Scheduling Pattern Review

AACRAO Consulting Report for the University of British Columbia

February 1-5, 2016
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**Project Overview**

The University of British Columbia (UBC) engaged AACRAO Consulting to conduct an external review of the current class scheduling pattern, room booking methods, and utilization data with a focus on current guidelines, existing roles, and deployment of responsibilities. Specific focus areas included:

1. Examination of the scheduling pattern in the context of whether the pattern enables and supports UBC’s curricular needs now and in the future.
2. The efficiency of the existing process, along with the assessment of policies and practices and their effect on the process.
3. A review of scheduling and room utilization data.
4. The use of technology in room scheduling processes.
5. A review of staff and faculty roles and responsibilities in course scheduling and room booking.

**Pre-Visit Activities**

In addition to two pre-visit conference calls with Jodi Scott, Senior Planner, Facilities Planning, Leanne Feichtinger, Facilities Planner, Facilities Planning, Cindy Nahm, Associate Director, Enrolment Services, and John Boylan, Manager of Scheduling Services, Enrolment Services, the following materials were provided in advance of the site visit:

1. Sixty-two responses to the “UBC Scheduling Pattern Review and Needs Assessment” Scheduling Questionnaire for Departments/Schools
2. Scheduling Pattern Survey Report – Faculty of Arts
3. Teaching Space Inventory: General Use Classrooms, Restricted Classrooms and Teaching Labs
4. 2015-16 Classroom Utilization: Room Utilization Rate; Station Occupancy Rate; CAP Utilization Rate
5. Restricted Spaces Audit - Draft
6. Links to:
   - UBC Strategic Plan
   - Flexible Learning
   - Course Schedule Dates & Deadlines – Vancouver Campus Summer 2016 and Winter 2016
   - Academic Calendar – Vancouver Campus
   - Buildings & Classrooms website (General Use classrooms only)
On-Site Activities

Over the course of the five-day site visit, individual and group interviews were conducted with representatives from the various faculties, senior administrators, staff, and students, including daily conversations with project team leaders. (See Appendix A for a list of the names of the interviewees and the meeting schedule.) The interviews focused primarily on the current class scheduling pattern and its applicability and efficacy for the various faculties, its impact on students, and its effect on classroom utilization and use of institutional resources. While the focal point of these interviews was, as noted, the UBC scheduling pattern, discussion invariably extended to such interrelated topics as classroom capacities, size of the campus, instructional
technology in classrooms, restricted classroom space, use of classroom scheduling software, and the large commuter component of the student population.

**Executive Summary**

The scheduling process in general and the scheduling pattern specifically, were the primary focus of this review. It was not possible, however, to examine those functions in isolation because of the broad array of ancillary issues that are interconnected to these functions and are both influenced by them and impact them as well.

⇒ As it currently operates, the scheduling pattern is appropriate for, at most, one-third of the course offerings at UBC Vancouver and could be, if strictly enforced, an impediment to pedagogical needs.
⇒ While the current scheduling pattern, as dictated by the *University of British Columbia Academic Course Scheduling Guidelines*, is inadequate to completely meet the needs of the institution as written, there is definitely the need for some framework as the basis from which to build the course schedule.
⇒ It is apparent that there is no scheduling pattern currently in use that can satisfy the dynamic nature of course meeting time and duration needs at UBC Vancouver. The answer, therefore, is that whatever pattern is employed must be adaptable rather than requiring strict adherence to specified guidelines.
⇒ The course scheduling process at UBC Vancouver is decentralized, labor-intensive, manual, and prone to error. Some consolidation and coordination of this process is necessary.
⇒ Existing technology that would streamline the course scheduling process is not being utilized on the UBC Vancouver campus.

Addressing these findings will require a number of changes, both short- and long-term, including:

⇒ A revision of the course scheduling guidelines.
⇒ Some realignment of functions and responsibilities.
⇒ Adjusting internal and institutional practices.
⇒ Implementation of room scheduling software to improve process efficiency and support different scheduling needs.
Primary Observations

The University of British Columbia (UBC) offers a wide range of undergraduate, graduate and professional programs that serve a student population of nearly 60,000, and its role as a research institution is critical to the creation and expansion of knowledge. These factors, however, contribute to a number of complexities due to the various curricular needs of the programs, accreditation requirements, and pedagogical structure. They also contribute to increasing deviation from the official academic course scheduling guidelines, which in turn has a negative impact on classroom utilization, causes potential scheduling conflicts, restricts response options, and affects pedagogical decisions, among other issues.

The processes currently in place are problematic for a number of reasons, including:

1. The specific roles and responsibilities related to course scheduling functions are non-traditional compared to most institutions of higher education. For example, the entire classroom scheduling function is traditionally, and wholly, performed by the Registrar’s Office at the vast majority of higher education institutions. At UBC, it is a shared responsibility.
2. The course scheduling process is too decentralized; plus, it’s manual, labor-intensive, and prone to error.
3. Non-use of the entire array of features available with recently implemented course scheduling software decreases efficiency.
4. The inordinately high percentage of restricted classroom space (approximately 32% of all classrooms, not counting teaching labs), coupled with the lower time utilization rate of restricted classrooms (less than 30%) versus general use classrooms (greater than 50%).

Furthermore, the dynamics of having a large commuter-based student population and a physically large campus are two ancillary factors that add to the challenges of the current process. As a result, the key emerging theme is a lack of clearly defined ownership and responsibility for the processes in place.

Primary Recommendations

There is no doubt that the current course scheduling pattern works for, at most, about one-third of course offerings at UBC. Those course offerings that do fit the current pattern are
mostly undergraduate courses and are primarily service courses taught by the Faculties of Arts and Sciences. The end result is a dysfunctional process that doesn’t meet the needs of the institution as well as it should, resulting in informal, irregular, and proscribed scheduling actions by various academic entities to meet their distinct pedagogical or faculty needs. In order to remedy this situation, a collaborative effort among the various academic and administrative departments of UBC will be essential. The key components of this effort include:

- Creation of course scheduling guidelines that reflect changing pattern requirements and incorporate flexible options.
- Ensuring more even distribution of courses over the entire range of meeting times.
- Some centralization of the scheduling process.
- More use of available technology to increase efficiency and improve response time to address and correct scheduling anomalies.
- A review of the use and classification of restricted classroom space.

These recommendations, along with related issues, will be addressed in the following sections of this report. As these recommendations are considered, as well as all the others listed in this report, UBC must keep in mind that a robust analysis of all related information based on a complete dataset is critical to the decision-making process.

### Scheduling Pattern

#### Observations

The current scheduling pattern at UBC, as outlined in the *University of British Columbia Academic Course Scheduling Guidelines*, is a fairly standard pattern that is currently employed by most higher education institutions. Ostensibly, as narrowly interpreted the pattern does not correspond to the needs of all the academic units and, in fact, UBC is already functioning (at least informally) with a different scheduling pattern that somewhat emulates the official guidelines but does not adhere to them.

