-Campus	Air
	56	191 (StrDisc)		20	20	REG		Mid-	Air
	56	169 (Disc)		20	21A	REG		Mid-	Air
E51		390 (StrDisc)		20	14		15	East 51/52	Air
	2	151 (StrDisc)		18	20	REG		Math	Air
	5	231 (Disc)		18	16	REG		OnDemand	Air
	5	232 (Disc)		18	21A	REG		OnDemand	Air
	5	216 (Disc)		18	4				Air
14N		325 (Disc)		18	CMS	REG		Medium size	Air
E51			385	18	14		15	East 51/52	Air
	1	136 (Disc)		16	4	REG		Medium	Air
	2	103 (StrDisc)		16	21A	REG		Medium	Air
	4	146 (Disc)		16	16	REG		Face Killian	Air
	4	144 (Disc)		16	4	REG		Face Killian	Air
	66	148 (Disc)		16	4	REG		Mid-	Air
14N		112 (StrDisc)		14	21A	REG		Seminar	Air
E51		393 (Disc)		14	14		15	East 51/52	Air
	4	251 (StrDisc)		12	21A	REG		OnDemand	Air
	4	148 (StrDisc)		6	CMS			Music Only	Air
				42					

Appendix 4: DLCs Classroom inventory (2023)

Building	Floor	Room	Area (sf)	Major Use	Organization
1	1	115	924	CLASSROOMS	MECHANICAL ENG
1	1	131	781	CLASSROOMS	CIVIL & ENV ENG
1	1	141	999	CLASSROOMS	CIVIL & ENV ENG
1	1	143A	176	CLASSROOMS	CIVIL & ENV ENG
2	4	449	703	CLASSROOMS	MATHEMATICS
4	4	402	751	CLASSROOMS	EDGERTON CENTER
7	4	429	964	CLASSROOMS	SCH OF ARCH & PL
9	0	057	901	CLASSROOMS	OFF OF PROVOST
9	1	151	925	CLASSROOMS	OFF OF PROVOST
9	2	255	1,193	CLASSROOMS	URBAN ST & PLAN
9	3	326	363	CLASSROOMS	URBAN ST & PLAN
9	4	450	459	CLASSROOMS	URBAN ST & PLAN
9	4	450A	460	CLASSROOMS	URBAN ST & PLAN
9	4	451	451	CLASSROOMS	URBAN ST & PLAN
9	4	451A	453	CLASSROOMS	URBAN ST & PLAN
10	4	401	492	CLASSROOMS	URBAN ST & PLAN
14	0	0637	751	CLASSROOMS	INFO SVCS & TECH
14N	2	217	378	CLASSROOMS	SCH OF HUM & S S
14N	2	221	363	CLASSROOMS	GLOBAL STUDIES & LANGUAGES
14N	2	225	372	CLASSROOMS	GLOBAL STUDIES & LANGUAGES
14N	3	313	377	CLASSROOMS	GLOBAL STUDIES & LANGUAGES
14N	4	417	292	CLASSROOMS	SCH OF HUM & S S
16	1	168	745	CLASSROOMS	TERRASCOPE
16	2	220	975	CLASSROOMS	BIOLOGICAL ENG
16	3	336	481	CLASSROOMS	BIOLOGICAL ENG
16	6	602	499	CLASSROOMS	MATS SCI & ENG
16	6	628	484	CLASSROOMS	SCH OF HUM & S S
16	6	644	472	CLASSROOMS	GLOBAL STUDIES & LANGUAGES
16	6	654	480	CLASSROOMS	GLOBAL STUDIES & LANGUAGES
16	6	676	452	CLASSROOMS	GLOBAL STUDIES & LANGUAGES
24	3	308	256	CLASSROOMS	ELEC ENG&COMP SC
24	3	310	484	CLASSROOMS	ELEC ENG&COMP SC
24	3	317	296	CLASSROOMS	ELEC ENG&COMP SC
24	3	319	298	CLASSROOMS	ELEC ENG&COMP SC
24	3	321	271	CLASSROOMS	ELEC ENG&COMP SC
24	3	323	292	CLASSROOMS	ELEC ENG&COMP SC
24	6	611A	253	CLASSROOMS	EXPER STUDY GRP
24	6	618	448	CLASSROOMS	EXPER STUDY GRP
24	6	619	512	CLASSROOMS	EXPER STUDY GRP
24	6	621	263	CLASSROOMS	EXPER STUDY GRP
24	6	622	216	CLASSROOMS	EXPER STUDY GRP

24	6	623	249	CLASSROOMS	EXPER STUDY GRP
26	1	139	396	CLASSROOMS	PROVOST RESERVE
26	2	214	674	CLASSROOMS	RES LAB OF ELEC
31	1	115	1,217	CLASSROOMS	AERO & ASTRO
31	1	120A	380	CLASSROOMS	AERO & ASTRO
31	1	120B	246	CLASSROOMS	AERO & ASTRO
32	0	044A	2,905	CLASSROOMS	ELEC ENG&COMP SC
32	0	080	346	CLASSROOMS	PROVOST RESERVE
32	0	081	1,643	CLASSROOMS	ELEC ENG&COMP SC
38	3	370	604	CLASSROOMS	ELEC ENG&COMP SC
45	0	001	2,314	CLASSROOMS	SCHWARZMAN COLLEGE OF COMPUTING
46	3	3002	1,990	CLASSROOMS	BRAIN & COG SCI
54	8	819	680	CLASSROOMS	EARTH ATMO&PL SC
54	8	823	652	CLASSROOMS	EARTH ATMO&PL SC
54	8	824	461	CLASSROOMS	EARTH ATMO&PL SC
54	9	915	678	CLASSROOMS	EARTH ATMO&PL SC
54	16	1623	671	CLASSROOMS	EARTH ATMO&PL SC
56	6	614	1,016	CLASSROOMS	BIOLOGICAL ENG
66	1	110	1,406	CLASSROOMS	CHEMICAL ENG
68	1	121	691	CLASSROOMS	BIOLOGY
E14	6	633	1,574	CLASSROOMS	SCH OF ARCH & PL
E15	0	001	2,387	CLASSROOMS	ART CULT & TECH
E15	0	070	2,335	CLASSROOMS	ART CULT & TECH
E15	0	095	524	CLASSROOMS	ART CULT & TECH
E17	1	136	788	CLASSROOMS	COMPARATIVE MEDIA STUDIES
E19	6	607	559	CLASSROOMS	PROVOST RESERVE
E25	1	119	405	CLASSROOMS	INST MED E & SCI
E25	1	121	342	CLASSROOMS	INST MED E & SCI
E28	2	250	712	CLASSROOMS	MIT MUSEUM
E28	2	260	1,138	CLASSROOMS	MIT MUSEUM
E28	2	262	1,043	CLASSROOMS	MIT MUSEUM
E28	3	330	765	CLASSROOMS	MIT MUSEUM
E38	1	195	2,945	CLASSROOMS	ADMISSIONS
E38	5	579	692	CLASSROOMS	INNOVATION INITIATIVE
E40	3	356	1,167	CLASSROOMS	C FOR TRANSP LOG
E40	3	366	1,063	CLASSROOMS	C FOR TRANSP LOG
E51	1	115	3,387	CLASSROOMS	CAMP ACTIV COMPL
E51	2	285	427	CLASSROOMS	HISTORY
E53	3	354	575	CLASSROOMS	ANTHROPOLOGY
E62	1	105	204	CLASSROOMS	SCH OF MANAGEMNT
E62	1	164	1,815	CLASSROOMS	SCH OF MANAGEMNT

