



*The Scheduling Project Kick-Off event took place on February 27, 2019. At the event, attendees were invited to submit questions and comments through [Sli.do](#). We have consolidated the questions and comments by theme and addressed them below. If you have any further questions or comments, please get in touch with the [Scheduling Project team](#).*

### **How long do we have Scientia for? Can we make Scientia work better?**

In 2018 we signed a 5 year renewal with Scientia. It was decided that implementing a new scheduling system concurrently with the [Integrated Renewal Program](#) would result in competing resources and interests. Therefore, changing our scheduling technology has been deemed out of scope for this project.

To ensure we receive optimal performance with our scheduling software, we upgrade Scientia to the latest version every two years. Software upgrades provide for improvements such as bug fixes and enhanced functionality. The next upgrade will take place this summer (2019). More information to come.

We do not effectively leverage many of Scientia's capabilities due to our current model and associated business processes. One of our [project objectives](#) is to leverage functionality existing in Scientia to gain efficiencies in human resources, business processes and teaching space resources.

The project also intends to reach out to other institutions who use Scientia to learn about their scheduling model and how they have leveraged the software's capabilities.

### **We've been hearing about the need to change UBC's scheduling model for quite some time. How do I know this review will really happen now?**

In 2018, through the endorsement of our executive sponsors, funding was secured to enable dedicated resources required to lead and conduct this project. To learn more about the milestones that lead to the scheduling project commencement, read the [project background](#) information on the Scheduling Project website.

### **Are you planning to make all course scheduling the exclusive function of Scheduling Services, with some input from TReps?**

The project does not have any pre-determined plans on the future state of the scheduling pattern and model. The project will ensure collaborative stakeholder engagement, taking a consultative and iterative approach in the development and evaluation of a new scheduling model. We will work in collaboration with the scheduling community to better understand requirements, including pedagogical needs before committing to a particular scheduling model. Simulation and exploration of various models will help inform us on the best possible solution.



***Is reviewing and removing staff resources from departments in scope?***

No. The project will conduct a thorough consultation with all departments to understand scheduling practices and considerations, parameters and constraints. The focus of this consultation is to better understand “how” scheduling is done in departments rather than “who” does it. Following analysis of this information, recommendations may follow with respect to simplifying, streamlining and aligning our scheduling practices and processes. Removal of departmental staff resources will not form any part of the project’s recommendations. Recommendations concerning Scheduling Services resources, however, could be made as a result of the project.

***How will you address unique needs and requirements of various groups (departments, programs, etc.)?***

The project will conduct a thorough consultation with all departments to understand scheduling practices and considerations, parameters and constraints. Informed by the scheduling community, the steering committee will serve as the primary governing body and decision making group. The steering committee will be tasked to make decisions that serve the community and institution as a whole.

***The scheduling community has diverse needs and may not agree on requirements for a future model. How can we achieve satisfaction for all stakeholders?***

It is important that we take a holistic and innovative approach when reviewing the scheduling model and determining solutions. The [project goals and objectives](#) will serve to unify and guide us in our collective effort to co-create our future model. There is likely no “perfect” model that will meet everyone’s expectations, rather we will need to make tradeoffs that enable us to achieve our project goals and gain improvement overall.

***Have you contacted other similar size Universities to find out if they have experienced similar issues, and how they have solved them?***

The project delivery team has begun researching best practices and is in the process of reaching out to institutions to learn about their scheduling models, and any associated issues and resolutions. As outlined in the [project approach](#), we will build off of and leverage work and insights generated from other sources. This includes our counterpart on the Okanagan Campus who recently improved their scheduling model. The project also intends to reach out to other institutions who use Scientia to learn about their scheduling model and how they have leveraged the software’s capabilities. More outreach will take place as part of the project.



***Does the Scheduling Project scope include looking at ways to mitigate long walks between classes, which impact teaching and student success?***

Yes, this is a parameter that will be explored during the project. As per one of the recommendations from the 2016 AACRAO report, we can explore solutions such as setting up “scheduling zones across the campus that will assist in keeping students and faculty in classes that are in close enough proximity”.

***Will the new SISC be linked with Scientia?***

Yes, an integration will exist between the new student system and Scientia.

***What training is currently offered for TReps using Scientia?***

Scheduling Services currently offers a 3-hour one-on-one training session for all new TReps during the office’s off-peak periods. The [Scheduling Services team](#) are also available for ad hoc support.

Scheduling Services will explore the training ideas we heard from the community at the Scheduling Project Kick-Off. These include:

- Monthly targeted process training
- Weekly drop-in time
- Video tutorials with a variety of topics from getting started for beginners to short cuts and advanced processes.
- [TRep directory](#)
- Community of Practice or other method of leveraging the scheduling community’s expertise.
- A medium through which TReps can communicate with each other (e.g., a [Slack](#) channel)

***Is UBC planning to build classrooms that fit over 200?***

There are no classrooms that seat over 200 planned for upcoming, funded projects. There will be a new large classroom that seats 150 as part of the Brock Commons project, anticipated for completion in September 2022.

BIOL 1000 (240 seats) will be coming back into the General Teaching Space inventory in September 2019, after a complete renovation. HEBB 100 (375 seats) will also be back in the inventory for September 2019.



***There aren't a lot of rooms that can support innovative pedagogy at a medium (~100-150) level. How do you plan to support excellence in transformative teaching?***

Transformative teaching can mean a variety of things, but from the perspective of physical infrastructure, Facilities Planning's role is to provide learning spaces that meet the pedagogical needs of users.

Recent buildings and renovations with classrooms that push the envelope from an innovation standpoint have been developed in collaboration with the primary users, blending the room amenities and furniture configuration with the program delivery. While this caters to Tier 1 users under the current scheduling model, Scheduling Services has implemented the [Requesting Classrooms with Specialized Technologies program](#), where users who have a desire to teach in the new innovative rooms can apply to be scheduled into an appropriate classroom.

Program needs/desires are not the only drivers of change. In the most recent version of the UBC [Learning Space Design Guidelines](#), we have incorporated current best practices and some UBC specific requirements for our classrooms, many in support of transformative teaching and learning.

On an annual basis, the [Learning Space Advisory Committee \(LSAC\)](#) solicits learning space project ideas from faculties, but we are always interested to hear where there are unmet needs or gaps in the classroom inventory. Please feel free to forward your thoughts and ideas to your LSAC representative or directly to the Facilities Planning Learning Space team at [learning.spaces@ubc.ca](mailto:learning.spaces@ubc.ca).