

Building a Better Schedule

Success Starts Here
2017 Scheduling Conference

Presenters:

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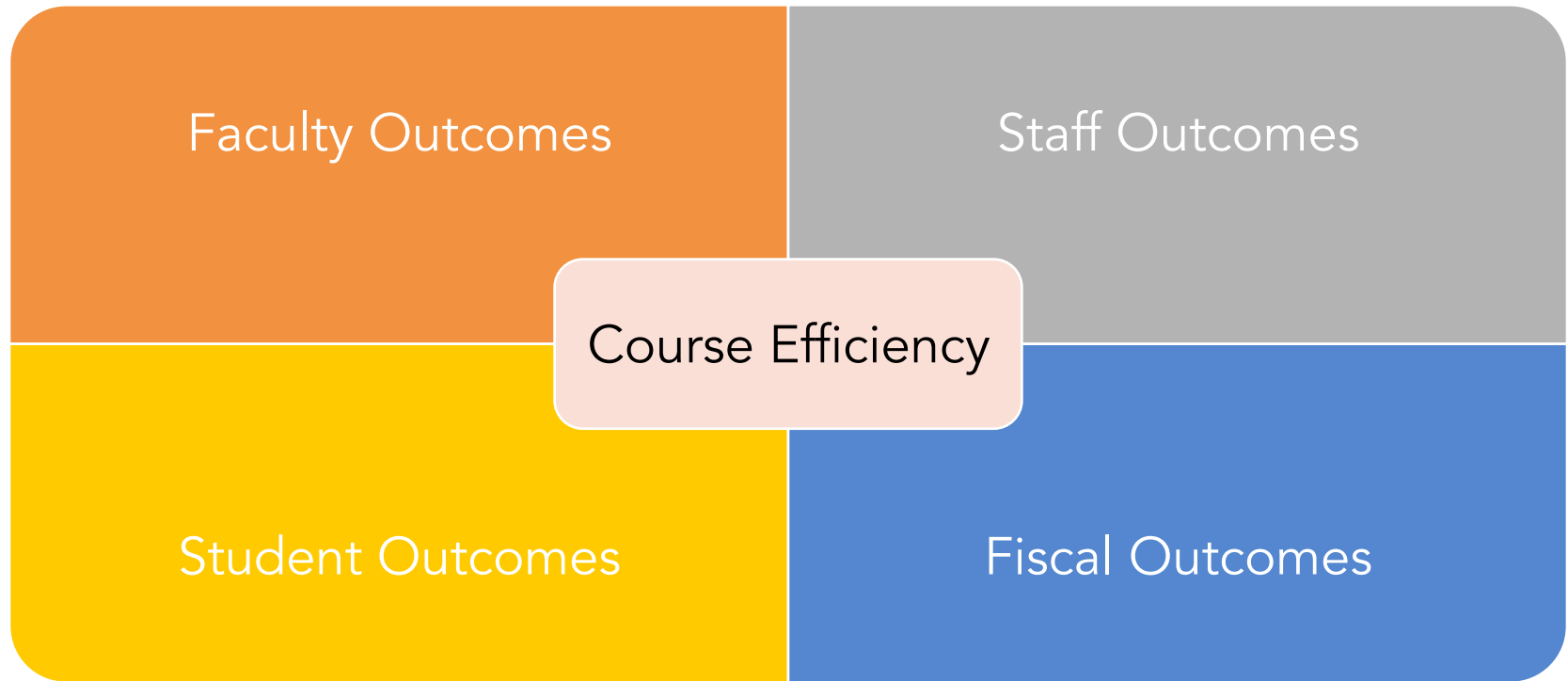
Emily Lin
Chair- Teaching & Learning

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Introduction

Danica G Hays

Course Scheduling



Fiscal Outcomes

- Removal of “inefficient” course offerings
- Comparison of course caps by course type/discipline
- Potential for cross-listing courses with single instructor
- Guidelines for faculty workload
- PTI budget
- Stronger case for faculty lines

Faculty Outcomes

- Long-term course offerings
- Clarity of curriculum= RPC/R2PC tool
- Increased communication between schedulers and faculty about scheduling expectations
- Course selection models

Staff Outcomes

- Some degree of predictability for scheduling
- Reduced number of PTI contracts
- Flexibility in budgets
- Reduced number of queries concerning course offerings from students and faculty

Student Outcomes

- Greater consistency in course sequencing and format
 - Course evaluation
- Published course sequence by program
- Three-year option for doctoral students

Building the Course Spreadsheet

Kristina Mejia

Scheduling & Sequencing Courses: Teaching & Learning Example

Emily Lin

Teaching and Learning Example

- Graduate Courses
- Faculty were tasked with course projections three year plan for their respective programs
- Opportunity to revise their program
- Consider the R2PC (recruitment, retention, progression, completion) for new and exiting students
- <http://tl.unlv.edu/content/courses-graduate/>
- <https://docs.google.com/spreadsheets/d/1fR9UmXDhIZvQMitsSuWfYj24J3sOjLiyZ1VBHMcHMBE/edit#gid=0>

Course Scheduling Timeline: Teaching & Learning Example

Mary Ellen Ganny

Challenges in Course Scheduling

- Context matters: sometimes “inefficient” courses are efficiently offered
- Plans and projections may alter due to unforeseen circumstances/conditions
- Space and course time offerings
- Can you identify any specific departmental challenges from your area?

Questions?