E62	1	176	2,436	CLASSROOMS	SCH OF MANAGEMNT
N51	3	310	948	CLASSROOMS	D-LAB
N51	3	350	732	CLASSROOMS	D-LAB
N52	1	153	397	CLASSROOMS	OFF OF PROVOST
N52	1	155	469	CLASSROOMS	OFF OF PROVOST
N52	1	156	414	CLASSROOMS	OFF OF PROVOST
N52	3	337	921	CLASSROOMS	OFF OF PROVOST
NW12	2	222	1,156	CLASSROOMS	NUCLEAR SCI & ENG
NW14	1	1112	1,264	CLASSROOMS	VP-RSCH
OC1A	1	101	1,421	CLASSROOMS	ENDICOTT HOUSE
OC1A	1	102	501	CLASSROOMS	ENDICOTT HOUSE
OC1A	1	104	511	CLASSROOMS	ENDICOTT HOUSE
W16	0	035	1,910	CLASSROOMS	CAMP ACTIV COMPL
W16	0	038	1,154	CLASSROOMS	CAMP ACTIV COMPL
W16	1	108	1,228	CLASSROOMS	CAMP ACTIV COMPL
W16	1	109	7,044	CLASSROOMS	CAMP ACTIV COMPL
W31	3	301	1,494	CLASSROOMS	PROVOST RESERVE
W59	0	051	1,044	CLASSROOMS	OFF OF VICE CHANCELLOR
W59	0	073	890	CLASSROOMS	OFF OF VICE CHANCELLOR
W59	1	147	562	CLASSROOMS	OFF OF VICE CHANCELLOR
W59	1	149	546	CLASSROOMS	OFF OF VICE CHANCELLOR
			92,813		

Appendix 5: Classrooms by Size (2018)

Done in October of 2018, source: https://classrooms.mit.edu/classrooms/#/browse

Over 500 seats – 1 classroom
Over 400 seats – 2 classrooms
Over 300 seats – 4 classrooms
Over 250 seats – 6 classrooms

Smaller classrooms
75-100 seats – 12 classrooms
50-75 seats – 29 classrooms
25-50 seats – 74 classrooms
1-25 seats – 44 classrooms

100 flat classrooms
43 tiered classrooms
14 small configurable classrooms (seminar rooms)
26 fixed seat

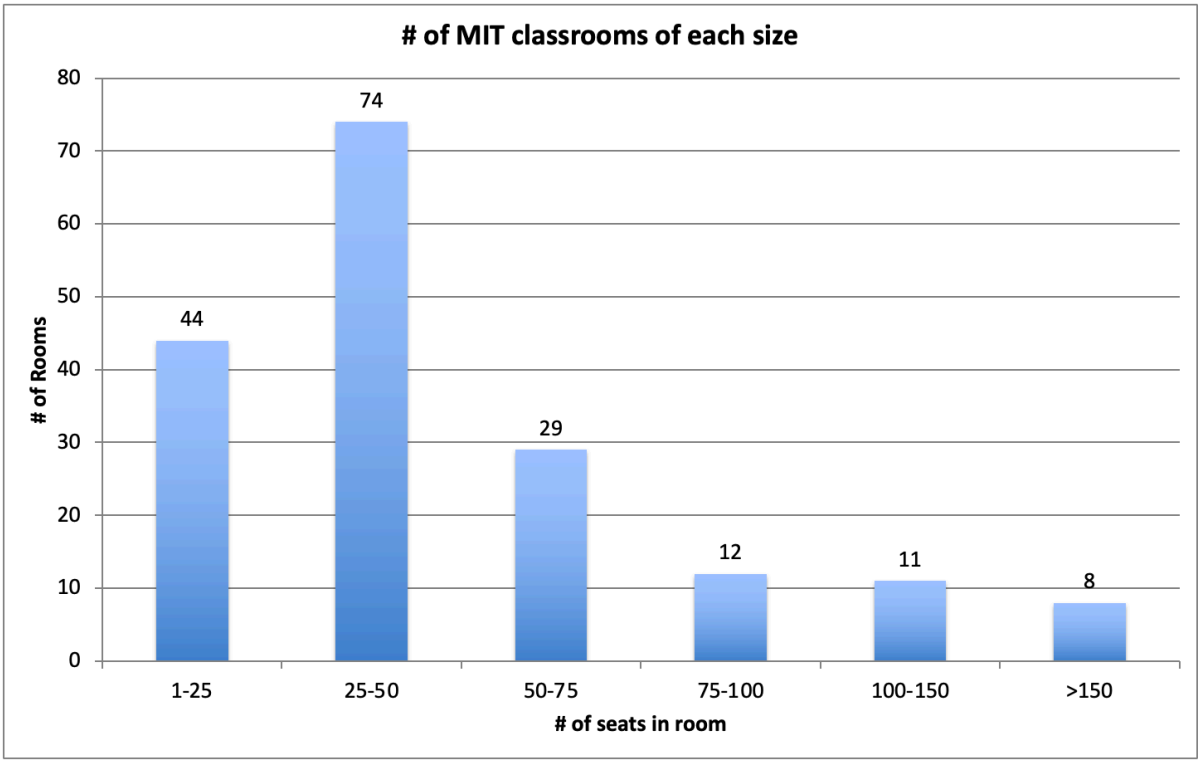
Out of all these classrooms, lecture capture is in the following rooms:
2-131 (34)
2-190 (134)
6-120 (143)
34-101 (325)
To be installed: 35-225 (90)
MVP has recording capability in 10-250 & 32-123 (not automated lecture capture)

1-25	44
25-50	74
50-75	29
75-100	12
100-150	11

3-270 (119); 4-270 (115); 4-370 (115); 26-152 (TEAL 117); 32-082 (TEAL 117); 62-233 (108); E62-276 (105); 1-190 (134); 2-190 (134); 6-120 (143); E51-345 (126)

>150 8

E25-111 (150); 54-100 (294); 50-340 (Walker gym – 266); 32-123 (318) & 34-101 (325); 10-250 (425); 26-100 (551)


# of MIT classrooms of each size
80
70
60
50
40
30
20
10
0
# of Rooms
44
74
29
12
11
8
1-25
25-50
50-75
75-100
100-150
>150
# of seats in room

Appendix 6: Sloan Classroom of the Future Discovery Session (2023) - Excerpts

Spring 2023

Classroom of the Future Initiative Discovery

MIT Sloan School of Management

PRESENTED BY

Rodrigo Verdi
Associate Dean for Teaching and Learning

Classroom of the Future Initiative

Three Phases

1. DISCOVERY
Learn from the MIT Sloan community about your teaching and learning needs

WE STARTED HERE

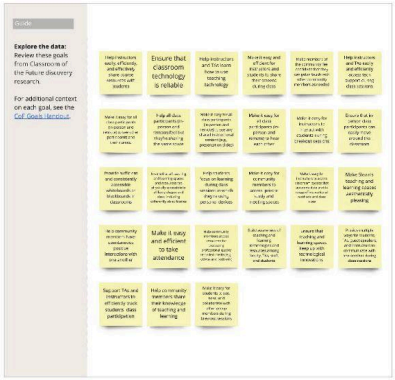
2. EXPERIMENTATION
Identify, experiment with, and evaluate potential solutions in collaboration with the MIT Sloan community

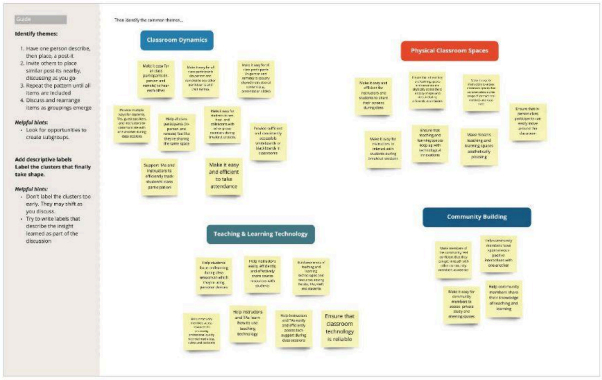
3. IMPLEMENTATION
Prioritize, implement, and iterate on solutions to continuously improve teaching and learning at MIT Sloan

2

Affinity Clustering Workshops

The team surfaced 27 expressed needs that the school could address to better support teaching and learning. Then faculty, students, and staff participated in five workshops in which they helped "cluster" the needs into themes.





Physical Classroom Spaces

- Classroom availability and resources align with pedagogical needs.
- Spaces are physically accessible to all body shapes and sizes, including differently abled bodies.
- Spaces keep up with tech innovations.
- Spaces are comfortable and aesthetically appealing.

