

Discrete Optimization 1 - CS 566

Integer Programming vs. Expert Systems

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- Plan
- Article
- Problem
- IP Formulation
- IP Implementation
- Conclusion
- Questions

- The article : title, authors, date, theme.
- The Problem
- The IP formulation :
 - ◆ Subscripts
 - ◆ Variables
 - ◆ Coefficients
 - ◆ Constraints
 - ◆ Objective function
- The IP implementation
 - ◆ Process
 - ◆ Performance
- Conclusion - References
- Questions



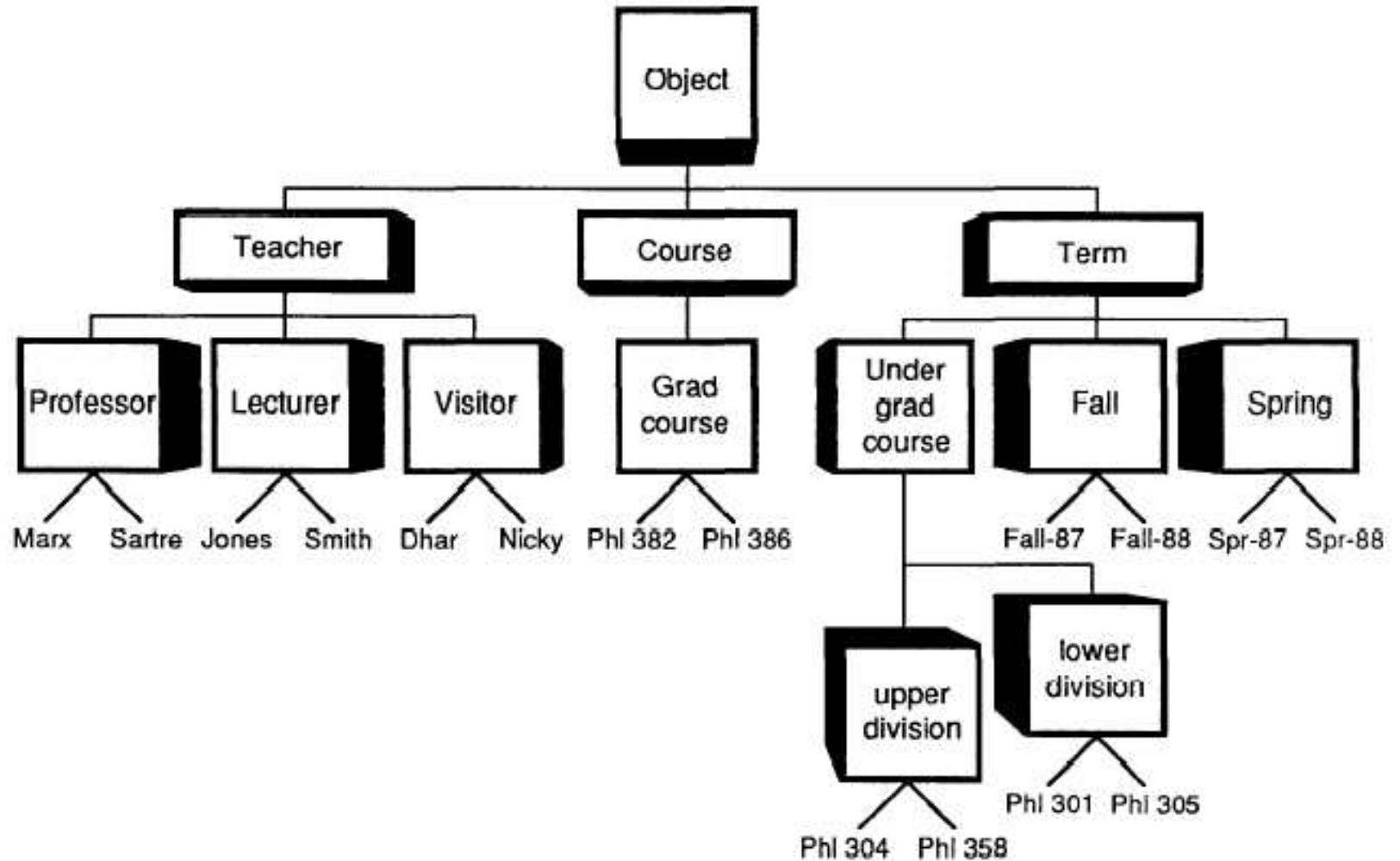
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- Title: Integer Programming vs. Expert Systems: An Experimental Comparison.
- Authors :
 - ◆ Vasant Dhar: Associate professor in Information Systems at the Leonard N.School of Business, New York University.
 - ◆ Nicky Ranganathan: PhD student of Information Systems at the Leonard N.School of Business, New York University.
- Date: March 1990
- Theme: Comparison between 2 formulations and implementations of the problem.