Based on survey responses and meeting discussions, the biggest increase in scheduling pattern preference is for courses that meet twice-a-week for 1.5 hours each. Associated with that
preference is the desire to schedule those courses on days outside the prescribed Tuesday-
Thursday template. It also appears that there is growing demand for two-, three-, and four-hour courses to match pedagogical requirements. It should be noted, however, that there were a number of comments from several of the Faculties (including but not limited to Arts and Sciences) espousing their reliance on the current standard pattern. Additionally, there were a number of related comments to the effect that the standard pattern helps to coordinate with other course offerings, especially as the desire to expand interdisciplinary studies increases.

**Recommendations**

The existing scheduling pattern at UBC, as well as any standard pattern employed at higher education institutions, will never provide for all of the current (and future) scheduling needs of academic units as factors such as research discoveries lead to changes in disciplines which, in turn, affect pedagogy and, potentially, course scheduling requirements. This does not mean that UBC, or any higher education institution, should operate without a scheduling pattern. In fact, trying to operate without at least a basic scheduling framework would prove to be chaotic. Rather, the implication is that while a scheduling pattern framework is needed, it must be realized that not all courses will exactly fit the pattern, so the framework must be adaptable. Thus, rather than eliminate the current UBC scheduling pattern, the following modifications to the *University of British Columbia Academic Course Scheduling Guidelines* are recommended for consideration:

- Classroom space, including lecture halls, seminar rooms, and auditoria are institution-wide resources and, as such, are under the jurisdiction of the Provost.
- Departments must ensure they are not scheduling more than 60% of their undergraduate course sections during the peak times of 10:00 a.m. to 2:00 p.m. Monday through Friday during the two main academic terms. This will result in more scheduling flexibility and reduce the possibility that students will encounter scheduling conflicts.
- Required undergraduate courses should be scheduled over the entire range of day and time meeting combinations, including the early morning and late afternoon time slots.
- Saturday classes will be offered at times convenient to students and faculty.
- Course scheduling priority will be given to those academic departments that are in compliance with the Academic Course Scheduling Guidelines and who submit their course information by the designated deadlines.
The standard academic hour is 50 minutes long.
Three-credit courses scheduled for twice-a-week meetings will have classes of 75 minutes of duration.
Courses requiring non-standard meeting times should be balanced throughout the week to cause the least disruption for students and to provide optimum usage of classroom space.
Three-credit courses scheduled for once-a-week will have classes of 150 minutes duration.
Scheduling Services will assign all classroom space that is not utilized, including restricted classroom space.
No exception to the policy will be granted without the prior approval of the appropriate academic administrator and Scheduling Services.

As an alternative, UBC may wish to explore dissimilar scheduling patterns used by other higher education institutions. Included in this report (Appendices B through F) are the scheduling patterns utilized by Stanford University, the University of Florida, the University of Texas at Austin, the University of Calgary, and McGill University respectively, for your review and consideration.

Timeline for Recommendations

Either the drafting of revised course scheduling guidelines or the consideration of alternative scheduling patterns should get immediate attention. The Operational Committee for Support of UBC-V Learning Spaces should be charged with the task of revising course scheduling guidelines. If the decision is made to explore any, or all, of these patterns more extensively instead, it is recommended that a formal task force, comprised of representatives from the Advisory Committee for UBC Learning Spaces, should be assigned that undertaking.
Scheduling Process

Observations

As noted earlier, the course scheduling process at UBC is decentralized, with too many manual components that render it labor-intensive and prone to error. A consequence of the decentralized nature of this process is that informal trade-offs occur among academic departments that can have an unintended negative effect on students, such as creating a scheduling time conflict or making a course unavailable altogether. It also causes some academic departments to spend an inordinate amount of time making those trade-offs to satisfy their particular scheduling requirements.

Recommendations

It is recommended that strong consideration be given to centralizing the scheduling process at UBC Vancouver. Centralized control of classroom scheduling is considered a best practice in higher education because classroom space is an institutional resource that requires neutral, non-predisposed oversight. Without centralized scheduling control, effectively managing classroom space can be an exercise in futility and inefficiency. However, the process does need to be collaborative, with the teaching needs of departments and faculty given equal priority with the effective use of space.

It is also recommended that centralized control of the classroom scheduling process should be assigned generally to Enrolment Services and specifically to the Registrar’s Office. The Registrar’s Office occupies a unique position in the University because it bridges the gap between administrative and academic operations. The Registrar’s Office works with the academic programs, so it is familiar with program requirements. This knowledge provides it with the ability to prevent scheduling conflicts among required courses, which in turn can reduce the chances of students taking excess credits and improve time to degree.
Moreover, it is the only area of the institution that deals with all students continuously from matriculation to graduation and beyond, unlike any other office. This imparts the Registrar’s Office with a collective student and faculty perspective that is unmatched and confirms that it is in the best position to take an institutional, rather than a parochial, view of the scheduling process. Additionally, centralizing the scheduling process will make the balancing of courses requiring non-standard meeting times more efficient and more reliable because the Registrar’s Office will have a University-level view of all non-standard courses that will enable it to balance these courses across the faculties, rather than potentially adding to the workload of the TReps.

In conjunction with centralizing the classroom scheduling process under the Registrar’s Office, the changes to the academic course scheduling guidelines recommended in the previous section of this report would also provide the Registrar’s Office with the basis for performing this task and the authority to enforce its standards or to grant exceptions, which would allow flexibility for legitimate pedagogical and/or accreditation requirements.

If centralized control of the classroom scheduling process is assigned to the Registrar’s Office, it is also recommended that an assessment of the staffing needs of the Scheduling Services area should be undertaken to ensure that there are adequate personnel to perform the required tasks associated with that process, in addition to the four positions currently performing work in that area (Manager, Scheduling Services; Scheduling Coordinator; Scheduling Clerk; and, Exam Coordinator). Based on a cursory examination of the job descriptions for the aforementioned personnel, it appears that some number of positions at the “Scheduling Clerk level” will need to be added to this area if scheduling centralization takes place. A review of existing Scheduling Services staff functions, performed by Enrolment Services and the Human Resources department, should help to determine that number, in addition to determining the overall staffing requirement that will ensure this area will operate effectively and efficiently. In general, the skill set for all personnel working in this area should include applicable communication and active listening abilities, effective customer service and support competences, data reporting and analysis proficiencies, and strategic planning fluency.
Timeline for Recommendations

Shifting the responsibility for the classroom scheduling process should not take place until the conclusion of the review and should be implemented using a phased approach in conjunction with any proposed changes to the staffing level of the office by the Human Resources department.

Use of Technology

Observations

There are a number of technology-related issues that impact the course scheduling pattern and process. The matter most fundamental to this is the inability to employ the full functionality of the recently purchased Scientia room scheduling software by Scheduling Services. The reason for this is twofold. First, because the scheduling process is decentralized, as previously mentioned and, second, because UBC Vancouver currently has a two-tiered scheduling system.