A SLOAN STAFF MEMBER

Most of the campus is able bodied, but there are... physical challenges that are not obvious. And we always want to make sure that the teaching environment and all environments on campus are for everyone.

A SLOAN FACULTY MEMBER

I love the light, the big windows, like to really be able to decide whether you want it completely dark or not.

Teaching & Learning Technologies

- Classroom technology is reliable.
- It's easy to access emergency tech support.
- Teaching teams know what technologies Sloan supports and how to use them.
- Community members can easily access resources to support T&L video/media creation.

A SLOAN FACULTY MEMBER

When [the technology] doesn't work...you lose 15 minutes out of an 80-minute class and you're in big trouble.

A SLOAN FACULTY MEMBER

These resources—if they exist, we need to know more about them so that we can use them.

Classroom Dynamics

- Class participants can easily see and hear each other.
- Students and instructors can communicate through speech and by typing (backchanneling).
- Class participants can efficiently share ideas through screensharing and board writing.
- It's simple to take attendance and track participation.

A SLOAN FACULTY MEMBER

Everyone needs to feel and appear as if they are actually in the room—no friction, no diminishment, no lurkers/free riders.

A SLOAN FACULTY MEMBER

The screen share function [in Zoom] is excellent... how great would it be in the classroom if students could easily share their screen to displays?

Classroom of the Future Initiative

Community Building

- There's a strong sense of community.
- It's easy to get in touch.
- Faculty have opportunities to share their knowledge of T&L.
- Community members can access private study/meeting spaces.

A SLOAN FACULTY MEMBER

My favorite resource would be my colleagues. I like to hear what they're doing—and what people at other schools are doing too.

A SLOAN STUDENT

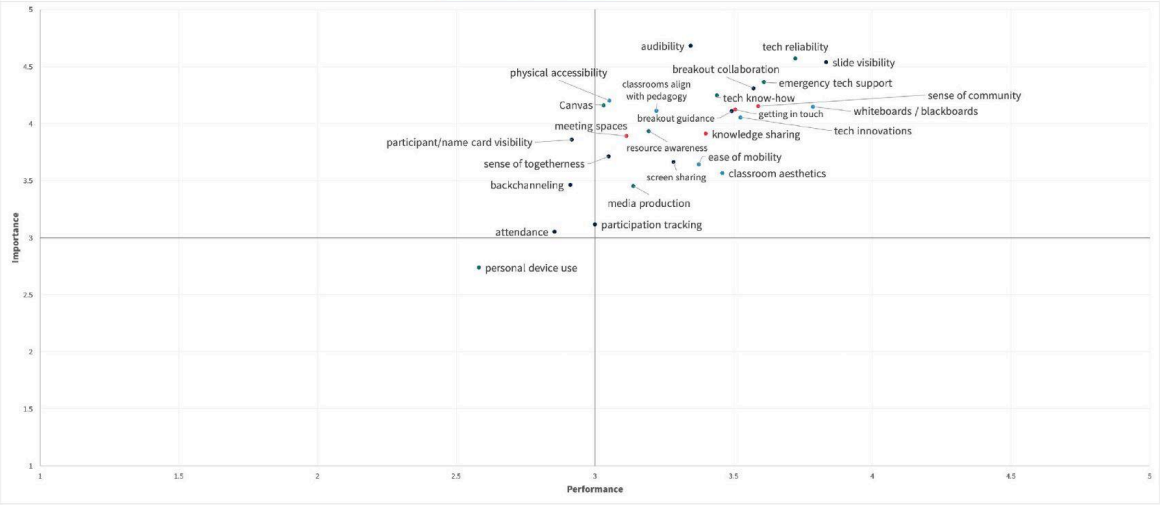
How can we have more spontaneous positive interactions with people?... There are some parts of Sloan that do this really well. And there are other parts that—I hate to be the bearer of bad news, but we need to figure out a way to do a lot better.

12

Classroom of the Future Initiative

Survey Findings

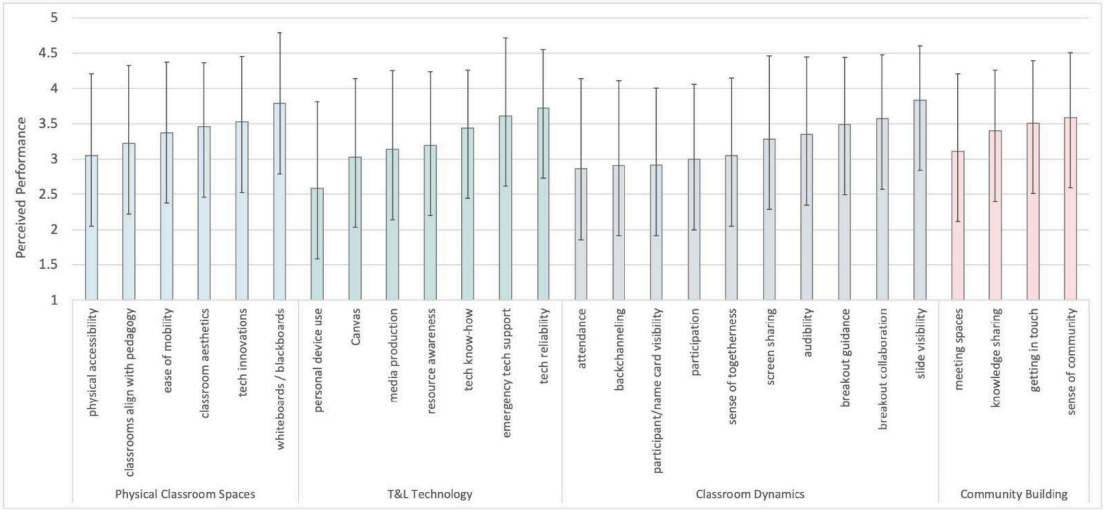
To learn more about each need, see the Needs Overview.



15

Perceived Performance

To learn more about each need, see the Needs Overview.



17

Community Ideas

A SLOAN STAFF MEMBER

Really thinking big about flexible furniture.

A SLOAN FACULTY MEMBER

My ideal classroom would be circular. I would have boards all around... And the students would be in the middle.

A SLOAN FACULTY MEMBER

If you could change the type of classroom kind of instantly and you could even mix and match during even one session, that would be awesome.

A SLOAN FACULTY MEMBER

It would be great to have a classroom where students could work together at tables and display everything they were working on to the whole group.

A SLOAN STAFF MEMBER

If study rooms could take precedent for certain classes, I think that would be helpful.

A SLOAN STAFF MEMBER

Rooms that can provide easy moveability, with potential to combine classrooms and provide more space.

22

Classroom of the Future Initiative

Community Ideas

A SLOAN STUDENT

Give clickers?

A SLOAN FACULTY MEMBER

So many of the challenges/problems might be addressed by relaxing the universal "closed laptop" directive... There should be some discretion for the specific class instructors.

A SLOAN FACULTY MEMBER

Have each seat equipped with buttons that could allow students to sign in for attendance, participate in polling, track participation.

A SLOAN FACULTY MEMBER

Tech solutions like blocking non class internet/cell service will likely be perceived as coercive, big brother behavior reflecting a lack of trust we have in the students. And they'd be right.

A SLOAN FACULTY MEMBER

The TAs can stand behind a student if they are distracted by their devices.

A SLOAN FACULTY MEMBER

Can we capture student usage automatically and do something in general with it, not call out anyone publicly?

26

Classroom of the Future Initiative

Community Ideas

A SLOAN FACULTY MEMBER

Using holograms to "beam in" guest speakers.

A SLOAN FACULTY MEMBER

I'd like an operator in the room that could actually rotate the cameras...when you have a remote speaker...to improve the experience of having virtual speaker in class.

A SLOAN STAFF MEMBER

What if every desk comes equipped with a screen? So you come in, you sit down, you log in, and your name displays.

A SLOAN FACULTY MEMBER

Any technological solutions... where students can not only see people in front of them, but those behind them when they raise their hand and make a comment.

