The strategic plan has identified education renewal, program redesign, practical learning, interdisciplinary education and student experience as key strategies. We will be teaching differently in the future and our infrastructure must support that work.

Dr. Pam Ratner
Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities

**Goals**
- Support excellence in transformative teaching and learning
- Achieve agility and ease in administration and user experience
- Ensure optimal and effective use of the institution’s teaching space and resources
- Ensure reliable, integrated, and accessible data that enables informed and strategic decision-making
- Support academic success

**Objectives**
- Support the pedagogical needs of various courses and programs, which vary across disciplines.
- Provide scheduling stakeholders with flexibility and adaptability for innovation and change.
- Simplify, streamline and align scheduling practices and processes.
- Leverage functionality in existing scheduling software (i.e. Scientia) to gain efficiencies in human resources, business processes and teaching space resources.
- Ensure appropriate allocation of space based on teaching requirements and increase utilization of teaching spaces.
- Improve access and capture of accurate scheduling data to support more informed strategic decision making.
- Mitigate student schedule conflicts allowing for increased availability of courses required for graduation.

**Project Timeline**

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<td><strong>Sept 2018 - Jun 2019</strong></td>
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<td>Project Direction and Analysis</td>
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Website: https://facultystaff.students.ubc.ca/scheduling-project - Email: scheduling.projects@ubc.ca
Vancouver Scheduling Project - Key Messages

- This project provides the University with an important and exciting business transformation opportunity.
- Evolution of our 20+ year old academic course scheduling model and pattern provides opportunity to better align with the University’s strategic plan – to support transformative teaching and learning.
- Challenges with the scheduling system (i.e. Scientia) are due to issues with our current business processes, and are not technical in nature. Hence this is not a technology project.
- Community consultation and engagement is integral to ensuring the gathering of quality scheduling inputs with a pedagogical focus. These inputs will enable the team to conduct productive simulations and evaluations of various scheduling options.
- There are no predetermined outcomes, and no solution will be “perfect”. To realize project goals and objectives, trade-offs and difficult decisions will be required.
- Governance has been established to support decision-making with a broadened institutional perspective.

Consultation Phase - Key Messages

Inputs Gathering Tools

- Community consultation and engagement is integral to ensuring the gathering of quality scheduling inputs with a pedagogical focus. These inputs will enable the team to conduct productive simulations and evaluations of various scheduling options.

- To test the data collection tool, WDC, we worked with a testing group of T-Reps. A pilot group of Departments has been engaged to help trial and gain some lessons learned on the scheduling inputs collection process and approach.

- Heads and Directors, with responsibility for the assignment of teaching, play a key leadership role in ensuring a collaborative effort amongst the department or school's faculty and timetable representatives to submit comprehensive information for the project.

- Scheduling stakeholders will be invited to attend project information sessions, including a demonstration of WDC. Follow up meetings will also be scheduled to collect any additional relevant scheduling information.

- During the inputs collection period, dedicated resources, as well as support lab sessions, will be available to assist stakeholders with any questions regarding the collection tools and/or process.

Consultation Timeline

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