Two other technology-based issues that have a secondary effect on course scheduling are: (1) the current student information system; and, (2) instructional technology (e.g. projectors, clickers, touchscreens, computers) in the classrooms. The former affects the process because it is a homegrown system that lacks the flexibility to effectively interface with the room scheduling software and to provide degree audit data that could be used to help predict course demand. Whereas, if there is optimal integration among the student information system, the degree audit system, and the course scheduling system, UBC will be able to predict course demand. The latter affects the process because there are varying levels of instructional technology needs among instructors across campus and an instructor may not always receive a room assignment that matches his/her instructional needs.

A final technology-related issue concerns the circumstances whereby Faculties that have Tier 1 scheduling access in newer, more extensively equipped classrooms in their own new buildings
cannot find classrooms in other buildings on campus that are similarly outfitted. This suggests that a disparity exists within UBC’s room inventory.

Recommendations

First and foremost, a concerted effort to implement the features of the Scientia room scheduling software for utilization on the Vancouver campus should be undertaken. Many of its features are already being used on the Okanagan campus with great success. Granted, there is a vast difference in size and complexity between the two campuses, but using the Okanagan campus as a “test site” for implementation of Scientia features could reduce the chances of performance missteps on the Vancouver campus. Use of the Scientia scheduling software can greatly increase the efficiency of a centralized scheduling process, providing academic departments with more time to react to scheduling irregularities. Furthermore, it is flexible enough to allow for scheduling needs of the faculty in terms of classroom size, configuration, instructional technology available, etc.

Implementing the full complement of features resident in the Scientia software will, of course, require resources from IT Services to implement, support, maintain, and enhance this new process for centralized classroom scheduling. IT Services support is a critical element in this process, given the greater reliance on technology for the successful operation of this system.

Because UBC is already in the process of looking to replace its existing student information system with a more up-to-date product, coupled with the fact that a review of this system was not a part of this project, there is no recommendation regarding this issue.

Instructional technology in classrooms has been an expanding, if uneven, demand by faculty. Interactive technology that enhances student participation, allows for group collaboration, and provides faculty with an immediate means of assessing progress and gauging comprehension is widely available on campus and used quite regularly. Most classrooms on campus have at least a minimum of instructional technology available to faculty. It is recommended that a complete
inventory of instructional technology for every classroom should be compiled, if one does not already exist. Using that data, a scheduling process should be put in place that can match instructor needs with properly equipped classrooms.

**Timeline for Recommendations**

Implementation of the Scientia scheduling software needs to be a phased approach, following proper testing of system functionality and the implementation of changes to the scheduling pattern and scheduling practices discussed in the section to follow.

The inventory of existing instructional technology and its comparison to actual needs should take place over the next six months.

**Scheduling Practices and Related Factors**

**Observations**

There remain a number of topics relevant to this review that will be addressed under the general rubric of scheduling practices and related factors. They include, in no particular order of importance, course roll, two-tier scheduling, restricted space, timetable representatives, campus geography, classroom configurations, student issues, increasing enrollments, and use of adjuncts.

⇒ **Course Roll**
   - Currently, UBC’s entire course schedule is duplicated from one year to a subsequent year in a process known as the roll. The roll not only includes course information, but also contains scheduling data such as meeting times and classroom locations. While TReps have the ability to make changes to the schedule, in most cases things remain the same, so the course sections roll into the same classroom from one year to the next.

⇒ **Two-Tier Scheduling**
   - A two-tier scheduling protocol is currently utilized by UBC to schedule courses in General Use classrooms. Under this method, a department having Tier 1 access to a room is given priority to schedule courses there and the room is only available for scheduling by them until a certain date, after which the room is released for Tier 2
scheduling, which allows any department to schedule the room if it has any available space.

⇒ Restricted Space
  • Restricted spaces are those designated as classrooms that only one department has access to, so they are never available for use by other departments even if they remain unused.

⇒ Timetable Representatives (TReps)
  • There are more than 150 TReps from the various faculties that schedule individual course sections into the central system. This is an extremely large number of people coordinating and entering course data.

⇒ Campus Geography
  • The size of the UBC campus makes it challenging at times for students and faculty to travel between scheduled classes and arrive in a timely fashion.

⇒ Classroom Configurations
  • One of the issues that kept surfacing was the lack of flexibility in many classrooms due to configuration constraints, making teaching particular courses less than optimal.

⇒ Increasing Enrollments
  • At numerous meetings, the matter of increasing enrollments was raised as a factor that is exacerbating the existing problems with the course scheduling process.

⇒ Day Care
  • While not a formal part of the meeting agenda with the various Faculties, there were several occasions when the subject of day care was raised at those meetings. It was also included a few times in the written responses to the UBC Scheduling Pattern Review and Needs Assessment Scheduling Questionnaire for Departments/Schools. The primary complaint is that the hours of operation (8:00 a.m. to 5:00 p.m.) makes it difficult, if not impossible, for faculty to teach a course that starts at 8:00 a.m. or one that finishes at 5:00 p.m. This is especially true for faculty with young families. It should be noted that the issue of day care was also raised in a meeting with student leaders.

⇒ Thursday Block
  • An interesting scheduling practice anomaly is the Thursday Block, which comprises the 12:30 to 2:00 p.m. time period on Thursdays during the term. Based on comments from a number of meetings, there is mixed support for the Thursday Block, with some departments using it; some ignoring it; and, others that are not even aware of it.

⇒ Student Issues
  • While there was very limited student input, they raised several specific issues based on a survey of over 2,800 students in our meeting with them. More specifically:
    1. The size of the campus makes it difficult to get between classes with only a 10-minute break between classes.
    2. Approximately three-quarters of students responding to a survey report encountering scheduling conflicts with their required courses.
3. Almost three-quarters of students responding to a survey report encountering scheduling conflicts with elective courses.
4. Almost three-quarters of students responding to a survey report encountering full classes when they try to register.
5. Almost three-quarters of students responding to a survey report that encountering courses that are offered at an inconvenient time.
6. The following response was not based on the survey cited above but came up during the meeting with student leaders. Students would prefer to have course location information available at the time they register for classes.

**Recommendations**

Based, in some cases, on best practices and, in other cases, on available data, these are the recommendations for the topics detailed in the previous section.

- **Course Roll**
  - Rolling a previous year’s entire course information to a subsequent year is a standard template to build the new schedule, but it can also perpetuate inefficiency because of the tendency for departments to keep features like meeting days and times, as well as classroom locations, the same. It is recommended that the course roll should be a shell comprised of only the relevant course information, with no meeting and location information provided. Historical enrollment data is available to assist departments in making informed course offering and scheduling decisions.