A SLOAN STUDENT

Large rooms that allow for hybrid participants' faces to be displayed along the walls.

A SLOAN FACULTY MEMBER

Good that all can see names, which all logging into e.g. Zoom can facilitate...Focus on Zoom first, even for in-person students.

30

Community Ideas

A SLOAN STUDENT

Seamless booking system for study rooms and private conference rooms.

A SLOAN STAFF MEMBER

Can we partner with Dewey or other library spaces for more spaces?

A SLOAN STUDENT

Designate larger conference rooms as "quiet car" (12-person rooms for everyone, rather than one person taking it up). Label/advertise them differently: "don't use unless you're a larger group" or "free to use if you're quiet"

A SLOAN STAFF MEMBER

Creativity with outdoor space, E62 cafe (lunch and learn).

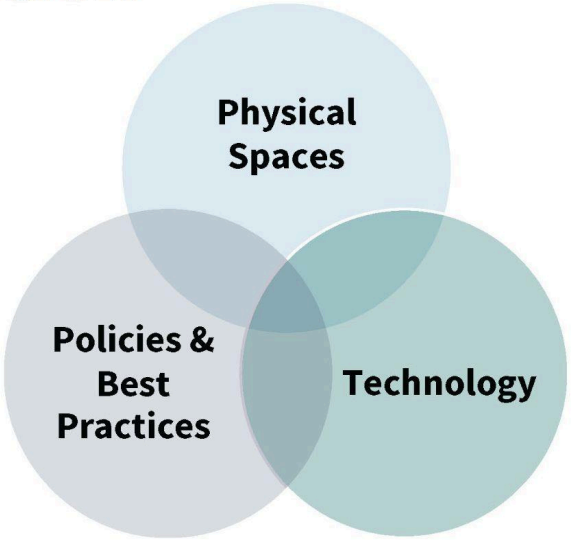
A SLOAN STAFF MEMBER

Collaborative spaces for students in or near buildings that are not solely academic in nature.

Our Recommendation

Establish a steering team. This team will be collectively responsible for ideating and piloting solutions during Phase 2: Experimentation.

They will explore solutions related to physical spaces, technology, and policies/best practices.



Appendix 7: MIT Schools' Input (2023/4)

School of Engineering

● Common themes: need for larger classrooms (to accommodate 60-100+ students).
● Need for charging outlets at tables and desks.
● A/V needs that faculty have may not be supported by department budgets.
● Need for more lecture capture technology for faculty to record lectures.
● Emphasis on the desire to keep chalkboards, while also adding whiteboards (some faculty express that they do not want chalkboards to disappear entirely).
● Desire for hybrid learning spaces and flexible learning spaces.

School of Science

● Emerging pedological trends- large desire for active learning; the days of lecturing at the chalkboard are gone.
● Increased desire for active activities and active participation.
● TEAL classrooms (around 117 seats). TEAL classrooms may be a bit too big for active learning.
● Desire for flexibility in organizing desks.
● In larger classrooms, how can we think about having a center area and another area for breakout activities?
● Technology must be easy for professors to use; ability to capture the board; ability to allow students to ask questions anonymously. Is there a way to facilitate this in a normal classroom? (outside of Zoom).
● Ability for students to draw on a whiteboard or presentation screen.
● Desire for classrooms with a clock.
● Desire for classrooms with effective WIFI.
● Storage (to assist students with electric scooters, etc.).
● Lockers or storage units?
● Limit classrooms to 80 students or so to facilitate more intimate, interactive discussions?
● Need for outlets at desks.
● Large tables/tablets for writing notes.
● Overarching theme: there is a need for capturing white boards in a simple, effective way; active learning is an emerging trend (how can we accommodate this through the use of technology, classroom design and setup, etc.?).

School of Architecture and Planning

● Most of the department is focused on project-based teaching, conducted in a studio environment (similar to the TEAL classrooms).
● Students receive designated space for the whole semester (second home to students,

where work is done after hours).
● Example classroom: 10-485 (studio space with wooden desks with wheels; students have a locker and bays; in the middle, there is a conference table for reviews, guest lecturers, etc.).
● Architecture relies on the Registrar's Office inventory for classrooms as well as "unique" department studio spaces.
● Most of the classrooms in DUSP are managed internally (pro: there is a high level of internal control).
● Classrooms are located primarily in building 9.
● There is a need for studio spaces and classrooms with individual desks.
● Workshop style classes and practicums are common in this department.
● Key card system is used for entry into specific classrooms.
● One example: a class such as 11.011 (with around 60-80 students) may want multiple breakout rooms in a central area. This is particularly challenging to find this kind of space in the middle of the semester because many classrooms are occupied.
● Most classrooms have movable furniture. This may be a challenge because there is no default classroom configuration or setup. Some chairs may be missing when students and instructors enter the room. The flexible setup may cause logistical problems for instructors (class cannot start on time until the room is properly set up, etc).

SHASS

Teaching in the Humanities is:

1) Multi-Modal
2) Multi-Media
3) Hybrid
4) Accessible

Multi-modal: humanities/writing faculty use a wide range of teaching strategies: lecture, seminars, discussions, small groups, peer review, design and making, student presentations, individual work, hybrid online conversation, film screenings, sound recordings, live computer programming, and more. The best classrooms support a wide range of these activities.

Some of the features of these classrooms include:

- Movable tables (tables on wheels that can lock)
- Movable chairs (not on wheels, without built-in desks)
- Multiple screens and boards, including movable projection screens and boards
- Classrooms large enough that students can be configured in groups, teachers have ample room to move around and spread out, and there is room for supplies, design activities etc.

Multimedia: Humanities/writing instructors use films, media clips, live programming demonstrations, images, memes, texts, artifacts, design materials, and other forms of media in class. The best classrooms to support these activities include:

- Projection systems that incorporate high quality (HD for film) video and audio (with directional speakers, rather than ceiling speakers).
- Classroom lighting that can be adjusted for different media presentations.
- Room control UI (user interface) that supports rapid changes in lighting, sounds, display screens, computers projecting, etc. (ideally with permanent in-room dongles).
- Sloan classrooms are cited here as an effective example.
- Tables that allow multiple students to view printed text and documents.
- Moveable screens and projection systems to allow students to look closely at texts, as a whole class or in small groups.
- "Lecture capture" systems, but recognizing that these tools should be called "classroom recording systems" or something else that highlights the diverse ways that the systems are used, including traditional faculty lecture, but also student presentations, guest speakers, recording discussions for absent students, etc.
- Systems with lecture capture should also have audio recording for the rest of the room, through room mics, "OWL" cameras, or handheld mics to support Q&A, seminar discussions, etc.

Hybrid: Many class sessions of fully in-person classes are hybrid, with some participants off-campus or outside of the classroom. Students who are sick log in for class, students traveling to conferences log in from afar, and guest speakers join by zoom.

This creates the need for:

- Audio and video capture that allows guests to join and allows participants to project sound and visuals out.
- Integration of Zoom, Panopto, and other communication software into the room design and UI interface.
- Lecture capture/classroom recording systems designed not just for recording faculty lectures, but for supporting hybrid learning.
- We should be forward thinking about how Canvas, Piazza, Panopto and other standard online learning systems integrate into the design of our classrooms.

Accessible: Faculty are attentive to the wide varieties of body sizes and shapes that move through our classrooms and the assistive devices that people use to get to and through classrooms. Some possible improvements may include:

- Ensuring that chairs are sourced that accommodate larger bodies.
- Whiteboards and blackboards accommodate shorter bodies (some short people, often women, cannot manipulate and use some of the large blackboards).

● Rooms for multimodal teaching are not enrolled so full that people cannot move around, or that wheelchairs (crutches, etc) cannot easily and safely move around.
● Sound enhancement and projection is more widely available for the hard of hearing and for second language learners who struggle with vocal projection.
● Partnering with disability services to give new rooms, new designs and new efforts a careful review to attend to how our new and improved spaces work for the wide range of bodies and brains that work at MIT.