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- Planing the assignment of faculty to courses and revising plans as assumptions change (not covered).
- Current solution: the Expert Systems.
- New solution: the IP ???

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Subscripts:

- $i = 1, 2, \dots, n$ instructors
- $j = 1, 2, \dots, m$ courses
- $t = 1, 2$ terms (fall or spring)
- $k = 1, 2, \dots, p$ categories of courses (for balancing curriculum)

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Variables:

$$x_{ijt} = \begin{cases} 1 & \text{if faculty } i \text{ is assigned to course } j \text{ in term } t \\ 0 & \text{otherwise} \end{cases}$$

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Coefficients:

- ρ_j = load of course j depending on its size and type
- T_i = teaching load requirement for teacher i
- c_{ijt} = cost of assigning teacher i to course j in a term t
- $g_j = \begin{cases} 1 & \text{if } j \text{ is a graduate level course} \\ 0 & \text{otherwise} \end{cases}$
- $w_j = \begin{cases} 1 & \text{if } j \text{ is an writing course} \\ 0 & \text{otherwise} \end{cases}$
- $t_{ijt} = \begin{cases} 1 & \text{if course } j \text{ is proposed as a tutorial by } i \text{ in term } t \\ 0 & \text{otherwise} \end{cases}$

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Constraints:

- The number of teachers assigned to a course in each term should be between the lower and upper bounds on the number of sections of that course :

$$lb_{jt} \leq \sum_{i=1}^n x_{ijt} \leq ub_{jt}$$

- Each teacher must satisfy some minimal teaching load:

$$\sum_{t=1}^m \rho_j x_{ijt} \geq T_i$$

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Constraints:

- Only professors can teach graduate courses:

$$x_{ijt} \leq 1 - (1 - f_i)g_j$$

- No professor can teach more than G graduate courses per year:

$$\sum_{j=1}^m \sum_{t=1}^2 x_{ijt} g_j \leq G$$

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■ Objective function:

$$\text{Minimize } z = \sum_{i=1}^n \sum_{j=1}^m \sum_{t=1}^2 c_{ijt} x_{ijt}$$

■ IP Formulation =

700 binary variables
300 constraints

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In 1990:

- Problem solved with ZOOM/XMP, Fortran library for linear and integer programming
- ZOOM: Zero-One Optimization Model, no more documentation
- XMP: eXtensible Metadata Platform, based on XML, still in use by Adobe

ZOOM process:

- Find a solution to the LP relaxation
- Use an heuristic procedure, called Pivot and Complement (E. Balas and Martin C. H.) to find a feasible integer solution
- Improve the solution by flipping variables to the opposite bounds

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Performance

- Few minutes to few days to get a solution (with a SUN-3 workstation)
- In general, the IP solution is similar at 75% to the Expert System, because of:
 - ◆ the single objective limitations
 - ◆ the compiled knowledge limitations
 - ◆ the global optimization limitations



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- Using the IP is possible, even if the user interface requires a lot of work.
- Expert Systems is preferred because of his flexibility, his possibility to give partial solution and indicate holes, etc. . .
- New tools to use IP: SAS/OR Software



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- Vasant Dhar: vdhar@stern.nyu.edu
- ZOOM/XMP:
http://cadswes.colorado.edu/directory/Tim_Magee.html
- XMP: <http://www.adobe.com/products/xmp/main.html>
- SAS/OR Software: <http://support.sas.com/rnd/app/or.html>
- E. Balas, C. H. Martin: Pivot and Complement – a Heuristic for 0–1 Programming, *Management Science* 26(1), 1980.

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Any questions ???