- **Two-Tier Scheduling**
  - The two-tiered scheduling protocol is an inefficient and unnecessary. It is inefficient because departments with Tier 1 access are given a substantial period of time to make their selections, which impedes those with Tier 2 access from completing their scheduling selections, thus prolonging the scheduling process. It is unnecessary because it can be done quicker and more effectively using the features of the Scientia room scheduling software which can identify the departments with priority scheduling and place them first, followed by those with secondary access, if it is provided with all of the pertinent scheduling parameters. Moreover, it can complete the initial scheduling process more efficiently than the current process, which would allow much more time for scheduling adjustments, which would benefit departments, faculty, and students. It is recommended that the current two-tiered scheduling process should be eliminated and replaced by an automated process once the Scientia room scheduling software is operational.

- **Restricted Space**
  - A sense of ownership is a primary obstacle to effective use of classroom space. Classroom usage needs to be considered in the context of broader institutional priorities. More specifically, a disproportionately large amount of classroom space (excluding labs, art/music/dance studios, etc.) is designated as restricted, which essentially limits efficient utilization of that space. This is an unused asset that could
ease some of the scheduling pattern and process issues if usage was permitted when the space was not needed for specialized instruction or other dedicated purposes. It is recommended that a review of all classroom space designated as restricted should be undertaken to determine the current use of the space. At the same time, all restricted classroom usage data should be captured in Scientia so there is a complete dataset for future analysis.

⇒ Timetable Representatives (TReps)
- The extraordinarily large number of TReps at UBC poses a coordination problem for the course scheduling process. While a reduction in the number of TReps would help to streamline the process, it is probably best to refrain from any significant changes until such time as the Scientia room scheduling software is fully operational and its impact on the scheduling process can be assessed. This does not, however, preclude faculties from make modifications to their TRep aggregation prior to that.

⇒ Campus Geography
- There is no doubt that the sheer size of the UBC Vancouver campus has affected the ability of students and faculty to get to classes in a timely manner in some cases. Given that the campus is more likely to expand than it is to contract, the only solution is to produce a schedule that reduces or eliminates this drawback. The most likely way to produce such a course schedule is through the use of the Scientia scheduling software to set up scheduling zones across the campus that will assist in keeping students and faculty in classes that are in close enough proximity to where their other classes are scheduled that there is not a time and distance disadvantage.

⇒ Classroom Configurations
- There is no doubt that the ability of faculty to teach in the way that is best for them and their students (e.g. access to space needed for group projects or access to needed instructional technology) ensures that they won’t have to make any pedagogical sacrifices. The best way to address this is to incorporate more flexibility in infrastructure plans, instructional technology, and furniture designs to make classrooms adaptable to various instructional methods. This is already happening in a number of instances around the UBC Vancouver campus and it is recommended that future expenditure of funds provided for classroom improvements concentrate on these types of enhancements. Furthermore, it is recommended that consideration be given to creating a working group to review and recommend such expenditures to the Advisory Committee for Learning Spaces for approval. The working group should be comprised of representatives from the Registrar’s Office, Facilities Planning, IT, CTLT, and the Faculty Senate. The charge of this working group would include:
  1. Annually identifying classrooms to be renovated based on requests solicited from the various Faculties, known room usage data, existing room features, and an in-person assessment of the rooms under consideration.
  2. Establishing guidelines for the distribution of the annual capital budget allocation for classroom renovations. For example, while a major portion of the allocation should be for continuing classroom renovations (including facility upgrade, new
technology, new seating, etc.), a portion could also be allocated for replacement technology in previously renovated classrooms, a portion allocated for design costs, and a portion for contingency actions (i.e. discretionary funds for additional last-minute improvement opportunities that arise).

3. Preparing a report recommending which classrooms are to be renovated, including the rationale for selection, and submitting it to the Advisory Committee for Learning Spaces for review and approval.

4. Monitoring the progress of the approved renovations on the selected classrooms to ensure adherence to design specifications and timely completion of the project.

⇒ Increasing Enrollments
• Any increase in enrollments is certain to have an effect on the classroom scheduling process. If increased enrollments are part of the institution’s strategic plan, then how to deal with more course sections or larger class sizes must be addressed. While construction of more classroom space is a possible long-term solution, it should be remembered that requirements can change by or before the building is completed. The more immediate need is for a current solution. That can be accomplished if some of the recommended steps regarding changes to course scheduling guidelines, improved use of restricted space and use of room scheduling software are implemented.

⇒ Day Care
• The day care issue raised by faculty and student leaders is not within the scope of this report, so there is no recommendation associated with it. It was included for informational purposes only.

⇒ Thursday Block
• The Thursday Block is not universally followed nor supported, but it can be a factor in restricting course scheduling in some cases. It is recommended that UBC reviews the need for, and use of, this scheduling anomaly at some point in the future.

⇒ Student Issues
• Most of the student issues expressed regarding course and scheduling conflicts can best be addressed with the use of the Scientia room scheduling software package. The issue of including course location information in time for student registration is also made easier using Scientia, but whether or not to include that information is a decision to be made by Enrolment Services.

**Timeline for Recommendations**

The topics under the Scheduling Practices and Related Factors section of this report do not require a timeline as such. Rather, there needs to be some recognition of their effect on the course scheduling pattern and process, and some consideration given to the accompanying recommendations.
Closing and Next Steps

Thank you for the opportunity to work with the University of British Columbia on this project. It is our mission to provide subject matter expertise and to transfer knowledge so that institutions can provide outstanding customer service to students and meet their goals. This report contains several large scale and mutually dependent changes to policy, practice and, potentially, staffing. It is recommended that the University of British Columbia develop a project plan for all of these changes and a working group to manage these changes. If needed and preferred, AACRAO Consulting can provide ongoing subject matter expertise to help implement these changes.
Appendix A: Interview Participants