Appendix 8: Best Classroom Faculty Survey (2024)

Which is your favorite MIT classroom / teaching space?	Please tell us why it is your favorite teaching place.	Any other comments and/or suggestions about classrooms or teaching/learning spaces at MIT?
1-132	Conveniently located near my office and department, but it is also a space that is well-equipped with TV, AV and a Zoom bar; it is flexible for various activities and arrangements; and it is centrally-located	I like the few rooms that are Zoom enabled. Very easy to get into Zoom to show slides, whether or not there is a remote audience. My second favorite is 14E-310 because it has rolling chairs. That is a super feature, but the room has terrible blackboards. I think they are just paint. You have to use water to clean them.
1-135	This is one of the few teaching spaces that is well equipped to host a seminar that needs to project visual material at a large scale. Because one entire back wall on the narrow end of the rectangular room has a mechanically-descending projection screen (now with a decent overhead projector) it is far better than LCD screens which, while offering better resolution, are far too small for students seated further away to make comments about details they see in the image. 10-401 couples this large-format screen with a single long table that can seat at least 15 people, and the room also has sufficient dimensions to permit a row of overflow chairs against each wall on the long side of the rectangle, such that 25 people can easily fit in the room and still have a good view of the slides. Finally, the room has a range of lighting options that allow for the room to be dark where the screen is and more brightly lit above the table, while	
1-150	Because my favorite students share it with me. It's one of many well-equipped and well-maintained classrooms on campus (lights, A/V) and convenient to my office.	PLEASE get rid of the overhead projectors. They are alway sitting in the front of classrooms near the boards, and they get in the way. Very few people use these, so they don't need to be ubiquitous. PLEASE asks the grounds keepers no to drive their riding mowers around the great court
1-190	It is the ultimate flexible teaching and lecturing space for design students. It has lecture space, pinup, space, design, space, and separate desk for private work.	Seating in MIT classrooms is frequently close together and in lines, making it difficult for students to get in/out if they need to, and making them feel trapped. Students naturally
1-371	It has good light but not direct sunlight, and the technology is good (though there is no Smartboard, which would be nice.)	AC is always too cold
1-390	- It's right next to my office - It has a large and flexible gathering space and then studio space around it where students can do break out groups - It has decent tech capabilities (tho I wish the ceiling projector were	1-390 is far from studies who take class - mostly located on other side of campus, E40 MIT needs more large fully AV-equipped classrooms for reaching audience beyond
10-250	Great for smaller classes b/c lots of natural light, well laid out and bright sunny space, small enough to host a small conversation but big enough to host a good-sized group of 20-odd students. the big	I like chalk boards
10-250	windows and bright sunny spaces make it just so pleasant, which	
10-250	Intimate size for seminars. Projector, white board, and screen.	
10-250	High-quality projector and large, central, non-video screen; tiered	

10-250	The room can be arranged flexibly, it has some natural light, the lighting and AV and HVAC/temperature control all work well, it is quiet, and it is close to my office and centrally located for our students. And it is the right size for some of the classes that I teach.	We are trying to use gradescope for exams but poor wireless makes this challenging. We need to use multiple classroooms since there is no big space that has good wireless. For final
10-250	Good projection conditions, blackboard, variable lighting, nice curved table	While I know the comments above are great for a traditional lecture style class, it would be great to see more variety in larger classrooms
10-401	I like that there is a combination of a meeting space with technology, a pin-up space for design reviews, and has adjacent design studios.	More generally, as someone whose pedagogy depends on students engaging in dialogue with visual material I present, and who needs to be able to do this in both seminar and larger lecture settings, I find there is a shortage of spaces that accommodate this. The rush to
10-485	The City Arena is a beautiful space that is both large and intimate, providing great flexibility in terms of the movement you can facilitate for the students, which is enhanced by the furniture in the room, and the ways in which light (even from the outside) comes in. This space is ideal for hands-on activities, and maximizes the conversations students can share with each other as they discuss, practice, and debate subjects in mini-groups of varying sizes, while smoothly and	
10-485	Flexible, ability to teach in various forms/ arrangements, studio, seminar room, review pinup space, meeting space, computer cluster all in one. Large windows	More auto-Zoom/virtual lecture/auto-recording options in all spaces . Sick students are constantly asking us for Zoom recordings
10-485	I like teaching in a tiered semi-circle where I can engage better with students	It would be helpful to have technology (touchscreens, audio/visual setups, etc.) and
10-485	Big chalkboards that are easy to use. Bright and big space. Easy to	
10-485	Its a slightly teared room with great blackboards AND screens, auto-recording of lectures and very easy to look the students in the eye and have a direct dialogue with them. Could also be used for hybrid	Unfortunately, this space, which has been cited by many as an ideal teaching space, is due to be demolished in a couple of years. Those
14E-310 for	Mid size, nice blackboard throughout, good AV.	thanks
16-220	automatic recording, board (large)+projector (with multiple screen options),large room but still feels cosy and encourages students'	
16-654 (and	Lends itself to interaction between instructor and class as well as within students. Also (secondary) room is bright and "cheerful".	Preferences: natural light, movable desks so seating space can be reconfigured, easy access to AV/ Projector, an additional table or desk to lay out props, cultural artifacts, etc. The ability to create a circular seating arrangement for discussions is essential in the kinds of classes I teach. That'd be my highest priority recommendation. Many of the rooms that are available/appropriate for recitations
2-103	The moveable individual tablets for student seating make this space the most useable on campus. It also has windows, which is a big plus.	do not allow this easily.
2-103	Not every space can have windows, but it would be great if more classrooms had such seating. Some of the seating in some	
2-103	It's the right size for all students to see the board, has plenty of space to move around for group work, and has multiple screens/inputs for	The more stately (wood) and tech savvy it is the better.

2-105	Because my favorite students share it with me. It's one of many well-equipped and well-maintained classrooms on campus (lights, A/V) and convenient to my office.	I think board work will continue to be important, likely combined with other materials (like currently the screen and powerpoint), so it's important for the rooms to
2-136	big, high ceilings, lots of blackboards, natural light, equipment that	
2-190	That room has always been good for lectures to groups of 15-20 students. The natural light from the windows is spectacular.	I wish it is easier to make reservation for using classroom. Current process seems to be too complicated, especially when the purpose of booking a classroom is not related to teaching
2-190	Shallow enough to feel close to and hear all students, good natural	
2-190	Tables ideal for teaching design/ geology. Easy for me to reach	These days, more students are studying remotely and fewer students regularly attend lectures. I recommend sizing the lecture room for a given subject based on recent experience with attendance in that subject, instead of sizing the room based on the number of students registered (which is the current practice I think). Using the registration number yields over-large rooms which are half empty after the first week or two, a bad result for two reasons:
24-611A	HAs the AV facilities I require for recording and remote participation	26-152 TEAL room, perfect for large interactive
26-100	Big	There should be classrooms with whiteboards. I'm allergic to chalk, and I cope by purchasing my own chalk which seems to generate less dust in the air (when erasing) than the standard chalk provided in classrooms. I'm baffled about why MIT (apparently)
26-152 (TEAL room)		I'd like to have small classrooms that could easily be rearranged for discussions/groupwork. This might mean big
26-152 TEAI	The boards are great - I like to teach with chalk, and having 9 boards is awesome. Does not work so well when fewer boards.	No enough lab space for teaching labs
3-133	Both sufficient number of blackboards and walls for simultaneously projecting slides without having to cover any boards with a projection	"flexible" space is almost always bad.
3-133	good acoustics, good wireless signal for polling, and good amount of board space	3-133 has been plagued by radical fluctuations in temperature, ranging from so unbearably hot I've had to end class early, to far too cold.
3-270	For a traditional lecture style, it's got great seating capacity (425), good spacing between seats, usually reliable WiFi connectivity, ability to record lectures, 3 different projector screens + ample chalkboards (with automated buttons!), and all the seats have outlets for electronic devices. We use this space a lot to also hold	More rooms with simple lecture capture please

