

Classroom Use and Academic Scheduling Committee

Annual Report 2023/2024

2023-2024 Faculty Appointments

Drake Dantzler (CAS) Co-CHAIR 2023-2024

Julia Smith (SEHS)

2023-2025 Faculty Appointments

Karen Miller (CAS) At-Large

Peg Kennedy (SON)

Christina Lim (SHS)

2023-2026 Faculty Appointments

Maria Beam (CAS 2)

Osamah Rawashdeh (SECS)

Janelle Townsend (SBA)

Vijit Pandey (SECS) At-Large

Advising Appointment PAC

Rachel Stagman (FYAC) 2023 - 2026

Student and Staff Appointments

Zohaib Ali (Student Congress) 2023-2024

Beth Dawson (Academic Unit Coordinator) 2023-2024

Joe Shively (CAS) (Associate Dean) 2023-2024

Tricia Westergaard (Registrar) CO-CHAIR 2023-2024

Kristin Landis Piwowar (EVA A&P / Associate Provost)

Unofficial Contribution Staff

Chris Goeth, Associate Registrar

Ryan Ghedotte, SEHS Scheduler

Charge:

The Committee shall work in consultation with the Registrar and Provost's Office for monitoring, reviewing, and guiding decision-making with respect to recommendations for classroom and academic scheduling and related resources as well as developing recommendations for policies and practices on the most efficient and effective use of classroom resources and academic scheduling development.

1. Initiates the development of policies, practices, and procedures pertaining to classroom scheduling and related academic scheduling for approval or endorsement (as appropriate) and then moves them through the appropriate approval processes.

2. To prepare recommendations to the Senate for scheduling policy changes that will be responsive to academic needs of programs and will simultaneously maximize classroom use for strategic growth.
3. Analyze data relating to classroom usage, course scheduling, seat fill rates, enrollment caps, and space utilization.
4. To identify all differing course delivery patterns (laboratory/studio, 4- vs. 3-credit, online, hybrid, out-of-module F2F, etc., classes) which impact classroom use and academic schedule development.
5. Analyze all of the course delivery patterns including delivery patterns that fall outside of the current time modules.
6. Make the enforcement of standardized course times a priority.
7. Consults with Registrar on any questions, issues, or disputes about class scheduling in accordance with the *Scheduling Values, General Purpose Classroom Optimization and Assignment practices*.
8. Develops registration related policies and procedures including the use of technology and resources to support the class scheduling and registration process.
9. Consults with other committees, task forces, or working groups as appropriate and may make subcommittees as needed.

Summary:

Early on, we acknowledged the work of the prior Ad-Hoc Committee. They developed the [schedule types and instructional methods](#) and [created the schedule of classes](#) page in the ERN. One critical item that was deferred from the Ad-Hoc committee was reviewing the [2006 Senate Task Force on Classroom Use and Scheduling report](#) to determine if the time modules we currently use meet current needs. The reason for the deferral was because classroom utilization has been atypical since Fall 2019 due to the pandemic and South Foundation Hall construction.

The committee began with a high level overview of related policies and procedures. We reviewed [Policy 190](#) and [Policy 370](#) as well as the [Schedule Values, Optimization and Assignment](#). Finally, we completed a high level overview of the [Schedule of Classes Production Cycle](#). Once we completed this review, we identified the priorities for the academic year and began working on them. We maintain a list of topics for future action.

Most of the fall semester was reviewing classroom and time module utilization reports that were created by Chris Goeth, Associate Registrar. The committee reviewed data such as instructional format comparisons, time module usage, average credit hour, etc.

As we transitioned to the winter semester, we began developing a survey geared towards faculty and staff who have any role related to scheduling. In March, the survey was sent out. The initial response was good, but the committee recognized some key departments were not

represented. As such, there was a targeted message that went out in early May to increase the response rate.

The survey aims to understand the use of primary or secondary modules in scheduling development. Our goal is to assess if the current time modules meet needs, and if not, why. Although more analysis will be completed when we have the additional responses, there have been some initial findings that are noteworthy. When we reviewed the initial responses in March, 19.4% of respondents say that they are not knowledgeable at all about standard and secondary time modules. 19.3% of respondents are only slightly knowledgeable. This clearly shows that there is a lack of understanding about time modules and this represents a training opportunity. The committee developed some preliminary recommendations, but decided to wait until we close the survey in late May. The committee will begin 2024/2025 reviewing the survey data and formulating recommendations.

One takeaway that the committee discussed this year was the lack of a schedule of classes development software product at OU. The business process of developing a schedule of classes is siloed and often results in chairs/schedulers working with incomplete data. There are no reports that units can use in real time to develop the schedule of classes. The scheduling and class time data we looked at was time consuming to create and challenging to obtain, whereas a schedule of classes development software would have real time scheduling conflict avoidance and reporting capabilities. The result would be greater efficiency in scheduling and less post-scheduling conflict resolution work for both schedulers and the Registrar's office. As such, the committee was in support of the university looking into a schedule of classes development software.