UBC Vancouver Site Visit – Scheduling Pattern Review

Dr. Sam Conte, AACRAO Senior Consultant

AGENDA

February 1-5, 2016

Monday, February 1 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Attendees</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30am-11:00am</td>
<td>Welcome, Overview, Walking Tour of Campus</td>
<td>Jodi Scott, Senior Planner, Facilities Planning, Infrastructure Development Cindy Nahm, Associate Director, Enrolment Services John Boylan, Manager, Scheduling Services, Enrolment Services Stephanie Boudreau, Team Lead, Enrolment Services Leanne Feichtinger, Facilities Planner, Facilities Planning, Infrastructure Development</td>
<td>BH 0067</td>
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<td>10:30am-11:00am</td>
<td>Scheduling Services Staff</td>
<td>May Chow, Senior Program Assistant, Enrolment Services</td>
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<td>Maggie Wang, Senior Program Assistant, Enrolment Services</td>
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<td>11:00am-11:20am</td>
<td>UBCO Scheduling</td>
<td>Fred Vogt, Deputy Registrar, Enrolment Services UBC Okanagan</td>
<td>Phone call</td>
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<td>11:30am-1:00pm</td>
<td>UBC Goals, Strategic Questions (lunch)</td>
<td>Pam Ratner, Vice-Provost and AVP Enrolment and Academic Facilities</td>
<td>Sage Bistro</td>
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<td>Louise Cowin, VP Students</td>
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<td>Kate Ross, AVP Enrolment Services and Registrar</td>
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<td>Annie Yim, Associate Registrar and HR Director, Student Records and Systems Management, Enrolment Services</td>
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<td>Dave Shorthouse, Director, Academic Initiatives</td>
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<td>Jodi Scott, Senior Planner, Facilities Planning, Infrastructure Development</td>
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<tr>
<td>1:15pm-2:30pm</td>
<td>UBC Flexible Learning Initiatives</td>
<td>Jeff Miller, Senior Associate Director, Flexible Learning, CTLT</td>
<td>IBLC 223</td>
</tr>
<tr>
<td>2:45pm-3:45pm</td>
<td>Vantage College</td>
<td>Joanne Fox, Principal and Academic Director, Vantage College</td>
<td>LMRS 122</td>
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<td></td>
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<td>Susanne Schmiesing, Director, Business Development and Operations, Vantage College</td>
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<td>4:00pm-4:30pm</td>
<td>Campus Tour cont’d</td>
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## Tuesday, February 2 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Faculty</th>
<th>Attendees</th>
<th>Location</th>
</tr>
</thead>
</table>
| 8:30am-9:15am | Faculty of Applied Science     | Carol Jaeger, Senior Instructor, Electrical and Computer Engineering and Associate Dean, Academic  
<pre><code>              | (Jodi/John)                    | Rhoda Thow, Administrator, SCARP                                           | KAS 5004 |
</code></pre>
<p>|               |                                | Theresa Juba, Programs Assistant, SALA                                     |          |
|               |                                | Penny Gurstein, Professor and Director, SCARP                             |          |
|               |                                | Mari Fujita, Associate Professor, SALA                                     |          |
| 9:30am-10:15am| Faculty of Applied Science     | Maura MacPhee, Assistant Professor, Nursing                               | KAS 5004 |
|               |                                | Rana Hakami, Manager, Student Support Services, Nursing                   |          |
|               |                                | Peter Cripton, Professor and Associate Head, External, Mechanical Engineering |          |
| 10:30am-11:15am| Faculty of Applied Science    | Daan Maijer, Professor, Materials Engineering and Director, Integrated Engineering | KAS 5004 |
|               |                                | Andre Marziali, Professor, Physics and Astronomy and Director, Engineering Physics |          |
|               |                                | Marlene Chow, Director of Academic Programs, Administration and Resources, Chemical and Biological Engineering |          |
| 11:30am-12:15pm| Faculty of Applied Science    | Marlene Chow, Director of Academic Programs, Administration and Resources, Chemical and Biological Engineering | KAS 5004 |
|               |                                | Louise Pilon, Admission and Scheduling Coordinator, Mechanical Engineering |          |
|               |                                | Heather Gerrits, Manager, Student Services, Mechanical Engineering         |          |
|               |                                | Sheeraz Marfatia, Undergraduate Student Support, Civil Engineering        |          |
|               |                                | Ana Chicoine, Business and Enrolment Analyst, Applied Science Faculty     |          |
|               |                                | Eileen Campbell, Program Coordinator, Engineering Physics                 |          |
|               |                                | Fiona Webster, Manager, Administration, Materials Engineering             |          |
| 12:30pm-1:30pm| Lunch                         | Sandra Jarvis-Selinger, Associate Dean, Academic                          | PHRM 3321|
|               |                                | Marion Pearson, Professor of Teaching and Director, Entry-to-Practice Programs |          |
|               |                                | Jon-Paul Marchand, Education Technology Manager                           |          |
|               |                                | Jennifer Chatterton, Director, Student Services                           |          |
|               |                                | Ginette Vallée, Project Manager                                           |          |
| 2:15pm-3:15pm | Faculty of Pharmaceutical     | Leandra Best, Clinical Professor and Associate Dean, Academic Affairs     | MCDN 270A|
|               | Sciences (Cindy/Leanne)       | Maire Skelly, Curriculum Manager                                          |          |
| 3:30pm-4:30pm | Faculty of Dentistry          |                                                                         |          |
|               | (Cindy/Leanne)                |                                                                         |          |</p>
<table>
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<tr>
<th>Time</th>
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<th>Attendees</th>
<th>Location</th>
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</thead>
</table>
| 8:30am-10:00am | Faculty of Education (Cindy/Leanne) | Pierre Walter, Professor, Educational Studies  
Jennifer Stewart, Program Planning Manager, Teacher Education Office  
Lia Cosco, Administration Manager, Language and Literacy Education  
Douglas Adler, Lecturer, Curriculum and Pedagogy  
Saroj Chand, Administrative Manager, Curriculum and Pedagogy  
John Yamamoto, Co-Director, Practicum and Field Experiences, Teacher Education Office  
Rhea Ravanera, Administrative Manager, Teacher Education Office | SCRF 310 |
| 10:15am-11:15am | Faculty of Forestry (Cindy/Leanne) | Peter Marshall, Professor and Associate Dean, Undergraduate Students  
Chiara Longhi, Director, Student Services  
Gayle Kosh, Manager, Graduate Programs | FSC 2712 |
| 11:30am-12:00pm | Faculty of Science (Jodi/John) | Ian Cavers, Senior Instructor, Computer Science and Associate Dean, Academic  
Paul Harrison, Associate Professor, Botany and Associate Dean, Students | ESB 2174 |
| 12:00pm-1:00pm | Lunch               |                                                                            |          |
| 1:00pm-1:45pm  | Faculty of Science (Jodi/John) | Shona Ellis, Professor of Teaching and Associate Head of Biology, Botany  
Sunita Chowrira, Senior Instructor, Botany and Director, Combined Major in Science  
Tammy Tromba, Biology Program Secretary, Botany and Zoology  
Jackie Stewart, Senior Instructor, Chemistry  
Guilliaume Bussiere, Senior Instructor, Chemistry  
Mark Thachuk, Associate Professor, Chemistry  
Robin Stoodley, Senior Instructor, Chemistry  
Paul Carter, Professor of Teaching, Computer Science  
Chris Addison, Senior Instructor, Chemistry and Director, Science Gateway Programs, Science One Program | ESB 2174 |
| 1:50pm-2:35pm  | Faculty of Science | Mary Lou Bevier, Senior Instructor, Earth, Ocean and Atmospheric Sciences  
Sara Harris, Senior Instructor, Earth, Ocean and Atmospheric Sciences  
Francis Jones, CWSEI Teaching and Learning Fellow, Earth, Ocean and Atmospheric Sciences  
Lee Groat, Professor, Earth, Ocean and Atmospheric Sciences and Director, Integrated Sciences | ESB 2174 |
<table>
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<th>Time</th>
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<tr>
<td>2:40pm-3:25pm</td>
<td>Faculty of Science</td>
<td>Salena Li, <em>Undergraduate Coordinator, Physics and Astronomy</em></td>
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<tr>
<td></td>
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<td>Chris Waltham, <em>Professor, Physics and Astronomy</em></td>
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<td>Georg Rieger, <em>Instructor, Physics and Astronomy</em></td>
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<td>Nancy Heckman, <em>Professor and Department Head, Statistics</em></td>
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<td>Andrea Sollberger, <em>Student Services Coordinator, Statistics</em></td>
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<tr>
<td>3:30pm-4:15pm</td>
<td>Faculty of Science</td>
<td>Ian Mitchell, <em>Associate Head - Undergraduate Affairs and Associate Professor, Computer Science</em></td>
<td>ESB 2174</td>
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<td></td>
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<td>Mark MacLean, <em>Professor of Teaching, Mathematics</em></td>
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<td>Ehleen Hinze, <em>Lecturer, Microbiology and Immunology</em></td>
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<td>David Oliver, <em>Instructor, Microbiology and Immunology</em></td>
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<td></td>
<td>Karen Smith, <em>Lecturer, Microbiology and Immunology</em></td>
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<tr>
<td>4:15pm-4:30pm</td>
<td>Faculty of Science</td>
<td>Ian Cavers, <em>Senior Instructor, Computer Science and Associate Dean, Academic</em></td>
<td>ESB 2174</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paul Harrison, <em>Associate Professor, Botany and Associate Dean, Students</em></td>
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</table>