	This is one of the few teaching spaces that is well equipped to host a seminar that needs to project visual material at a large scale. Because one entire back wall on the narrow end of the rectangular room has a mechanically-descending projection screen (now with a decent overhead projector) it is far better than LCD screens which, while offering better resolution, are far too small for students seated further away to make comments about details they see in the image. 10-401 couples this large-format screen with a single long table that can seat at least 15 people, and the room also has sufficient dimensions to permit a row of overflow chairs against each wall on the long side of the rectangle, such that 25 people can easily fit in the room and still have a good view of the slides. Finally, the room has a range of lighting options that allow for the room to be	4-237 is also great, and 10-250 for large classes (I taught the very first lecture in there after renovation!) The worst are the flat rooms with moveable chairs/tables set up so you have 15 seats on a table accessible from only one side - there is infinite disruptino as students come late and find the only seats are by the windows. I think students are just taking more classes so it is hard to keep all the spaces useful!
3-270	dark where the screen is and more brightly lit above the table, while	
3-370	It is the ultimate flexible teaching and lecturing space for design students. It has lecture space, pinup, space, design, space, and	The spaces for classes have been improving very much over the years!
3-370	- It's right next to my office - It has a large and flexible gathering space and then studio space around it where students can do break out groups - It has decent tech capabilities (tho I wish the ceiling projector were	Anything to facilitate small-group (4 students) discussion. Loose chairs are OK but far from ideal.
3-370	I like that there is a combination of a meeting space with technology, a pin-up space for design reviews, and has adjacent design studios. Flexible, ability to teach in various forms/ arrangements, studio, seminar room, review pinup space, meeting space, computer cluster all in one. Large windows	Flex spaces that facilitate student discussions or activities in small groups would be very high tech is not needed. we do need FAT chalk (the skinny stuff breaks too easy)
3-442		go see 3-442--better of the projector option is to project on the side wall so with an image
	It combines seminar space with space for larger lectures, along with desks for students taking studio courses, and a small computer lab.	
31-120 (form	Faculty offices open out onto the class spaces. The seminar/lecture The former: allows flexible uses, including space & moveable desks for student breakout groups; class circles; performance work; and computer hookup/projection that's efficient for both instructor (using built-in monitor) and students (bringing their laptops). Also, natural light without distraction of passers-by, and which can be darkened; windows that (now) open a bit.	Perhaps it is me, but I find 33-418 depressing to teach in!
31-270	The latter: for small classes that don't need break-outs or	
32-082	Permits good interaction with students	
32-123	The classroom has a built-in projector, and additional board space. The classroom also has ample board space on the back so students can write and work in small groups, while the slides are still displayed on the projector; this classroom also has its own computer, which is	
32-123	A beautiful, spacious seminar room with a proper seminar table and good A/V. As a SHASS professor, this kind of room is ideal for seminar style classes (grad and undergrad) and undergrad recitations. Much preferable for this purpose to a class with tablet-	
32-123	Good size for seminars, lots of board space, natural light	

	This is one of the few teaching spaces that is well equipped to host a seminar that needs to project visual material at a large scale. Because one entire back wall on the narrow end of the rectangular room has a mechanically-descending projection screen (now with a decent overhead projector) it is far better than LCD screens which, while offering better resolution, are far too small for students seated further away to make comments about details they see in the image. 10-401 couples this large-format screen with a single long table that can seat at least 15 people, and the room also has sufficient dimensions to permit a row of overflow chairs against each wall on the long side of the rectangle, such that 25 people can easily fit in the room and still have a good view of the slides. Finally, the room has a range of lighting options that allow for the room to be	4-237 is also great, and 10-250 for large classes (I taught the very first lecture in there after renovation!) The worst are the flat rooms with moveable chairs/tables set up so you have 15 seats on a table accessible from only one side - there is infinite disruptino as students come late and find the only seats are by the windows. I think students are just taking more classes so it is hard to keep all the spaces useful!
3-270	dark where the screen is and more brightly lit above the table, while	
3-370	It is the ultimate flexible teaching and lecturing space for design students. It has lecture space, pinup, space, design, space, and	The spaces for classes have been improving very much over the years!
3-370	- It's right next to my office - It has a large and flexible gathering space and then studio space around it where students can do break out groups - It has decent tech capabilities (tho I wish the ceiling projector were	Anything to facilitate small-group (4 students) discussion. Loose chairs are OK but far from ideal.
3-370	I like that there is a combination of a meeting space with technology, a pin-up space for design reviews, and has adjacent design studios. Flexible, ability to teach in various forms/ arrangements, studio, seminar room, review pinup space, meeting space, computer cluster all in one. Large windows	Flex spaces that facilitate student discussions or activities in small groups would be very high tech is not needed. we do need FAT chalk (the skinny stuff breaks too easy)
3-442		go see 3-442--better of the projector option is to project on the side wall so with an image
	It combines seminar space with space for larger lectures, along with desks for students taking studio courses, and a small computer lab.	
31-120 (form	Faculty offices open out onto the class spaces. The seminar/lecture The former: allows flexible uses, including space & moveable desks for student breakout groups; class circles; performance work; and computer hookup/projection that's efficient for both instructor (using built-in monitor) and students (bringing their laptops). Also, natural light without distraction of passers-by, and which can be darkened; windows that (now) open a bit.	Perhaps it is me, but I find 33-418 depressing to teach in!
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32-123	Good size for seminars, lots of board space, natural light	

	love the big old table, the high ceilings, big windows, the position of the boards. For years it had an A/V problem but last summer they re-	We need more classrooms that can accomodate 100+ students
32-124; 32-1	did the whole thing and it is now resolved. I only teach in this	
	The size is perfect (for that size of class). The seating is such that you can see everyone and communicate easily. The boards are great. If	Thank you for your continued support.
32-124/32-1	you use the screen for ppt and boards, it is very easy based on how	
32-141	Close to my office	Chalkboards are vastly superior to
32-141 (or 3	It is clean, new, well-renovated, and has windows towards the river	
	I haven't taught in many places but this one is good. The other one is	
32-141 and	26-100 which is big but stuffy and underground	
	Near my office, updated and attractive, quality black boards, good	
32-144	visibility with tiered seating, good projection and recording.	
32-155	Small and cozy, furnished for small interactive classes	
	It has enough blackboards so that (when I incorporate slides) I often don't have to erase anything. (When I erase, I often start sneezing...)	some classrooms in 14E have individual swivel chairs with cup holders--much more flexible;
32D-461		we need more ergonomic chairs and tables
	So many whiteboards for students to use, round tables for better	
33-319	student discussion, but easier for an instructor to keep track of	
	I organize a quantitative methods workshop for 80+ undergrads from urban and minority-serving institutions early in January that requires students to use their own laptops and work in teams. There is usually	No
33-419	only one lead instructor. No other classroom space is appropriate for	
34-101	High-quality projector and large, central, non-video screen; tiered	
	excellent projector (of high enough quality to project detailed artworks and not simply text and graphs) AND, crucially, a very large, continuous screen (rather than 4 smaller screens put together as in bldg 9 or 2 screens side by side which *never* works for the kinds of classes I teach: history of art, history of design). That said, a higher quality screen (of the same great size, but with a smoother surface for sharper images) would be great. This is the only room I've taught	Build more auditorium size class rooms like 34-101. Continually upgrade lecture capture technology.
34-101	in where the projector and screen are even close to appropriate for	
	Banked seating; Great light, good controls from the Crestron; PLENTY OF BLACKBOARD SPACE (3 x 3 sliding boards), Easy Video Capture available. Good aspect ratio (not too wide and thin)	We need more *big* active-learning spaces! Lecture halls with fixed seating are very 20th century. EECS has a lot of classes with big active-learning sections now (6.3900, 6.1010), and we need flexible 100-200-person spaces that allow students to sometimes get a lecture and sometimes work in small groups. We also need more lecture halls the size of 26-100, or larger. EECS now has half a dozen subjects that have >600 students in some semesters (6.100A, 6.1010, 6.1020, 6.3900,
34-101		6.8300/1). These subjects are even

