

# SCHEDULE BUILDING

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HOW TO TRY TO MAKE EVERYONE HAPPY AND FAIL WHILE DOING IT

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# SCHEDULE BUILDING PLAYERS

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- You - you get to build your schedule
- Your students - they need the classes
- Other students - don't forget GE and service offerings
- Your faculty - Gotta staff the classes
- Dean - Gotta make the boss happy
- Space Management/Facilities - Gotta be held somewhere
- "Taxpayers" - We don't have unlimited resources

# OBVIOUS CHALLENGES

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- Not all students need the same things
- Time conflicts
- Space conflicts/limitations
- Faculty desires
- Unclear data
- Last minute changes

# FROM CHAIR POSITION DESCRIPTION (FASE WEBSITE)

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5. Course scheduling: Create course schedules that provide for student needs, address departmental and university goals, and meet the preferences of faculty.

- Provide students the greatest opportunities to enroll in classes to continue toward graduation in a timely fashion, including allocating sufficient capacity in necessary classes, and accommodating the widest possible range of student schedules;
- Address the collective needs of the broader university by meeting targets for enrollments (e.g., FTES and SFR);
- Assign classes to faculty which allow them equitable opportunities (and responsibilities) associated with meeting curricular needs, while meeting all contractual obligations as specified in the Collective Bargaining Agreement (such as order of assignments, entitlements, etc.);
- Chairs are responsible for ensuring that TT faculty are assigned classes that ensure a full workload (30 WTUs for teaching and service) for each academic year, including tracking and verifying reassigned time, ....

# FOCUS IN A BIT

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- “Create course schedules that provide for student needs, address departmental and university goals, and meet the preferences of faculty.”
  - Students need
  - Department/university goals
  - Preference of faculty
- Article 20 of the CBA: “The instructional assignments of individual faculty members in the classroom, laboratory, or studio will be determined by the appropriate administrator after consultation with the department chair or designee and/or the individual faculty member. The department or other appropriate unit's overall instructional or course assignments shall be consistent with department and student needs.” (20.2b)

# DATA INFORMED SCHEDULING

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- Build the schedule based on the demonstrated need - easier than said in some cases
- Differences
  - Capstone in Psychology
  - Entry-level Math
  - Mostly GE class

# HOW DO I KNOW WHAT TO OFFER?

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- Program roadmaps
  - Helpful for major classes
- Past enrollment:
  - Things generally evolve smoothly
  - Waitlists can be very helpful
- Digital Degree Planner: combines roadmaps and enrollment
  - Limited to students who map things out
  - Less beneficial where flexibility exists
  - Please reach out to Ana Rosa Duran to learn more...

# POSSIBLY USEFUL

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- DFW Data
- Other program enrollments
- Surveys
- Live Enrollment Data: Class Enrollment Report
  - Enrollment, Cap, WL, Instructor, Times, Modality



# HOW MUCH, HOW MANY

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- Attempt to match total seats with total demand
  - A challenge for small programs, but not only for small programs



# HOW MUCH, HOW MANY

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- Bean counting: you'll have goals for WTU and FTES
  - Please look at those carefully
- Discuss with deans how to optimize based on school and program objectives
- New budgeting model provides some flexibility
  - Strategically larger classes?
  - Electives with less frequency?

# WHEN?

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- Examine for enrollment trends in department
- Consider surveying majors
- Avoid conflicts within program
- Avoid conflicts with “partner” programs
- Strategic patterns of classes
- Multiyear planning

# MODALITY - THE THIRD RAIL

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- All CI state-side programs are “in-person” by policy
  - This means that there **MUST** be an in-person pathway each year
  - A single section\* of a “required” class must be in-person
- Student wants should be weighed against Student success
  - “Students from that online course aren’t doing as well...”
  - “We need to offer online because students want it...”
  - Anecdotal data versus survey data

# SUGGESTED PROCESS

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- Develop multi-semester plan
- Build semester schedule based on plan
- Inquire about faculty preferences, make sure to ask about assign/release time
- Assign classes based on preferences/qualifications
  - Be mindful of 12.29
  - Use preferences as a guide - but it should not supplant student need
  - Suggestion: offer to TT/FERP/FT3Y first
- Adjust as necessary due to changes
  - Being mindful of 12.29

# DISCUSSION QUESTION?

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- I know that Peoplesoft has the ability to “roll” schedules
  - Example: Fall 2024 schedule is prepopulated with classes from Fall 2023
  - Includes classes, days, times
  - Does not include instructor info, classrooms
- It is fully editable
- Is this something that CI would find valuable?

# BILL'S APPROACH WHEN CHAIR

Version	What it was	Fall “Deadline”	Spring “Deadline”	Summer
Rolled	Automatic Rollover of term from previous term (e.g. Spring 2023 will be "rolled" from Spring 2022)	October	February	- NA -
Alpha	Should have expected classes built into the schedule. Used for planning purposes. Little consideration of Staffing. (Assigned rooms that I controlled)	November	June	January
Beta	A draft with at least TT and 3-yr faculty penciled in. Useful for determining if ramp up in hiring is needed.	January	August	
“Final”	The schedule available publicly to students for registration planning. Maybe some staff holes, but pretty complete.	April	November	March
Reg. Start		May	December	April
Classes Begin		August	January	May/ June

# BILL-ISMS ON SCHEDULING

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- “You cannot make a schedule that gives everyone what they want.”
- “Share the pain! Don’t give the same person bad schedules all the time.”
- “What works in one department won’t necessary work in another.”



# FRIENDLY SUGGESTIONS

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- Be proactive - if you see a change that should be made, don't wait for dean to ask you to do it.
- Easier to add than to take away - Ghost sections and waiting lists are your strategic friends.
- It is in your program's interest to have successful faculty, especially probationary. Take their unique needs to succeed in scholarship to heart (fewer new preps, useful time for scholarship. Also benefits retention!)
- Don't give someone a schedule you wouldn't give yourself. EVER.
- Be transparent - if you must give a really crappy schedule, own it and try to make it not happen again for a while

# THANKS!

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- Questions?