**Thursday, February 4 2016**

<table>
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<th>Time</th>
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<th>Attendees</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30am-9:30am</td>
<td>Allard School of Law (John/Leanne)</td>
<td>Susan Morin, <em>Director, Student Academic Services</em></td>
<td>ALRD 143</td>
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<tr>
<td>9:45am-10:45am</td>
<td>Sauder School of Business (John/Leanne)</td>
<td>Kin Lo, <em>Professor, Accounting Division and Senior Associate Dean, Students</em></td>
<td>ANGU 966</td>
</tr>
<tr>
<td></td>
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<td>Paul Cubbon, <em>Sessional Lecturer, Marketing and Behavioural Science Division</em></td>
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<td>Patricia Mallia, <em>Sessional Lecturer, Accounting Division</em></td>
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<td>Susan Reh Bosch, <em>Academic Advisor, Undergraduate Office</em></td>
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<td></td>
<td>Tim Silk, <em>Assistant Professor, Marketing and Behavioural Science Division</em></td>
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<tr>
<td>11:00am-12:00pm</td>
<td>Faculty of Arts (Jodi/Cindy)</td>
<td>Siobhan McElduff, <em>Assistant Professor, Classical, Near Eastern and Religious Studies</em></td>
<td>UCLL 107</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stefania Burk, <em>Senior Instructor and Associate Dean, Academic, Asian Studies and Dean’s Office</em></td>
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<td></td>
<td>Catherine Corrigall-Brown, <em>Assistant Professor, Sociology</em></td>
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<td>Moura Quayle, <em>Director, Liu Institute for Global Issues</em></td>
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<td></td>
<td>Florian Gassner, <em>Instructor and Undergraduate Advisor for German and German Studies, Central, Eastern and Northern European Studies</em></td>
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<td>Fred Cutler, <em>Associate Professor and Undergraduate Program Director, Political Science and Academic Chair, Arts ISIT</em></td>
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<td></td>
<td>Tiffany Potter, <em>Senior Instructor, First-Year Coordinator and Associate Head, Curriculum and Planning, English</em></td>
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<td>Gerald Vanderwoude, <em>Assistant Dean, Facilities and Human Resources</em></td>
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<td>Qian Wang, <em>Instructor and Chinese Language Program Coordinator,</em></td>
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</table>
Asian Studies
Christina Hendricks, Senior Instructor, Philosophy and Program
Chair, Arts One
Stephen Heatley, Professor, Theatre and Film

Leslie Arnovick, Professor, Associate Head and Undergraduate Chair,
Honours Program, English
Patricia Badir, Professor, English
Gerry Baier, Associate Professor, Political Science
John Beatty, Professor, Philosophy and Chair, Science and
Technology Studies Graduate Program
Miranda Burgess, Associate Professor, English
Sian Echard, Professor and Department Head, English
Hugh Neary, Professor and Associate Head, Economics
Daisy Rosenblum, Assistant Professor, First Nations and Endangered
Languages Program

12:00pm-1:00pm Lunch
1:00pm-1:20pm Faculty of Arts Heads and Directors of Faculty of Arts Meeting
1:20pm-4:00pm Faculty of Arts cont’d See above attendees
4:00pm-4:15pm Faculty of Education Jennifer Barrow, Administrative Manager, School of Kinesiology
Telephone
5:45pm Dinner w/ Registrar Kate Ross, AVP Enrolment Services and Registrar
Perch Restaurant

Friday, February 5 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Faculty</th>
<th>Attendees</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:45am-9:00am</td>
<td>Faculty of Medicine</td>
<td>Warren Williams, Instructor and Advisor, Biochemistry and Molecular Biology</td>
<td>IRC 317</td>
</tr>
<tr>
<td></td>
<td>(Jodi/John)</td>
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<tr>
<td>9:00am-9:15am</td>
<td>Faculty of Medicine</td>
<td>Anil Patel, Manager, Academic Learning Spaces, Space Planning and Facilities Management</td>
<td>IRC 317</td>
</tr>
<tr>
<td>9:15am-9:30am</td>
<td>Faculty of Medicine</td>
<td>Kenneth Baimbridge, Professor, Cellular and Physiological Sciences</td>
<td>IRC 317</td>
</tr>
<tr>
<td>9:30am-9:45am</td>
<td>Faculty of Medicine</td>
<td>Carissa Dyck, MPT Program Administration Manager, Physical Therapy</td>
<td>IRC 317</td>
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<tr>
<td></td>
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<td>Larry Smythe, Facilities and Information Systems Manager, Physical Therapy</td>
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<tr>
<td>9:45am-10:00am</td>
<td>Faculty of Medicine</td>
<td>Winona Kent, Graduate Programs Assistant, School of Population and Public Health</td>
<td>IRC 317</td>
</tr>
<tr>
<td>Time</td>
<td>Location</td>
<td>People and Roles</td>
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<tr>
<td>10:00am-10:15am</td>
<td>Faculty of Medicine</td>
<td>Karen Gelb, Manager, Midwifery Program, Family Practice, IRC 317</td>
<td></td>
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</tbody>
</table>
| 11:00am-12:00pm | Faculty of Land and Food Systems (John/Leanne) | Christine Scaman, Associate Professor and Associate Dean, Academic, 
Cyprien Lomas, Assistant Dean, Learning Technologies, 
Christopher McGill, Program Coordinator, Applied Biology, 
David Fraser, Professor and Program Director, Applied Biology, 
Zhaoming Xu, Associate Professor and Program Director, Food, Nutrition and Health, 
Christine Klaray, Director, Student Academic Services, 
Sarah Makepeace, International Student Advisor, 
Sean Smukler, Assistant Professor, Applied Biology, 
Judy Chow, Finance Clerk, 
Gail Hammond, Lecturer, Food Nutrition and Health, 
Edmund Seow, Computer Systems Manager, FNH 220 |
| 12:30pm-1:30pm  | Lunch with AMS (Jodi/Cindy) | Aaron Bailey, President, AMS, Nest 3511, Jenna Omassi, VP Academic and University Affairs, AMS, 
Ava Nasiri, VP Administration, AMS |
| 2:00pm-4:00pm   | Overview of Consultation | Pam Ratner, Vice-Provost and AVP Enrolment and Academic Facilities, 
Kate Ross, AVP Enrolment Services and Registrar, 
Jodi Scott, Senior Planner, Facilities Planning, Infrastructure Development, 
Cindy Nahm, Associate Director, Enrolment Services, 
John Boylan, Manager, Scheduling Services, Enrolment Services, 
Leanne Feichtinger, Facilities Planner, Facilities Planning, Infrastructure Development, Koerner Boardroom, Provost’s Office |
Appendix B: Stanford University Course Scheduling Pattern