	For a class around 100, it is well-laid out with wide tiers, good boards and A/V, enough aisles to easily to access seats in the middle, very easy to interact with the class as it is wide and not too deep. Also love the ability to control lighting from very dark to totally light.	3-370, 32-141, and 32-155 are probably my runners-up for favorite classrooms. They all strike a nice balance, where they can be used for lecture-style presentations but there is also enough table space, and room to move around, for other kinds of activities. My only complaint there is that I wish 3-370 were TEAL rooms in the basement of Stata (e.g., 32-081) are also quite useful for interactive and large undergrad subjects.
34-501		
35-225	It has tiered seating and _flat_tables_ that students can have room to spread out. Also two projectors and lots of board space. Also space for me to walk around when students are working on in-class	
37-212	Ample space to 'pace' in front of the chalkboards; re-configurable desks to facilitate student group discussion.	The future is hybrid. All my classes are hybrid now and I give students a choice to attend in person or on zoom, and usually attendance is
37-212	Good natural light, good A/V, auto recording, and microphone (I have throat issues so can't talk loudly), comfortable seating with ample bench space, great location close to my office, clean and comfortable	Table space is essential for active learning with project materials (mechanical engineering classes). Functional AV systems are also a
4-145.	its right across from my office so I can easily wheel in demonstrations, and the tables and chairs we can easily move around as needed. the AV is pretty good.	We need more seminar type spaces. Also consider bright paint or better colors in classrooms. Classrooms should generate
4-162	It is designed like a small auditorium and it suits my teaching style.	Consider adding more recording possibilities in a similar vein to the lightweight lecture capture options (and maintaining them). More
4-237	This classroom/teaching space was run by Lincoln Labs/BeaverWorks in the Aero/Astro Department. It had a	
4-253	Lends itself to interaction between instructor and class as well as within students. Also (secondary) room is bright and "cheerful".	
4-253	Great for many students to collaborate with each other in small groups, via individual tables and lots of whiteboards (and lots of power for laptops). On the other hand, not a great room for lecturing	wish there were more classrooms like this with seminar tables. also wish classrooms had wastebaskets. thank you for doing this survey!
4-265 or the	I like the size of the room, the quality of the seats, lighting and projection screen. I also like the doors both at the top and the bottom	
4-270	Great acoustics for such a large space (easy to project my voice even without a mike, but also easy to hear student queries), easy to use spacious amphitheater seating, tons of boards, good acoustics and lighting.	Even 4-270 suffers from three big issues that I haven't seen fixed anywhere. I'd like an option to turn off 100% of lights in the lecture area or directed at the front of the room, while leaving the lights directed at the seating on. My students need full light to not fall asleep and I want full dark so my slides show up better.
4-270	tables that facilitate group work	Second, so many classrooms have HDMI cables that are SO SHORT and tether you to like a 2ft radius from the floor panel.... it's a I think it is important to have recording capabilities in all of the classrooms. It would
4-270		ideal to have laptops in all the classrooms, but

	My course (6.9110/6.9130) requires a flat (non tiered) classroom with movable/re-configurable table and chairs due to the experiential, team based nature of the course . Each of our three sections has over 40 students so we need a large classroom space.	
4-270 and 4	We have been assigned these two classromms (32-124 fall; 32-144	
4-370	Great acoustics, fine chalkboards, and easy-to-operate AV system	
	I conduct MIT Professional Education courses for business professionals. 32-141 (and 32-155) are large enough for my 70+ students, lecturers, and observers. Plus the room has relatively comfortable seating/desking for professionals. It is near the main	
4-370	campus and Kendall Square, plus has Student Street and a cafe.	
	lightweight lecture recording, raised back raws and tables for audience, tables for audience not just cramped chairs, high ceilings, many blackboards that can be used at the same time with a projector screen. two walkways to walk between audience during active	
4-370	learning exercises. They are my favorite but they are always booked	
48-316	Big chalkboards that are easy to use. Bright and big space. Easy to	
	You can use the projector/screen and blackboard simultaneously. There's lots of blackboards. The projector/AV equipment is usually in good working condition. There are actually full table/desks for the students (instead of the "chair with a folding attached desk combo"), so it's easier for students to use laptops, put down their stuff, etc. The	Would like it to have climate control and operable windows.
5-216	room is big enough that students/late-comers can easily maneuver	
5-216	space, ambience, acoustics, lighting, etc.	Controlling light is key for my way of teaching
5-216	Mid size, nice blackboard throughout, good AV.	Provide more climate and darkening control
5-216	Good size for my classes (20 students).	There are often tech issues and not enough
	Flat roll in for demo carts; double doors; Double screens for projectors (albeit that I have to bring one); IMPORTANT: Using the projection screens (both at the same time!) does NOT block or obscure the	none
5-217	blackboards in any way. The room was perfect (I'm not sure about	
5-217	Large but cosy, nice blackboards, excellent lecture capture (e.g., 26-	Some seminar rooms have tables in them that
4-257	100 is worse in that it not cosy, blackboards are good, but lecture	are SO BIG that the people are pushed all the
56-162	capture isn't great).	way to the edges of the room--they are
56-180		terrible! And those long rectangular desks
66-154		(which ostensibly are movable) are actually
	- It's wide and shallow, rather than long and narrow (like, say, 32-	meeting-style classrooms (long tables with
	123). So fewer rows, and all the students feel closer to the instructor.	whiteboard/screen at end don't work well for
	- *All* the blackboards are usable while the projector is used. That's great for lecturing styles (like mine) that use the blackboard heavily	teaching and can be awkward for seminars as
	AND use slides and computer demos.	well,
	- The rooms has many aisles -- four aisles from front two back, and one transverse aisle in the middle of the room. That makes it easier for the staff to move around and reach students who need help. (We do a lot of active learning exercises during lecture.)	
54-823	- The main access to the room is in the front, not the back, which	
	While it is not great for lectures, its layout is perfect for lab-centric activities and work in small teams. I feel like there is a big shortage	We don't have near enough rooms for discussions. Table arm chairs are awful. We
56-169 & 19	of these kinds of spaces on campus, and an overemphasis on	need more seminar rooms.
	automatic recording, board (large)+projector (with multiple screen	
56-180	options),large room but still feels cosy and encourages students'	

	My course (6.9110/6.9130) requires a flat (non tiered) classroom with movable/re-configurable table and chairs due to the experiential, team based nature of the course . Each of our three sections has over 40 students so we need a large classroom space.	
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4-370	campus and Kendall Square, plus has Student Street and a cafe.	
	lightweight lecture recording, raised back raws and tables for audience, tables for audience not just cramped chairs, high ceilings, many blackboards that can be used at the same time with a projector screen. two walkways to walk between audience during active	
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	You can use the projector/screen and blackboard simultaneously. There's lots of blackboards. The projector/AV equipment is usually in good working condition. There are actually full table/desks for the students (instead of the "chair with a folding attached desk combo"), so it's easier for students to use laptops, put down their stuff, etc. The	Would like it to have climate control and operable windows.
5-216	room is big enough that students/late-comers can easily maneuver	
5-216	space, ambience, acoustics, lighting, etc.	Controlling light is key for my way of teaching
5-216	Mid size, nice blackboard throughout, good AV.	Provide more climate and darkening control
5-216	Good size for my classes (20 students).	There are often tech issues and not enough
	Flat roll in for demo carts; double doors; Double screens for projectors (albeit that I have to bring one); IMPORTANT: Using the projection screens (both at the same time!) does NOT block or obscure the	none
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5-217	Large but cosy, nice blackboards, excellent lecture capture (e.g., 26-	Some seminar rooms have tables in them that
4-257	100 is worse in that it not cosy, blackboards are good, but lecture	are SO BIG that the people are pushed all the
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56-180		terrible! And those long rectangular desks
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	- It's wide and shallow, rather than long and narrow (like, say, 32-	meeting-style classrooms (long tables with
	123). So fewer rows, and all the students feel closer to the instructor.	whiteboard/screen at end don't work well for
	- *All* the blackboards are usable while the projector is used. That's great for lecturing styles (like mine) that use the blackboard heavily	teaching and can be awkward for seminars as
	AND use slides and computer demos.	well,
	- The rooms has many aisles -- four aisles from front two back, and one transverse aisle in the middle of the room. That makes it easier for the staff to move around and reach students who need help. (We do a lot of active learning exercises during lecture.)	
54-823	- The main access to the room is in the front, not the back, which	
	While it is not great for lectures, its layout is perfect for lab-centric activities and work in small teams. I feel like there is a big shortage	We don't have near enough rooms for discussions. Table arm chairs are awful. We
56-169 & 19	of these kinds of spaces on campus, and an overemphasis on	need more seminar rooms.
	automatic recording, board (large)+projector (with multiple screen	
56-180	options),large room but still feels cosy and encourages students'	

