Building a Better Schedule

Success Starts Here

2017 Scheduling Conference
Presenters:

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Introduction

Danica G Hays
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/](http://tl.unlv.edu/content/courses-graduate/)
• [https://docs.google.com/spreadsheets/d/1fR9UmXDhTzvQMitsSuWfYj24J3sOjLiyZ1VBHMcHMBE/edit#gid=0](https://docs.google.com/spreadsheets/d/1fR9UmXDhTzvQMitsSuWfYj24J3sOjLiyZ1VBHMcHMBE/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?