**Blocks**
The calendar has been broken into 50 (orange) and 80 (green) minute blocks. 10 minutes has been left between classes for travel time.

To reduce conflicts, all classes start at a standard time as represented in the grid. Classes may end early (e.g., a 75-minute class) but they cannot start early or late.

Blocks may be combined to create lengthier classes, typically 2- or 3-hour classes, provided that the standard start time is maintained.

**Start Times**
Most classes start on the half hour, except as necessary for the TTh 80 minute patterns and the MWF afternoon 80-minute pattern.

**Mornings**
Generally, 50 minute blocks on MWF and 80 minute blocks on TTh, except for 50 minute blocks on TTh to accommodate five-day foreign language classes and labs.

*The 8:30 block MTWTF is typically available for five-day foreign language classes, and labs and discussions where students have other options for enrollment.

**Afternoons**
50 minute blocks on MWF and 80 minute blocks on MTWThF.

**The 80 minute block on TTh beginning at 12:00 may be extended to a 2-hour block starting at 11:30.
The following table shows allowable start times for different day patterns.

In order to minimize class conflicts for students, all classes must start at a standard time.

- A class which meets only one day may pick any allowable block.
- Blocks may be combined, and classes may end early; but no class can start earlier or later than one of the standard starting times.
- A 75-minute class is equivalent to an 80-minute class.

<table>
<thead>
<tr>
<th>MWF - MW - WF - MF (50 mins)</th>
<th>MW - WF - MF - MWF (80 mins)</th>
<th>MTWTh - MTWThF - TTh (50 mins)</th>
<th>TTh (80 mins)</th>
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<tbody>
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</table>
See also this comprehensive Excel spreadsheet of allowable meeting patterns.

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<th>End time</th>
<th>Days of the Week</th>
<th>Duration</th>
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<tr>
<td>9:00 AM</td>
<td>10:20 AM</td>
<td>TTh, Single Days (T,Th)</td>
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<tr>
<td>9:00 AM</td>
<td>11:50 AM</td>
<td>TTh, Single Days (T,Th)</td>
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<tr>
<td>9:30 AM</td>
<td>10:20 AM</td>
<td>MTWThF, MTWTh, MWF, TTh, WF, MF, MW, Single Days (M,T,W,Th,F)</td>
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<td>9:30 AM</td>
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<td>9:30 AM</td>
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<td>MWF, WF, MF, MW, Single Days (M,W,F)</td>
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<td>AM</td>
<td>PM</td>
<td>Days (M,T,W,Th,F)</td>
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Not Recommended - Room scheduling in second round

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Appendix C: University of Florida Course Scheduling Pattern

Approved Room Scheduling Patterns - Fall and Spring

Scheduling patterns ensure that classrooms are assigned appropriately and fairly. Schedules that violate approved patterns result in assignment errors, unsuitable scheduling for other courses and waste of time/space. College scheduling coordinators are responsible for monitoring department scheduling patterns and ensuring that the full spectrum of available periods is utilized daily.

Fall and spring classes are 50 minutes, as listed below:

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<tr>
<th>Period</th>
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<tr>
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</tr>
<tr>
<td>2</td>
<td>8:30 - 9:20am</td>
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<tr>
<td>3</td>
<td>9:35 - 10:25am</td>
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<tr>
<td>4</td>
<td>10:40 - 11:30am</td>
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<tr>
<td>5</td>
<td>11:45am - 12:35pm</td>
</tr>
<tr>
<td>6</td>
<td>12:50 - 1:40pm</td>
</tr>
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<tr>
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<tr>
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<tr>
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<tr>
<td>E3</td>
<td>9:20 - 10:10pm</td>
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- One-credit courses should be scheduled for one period Tuesday or Thursday. A possible variation for one-credit courses is mentioned below in the four-credit course section.
- Two-credit courses should be scheduled for Tuesday and Thursday (T R), the same period both days.
- Three-credit courses should be scheduled as follows:
- Monday, Wednesday and Friday (M W F), one period a day, at the same period each day
- Tuesday and Thursday (T R), one period on one day and two periods the other day.
- Three-hour Tuesday/Thursday combinations should complement other Tuesday/Thursday courses so that no 'dead space' remains in the schedule. For example: If class A meets Tuesday period 4 and Thursday periods 4 and 5, then class B should be scheduled to meet Tuesday periods 5 and 6 and Thursday period 6 so that the two classes together occupy the Tuesday/Thursday block periods 4 - 6.
- Example: If class A meets Tuesday, period 4 and Thursday, periods 4 and 5, then class B should be scheduled to meet Tuesday, periods 5 and 6, and Thursday, period 6, so that the two classes together occupy the Tuesday and Thursday block, periods 4 through 6.

**Tuesday/Thursday Scheduling Patterns:**

<table>
<thead>
<tr>
<th>T 1</th>
<th>T 4</th>
<th>T 7</th>
<th>T 10</th>
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<tr>
<td>R 1-2</td>
<td>R 4-5</td>
<td>R 7-8</td>
<td>R 10-11</td>
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<table>
<thead>
<tr>
<th>T 2-3</th>
<th>T 5-6</th>
<th>T 8-9</th>
<th>T 11-E1</th>
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</thead>
<tbody>
<tr>
<td>R 3</td>
<td>R 6</td>
<td>R 9</td>
<td>R E1</td>
</tr>
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</table>

- **Four-credit courses** should be scheduled Tuesday and Thursday (T R) two periods each day (and the same two periods each day). These double-session courses should begin in an odd-numbered period. Do not schedule four-credit courses for a Monday, Tuesday, Wednesday, Thursday (MTWR) combination or any combination of four days for one period unless your college can also schedule a one-credit course for that same period on the fifth day.
- **Five-credit courses** should meet daily, Monday through Friday (MTWRF), the same period each day.
- **Classes scheduled for the M W F or MTWRF combinations** will meet at the same hour each day.
- **One period labs** should be scheduled on Tuesday or Thursday.
- **Lecture or discussion periods** that need a block of time in a single day should be restricted to late afternoon or evening periods.
Appendix D: University of Texas at Austin Course Scheduling Pattern

The University has standard course scheduling meeting times consisting of nine one-hour meeting times on Monday, Wednesday, and Friday, and six one and one-half hour meeting times on Tuesday and Thursday.