56-614	Its a slightly teared room with great blackboards AND screens, auto-recording of lectures and very easy to look the students in the eye	We need more Zoom capability in the conference rooms and teaching spaces.
6-120	It has several screens, table space, and accommodates a good	n/a
6-120	Convenient to my ofc; chairs can be rearranged for discussion. And	
66-110		There's an interesting room I used to see with screens for computing in bldg 26 that also allowed group work - I teach a lab class and would like to have the ability to have students
66-168	A/V works, there is lots of space between chairs, there's a good amount of space for demonstrations at the front of the classroom, lighting is nice, desk space is large and not per chair, chairs are fixed. it has seminar table that fits up to 18 students, tech that works, plenty of blackboard space, and beautiful view. i carry a lot back and forth from my office for each class (laptop, books, materials etc) and i appreciate that there are two seminar rooms like this (also 4-251 which is a bit smaller) near my office which is in building 10. thank you!	In Building 66 we could use trash cans in the classrooms. I've been in a lot of rooms and I always request this room (and 66-144, but for for lecture halls, i would love more wired microphones with stands (over lav mics). the lav mics pose a challenge, especially for women, bc we are less likely to have shirt pockets to hook the mic in—mine constantly picks up brushing fabric or other noises. i'd much rather just have to stand by the podium if it means i can be heard.
9-215 (i think	Proximity from both east and west campus, good lighting, spacious rooms, tables instead of desks	Don't place big screens in the middle of a white board or chalk board. Not all of us use screens to teach. If we must have a screen, put it on wheels. Or, better yet, buy screens that let us draw on them so we can annotate a slide as we go and teach. Also, Consider flexible teaching spaces where we can cut a classroom in half with dividers.
9-217		Let us write on walls, windows, etc. as we generate ideas.

	Nice theater-style seating, holds > 100 students who are not too far away, good combination of A/V and natural light.	There are similar spaces to 9-255, in terms of design, with varying degrees of size, across building 9, particularly in the fourth floor. To me, this suggests that there's awareness of the many strengths of such design in classrooms, and why more spaces in this vein would continue to enhance hands-on pedagogy across campus. Therefore, in this section where suggestions are requested, I will focus on highlighting the benefit from advocating for more spaces such as 9-354, which is also a large yet intimate space (maximum 60 people), but in a tiered structure. What differentiates 9-354 from other similarly tiered classrooms (at Sloan and Economics), is that 9-354 has a quadrangular shape, providing a symmetry with three concretely different vantage points (unlike the more common semi-circular style of many tiered spaces on campus), which is a pretty
9-255 - City /		
9-354	Nice size; plenty of screens, the AV system usually works.	More spaces 9-354. A lot of our classrooms
9-354	It has multiple AV capabilities and the ability to record lectures. There is enough space for guests or to hold a panel discussion.	
9-415	The screens can be used without covering central boards. In other rooms in building 4 and I think E25, a single projecter screen exists	
9-450	Well-lit and sunny; inviting and warm; tiered seating with excellent sightlines; very good acoustics; central blackboard with screens/projectors at the sides	Don't ignore the environmental factors (heat, cooling, light.) Some classrooms have great technology but are not comfortable spaces,
9-450/450A	Projector screens don't cover up the chalk boards so one can show slides and leave them up while also drawing on the chalkboard. Many classrooms at MIT annoyingly make you cover up substantial chalkboard area with a projector screen. 4-370 is also great because there's not too much distance between chalkboards and seats so students feel close to you. Some rooms at MIT feel cavernous with a good natural light, I can look outside and see the river while I'm	It's crucial to have good connectivity and a good screen - some classrooms have older equipment and it's hard to use. More important to bring every classroom up to a certain level than to have more Smartboards (though they are nice.) Climate control and
9-451	teaching; good board set up; easy to make eye contact with	
	I love the big black board. It would be even better as a white board!	A variety of sizes is helpful! A good temperature and quiet is helpful (10-401 has
9-451		issues on both fronts). Natural light is nice. And
Any of the la	Intimate size for seminars. Projector, white board, and screen.	The HVAC is very noisy and can be distracting!
Any of the m	Good projection conditions, blackboard, variable lighting, nice curved	Making audio-visual systems uniform across
	Great for discussion seminars	There aer an amazing number of options, but I'm a WRAP lecturer so I don't know how they usually get assigned. It would be helpful if the course faculty could be asked what kind of room setup they prefer. In 12.410, for example, we get a beautiful, newly updated
Any room wit		room with lots of AV equipment, but it's
Anything in E	Intimate for seminars	

Appendix 9: Current Sources of Funding for Classrooms

Source	Amount	Description	Notes
CRSP	2 million / year	Registrar assigned classroom renovations	Most capital projects are at least 5 million in today's dollars. The overall CRSP budget is 19.4 mil and has been static since 2005. Funds are used to renovate physical structure, AV, HVAC, everything.
Capital projects	Varies	Registrar assigned classrooms renovated as part of capital renewal or capital projects (i.e. Building 2)	Annual funding of $2M has been insufficient to support these projects. 34-101 required additional CRSP funds of $1M. 54-100 required ~$3M in Capital project funds as only $5M was allocated to the renovation of the lecture hall.
Donor Contributions	Varies	Alumni and/or other donors will sometimes supplement a project's costs.	1-190 is the perfect example here but donor-funded classrooms, outside of capital projects, are very rare.
Registrar annual base budget for technology upkeep	$400K / year	Technology replacements, improvements and AV maintenance	Base budget is flatlined. Supplements can be requested via the annual budget request cycle.
Registrar annual base budget for facilities	$160K / year	Used for further, chalkboards, furniture and other internal infrastructure	Base budget is flatlined. Supplements can be requested via the annual budget request cycle.
Department - DLC rooms		Rooms assigned to departments that are	The department provides all funding

		used for classes	
Department Contributions to RO-assigned classrooms	Varies	Departments contribute to some classrooms assigned to the Registrar's Office	There are about 10 cases of this such as Sloan or the TEAL rooms.
IS&T	Varies	Lightweight lecture capture; IS&T provides AV support for MIT Courses at no cost to the Instructors, including microphones, supplemental AV equipment, and Technician Services when required. IS&T is funding full Zoom capabilities in new lecture halls, and supplementing existing rooms. IS&T is funding microphone upgrades. IS&T is funding improvements to the Lightweight Lecture Capture Service to reduce the burden on instructors (where they currently need to bring their mic kit each class and connect).	MIT AV was absorbed within IS&T; since that time, the Infrastructure Operations group has used their budget dollars to absorb all of these costs in lieu of charging instructors.
IS&T Capital Investment	Varies	Upgrade AV equipment in classrooms	Examples include standardizing audio consoles and wireless mics and adding speech/sound systems.
Cost Recovery Unit (i.e., MVP) Revenue	Varies	Instructors pay to have MVP staff	Course recordings by MVP are mostly for Open Learning

Streams		equipped rooms and/or record lectures	(OCW, MITx) or Disability Services (with zoom support). They also record classes who want a higher touch treatment with techs in the room such 14.01 and 14.02. MVP also records classes such as 2.009 or 2.00b for a more theatric / complex production. Guest lecture recordings or a special capture for demonstrations is needed when the lecture capture systems are not ideally built to capture.
Open Learning		Mid quality lecture capture	OL has funded the installation of lecture capture equipment in rooms like 10-250