- **MWF**
  
<table>
<thead>
<tr>
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<th>Ends (10 mins. prior to)</th>
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<tbody>
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<td>9:00</td>
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- **TTH**
  
<table>
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<td>5:00</td>
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<td>5:00</td>
<td>6:30</td>
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To optimize classroom space and to allow for easier student registration scheduling, **Courses should meet during these standard times**, especially when meeting in General Purpose Classrooms (GPCs).

All other meeting day(s)/times are considered non-standard and the department must either submit a non-standard-time (NST) request or follow the policies below.

- **All classes held in GPCs count toward your classroom allocation and are scheduled by the system after all standard-time classes.**
- **Undergraduate Courses:** Non-standard meeting times for additional one and one-half hours meeting times on MW/WF may be scheduled with start times between the hours of 8:30 a.m. and 5:00 p.m. without a NST request, as long as the following guidelines are adhered to:
  
  1. Non-standard meeting times must account for no more than 25% of a unit’s total undergrad course offerings; includes approved three-hour block seminars
  2. MWF standard meeting times must account for at least 20% of a unit’s offerings
  3. MW/WF classes should be scheduled accordingly:
Graduate Courses: May be held at non-standard meeting times as determined by the department. NST requests are not required.

NST Request Submission Process and Deadline: Memos/request forms should be submitted via the web-based Document Library system by the fifth working day following the close of Original Phase for that semester. Please include the course number, course title, instructor name, requested class time and a compelling pedagogical or scheduling reason for teaching the course at a non-standard time and, if applicable, during prime teaching times (9-5pm). Not all requests are approved.

Requests received after the deadline may not be approved in time for the class timelines to be included in the initial publication of the course schedule.

Approvals are valid only for a single semester.
Appendix E: University of Calgary Course Scheduling Pattern

Standardized meeting patterns are important for several reasons. Primarily they exist to facilitate student schedules across departments and faculties, to help create an ideal Final Examination schedule for students (which is based on meeting patterns) and to maximize space utilization across campus. Classes that choose not to follow patterns are disadvantaging their students and may prevent them from being able to take required or desired courses. The Scheduling policy dictates that any course wishing to be scheduled outside of the standard meeting patterns must submit a request with rationale including approval from the Dean or designate for approval of such scheduling from the Registrar.

The following are the established meeting patterns for courses with lectures or seminars that meet for 150 minutes per week. Standard meeting patterns will be given first priority during timetabling. These meeting patterns are mandatory for all sections with enrollment of 150 plus that meet for 150 minutes per week.

50 minutes –
3 meetings/week
MWF
8:00
9:00
10:00
11:00
12:00
13:00
14:00
15:00
16:00

75 minutes –
2 meetings/week
TR
8:00
9:30
11:00
12:30
14:00
15:30

Evening sections

begin at 17:00 (5 p.m.) or later. These may meet once or twice per week. If meeting twice per week, the start time must be the same each evening. Wherever possible, final exams will be in the evening of the first week of exams (but not always the same night) during the official exam period.

Saturday sections

typically have 11 meeting dates, no meeting on reading break Saturday, and meet for 3.5 hours. Meeting times are 8:30 to 12:00 and 13:00 to 16:30. Wherever possible, the final exam will be on the first Saturday of the official exam period.

For other patterns

for sections that meet for 150 minutes per week, apply for permission, with rationale, to the Registrar’s Office.

Graduate level courses are required to follow the meeting patterns if sections meet any of the following criteria:
• includes undergraduate students
• requesting to be scheduled in General Assignment classrooms
• running concurrently or cross-listed sections

Graduate course sections may be listed as TBA only until the end of the first week of classes.

Undergraduate course sections may not be listed as TBA unless they are along the lines of independent study, honours, research, practicum placement, or field study.
Appendix F: McGill University Course Scheduling Pattern

How will the classes be scheduled?

1. Credit-bearing courses and courses with CEUs, their exams, and required class events have scheduling priority over all other activities that require the use of teaching space.

2. Allocation of instructional space will be based on the following:
   - As much as possible, the pedagogical needs of courses will determine the type of rooms assigned, if requests have been submitted and approved by the chair/director/dean.
   - Each year, the scheduling requests expressed by all academic units will drive the allocation of space, so courses will not necessarily be scheduled in the same room from year to year.

3. The class schedule will make full use of days and times across the work week, and classes will be scheduled as follows:
   a. Classes will normally be scheduled Monday to Friday
      - Undergraduate and graduate degree courses will normally be scheduled from 8:30 to 17:30, but it may be necessary for Enrolment Services to schedule undergraduate and graduate classes in the evening, as, for example, in the following:
         o Courses difficult to schedule otherwise.
         o Courses requiring space for brief portions of the term (e.g., as part of a practicum in a professional program)
         o Continuing Studies courses will normally be scheduled from 18:00 to 21:00.
         o Scheduling practices will accommodate programs that are designed specifically for weekend delivery, such as the EMBA
   b. The following patterns, which are designed to promote flexibility and avoid class conflicts within academic programs, are used without exception for courses based on a 3 x 1 or 2 x 1.5 pattern:
      - 3 X 1 hour
- Monday, Tuesday and Thursday (MTR)
- Monday, Wednesday and Friday (MWF)
- Tuesday, Thursday and Friday (TRF)

- 2 X 1.5 hours
  - Monday and Wednesday (MW)
  - Tuesday and Thursday (TR)
  - Wednesday and Friday (WF)

c. For the same reasons, classes are scheduled within three blocks during the day (8:30 to 11:30, 11:30 to 14:30, and 2:30 to 17:30) and must not span two blocks.

4. Whenever possible, instructors will not be required to teach courses continuously for more than three hours or to teach more than two different courses back to back.

5. Courses that have not received full governance approval will not be scheduled.
Appendix G: Resources

We recognize that some of the recommendations in this report will take time and resources to implement. At the discretion of the University of British Columbia, AACRAO Consulting is available to provide further assistance if you require it. Please do not hesitate to contact us should you have any questions or wish to discuss any further assistance we could provide.

Consider participation in various basic and advanced training and development opportunities provided by AACRAO, including webinars, special-topic conferences, and its annual meeting.

Consider the following AACRAO Publications to supplement this report:

⇒ Managing Academic Space: A Guide for Higher Education Institutions
   http://www4.aacrao.org/publications/catalog.php?item=0142#.Vv6N-vkrKUk

⇒ AACRAO’s Professional Development Guidelines for Registrars: A Self-Assessment