

Supplemental Information for the Final AdAstra Report

The following tables represent options reviewed and considered by the AdAstra Taskforce in November-December 2012. These tables were omitted from the final report by a majority vote in the final meeting; however, the taskforce members agreed that they could be shared by the Taskforce chair if requested by the Provost's Office.

Under Scheduling Changes (p. 3):

4. **Increased scheduling flexibility includes expanding the clock to encourage use of classrooms during non-traditional times such as late night classes, labs, or recitations.** Programs should be encouraged to create their own working options tailored to their student populations. Schedule options that are appropriate for graduate students may not apply to undergraduate populations.

In both item 4 and 5 are a few possible examples of how the flexible schedule can allow for new options for our students. This list is not intended to be exclusive or exhaustive.

1 Course to 3 Weekends		
SCHEDULE: One class over 3 weekends: 4-5 courses could be run during each long term. Doctoral or Master's programs could run 15 courses over a year at a maximum.		
Friday X3	Saturday X3	Sunday X3
4 hours	8 hours	4 hours
Only for the population that does not work on the weekends or after hours.		
The cohort would be weekend classes only. All courses offered in this format would be required. The cohort fosters completion and stabilizes enrollments for the courses. Faculty would teach courses that they had developed and taught several times over the long semesters first.		

5. **Quality online offerings should increase.** UNT can expand its online offerings for undergraduates and professional graduate programs. Opportunities exist to expand our current offerings. In addition, we are pursuing new models such as the new Accelerated Online Program (AOP). Other accelerated versions (e.g., 5-week courses) can be considered in the future. Again a few examples of such additional opportunities are provided below.

Blended courses using traditional classroom + Online		
SCHEDULE: Several courses could be run during each long term depending on the length and spread of the blended portion of the class.		
Tues	Thurs	50% online
1.5 hours for class one	1.5 hours for class two	Additional assignments to at least 15 meetings of 1.5 hours over the normal semester.
Cohort scheduling or specific undergraduate or graduate populations should be considered for this format. The cohort fosters completion and stabilizes enrollments for the courses.		

Blended One-weekend + Online			
SCHEDULE: Several courses could be run during each long term depending on the length and spread of the blended portion of the class.			
Friday	Saturday	Sunday	51% online
8 hours	8 hours	8 hours	Additional assignments to at least 9 meetings over three weeks for 45-48 clock hours.
<p>Would this appeal to a typical undergrad? Is such a model better suited to graduate students? The cohort fosters completion and stabilizes enrollments for the courses.</p> <p>For graduate programs at TWU and other places, the cohort model was used with an MBA program and the cohort took weekend classes only. All courses offered in this format were required.</p> <p>Faculty taught courses that they had developed and taught several times over the long semesters first.</p>			

Under Short-Term Action Items (p. 6):

5. **Develop a mechanism to incentivize programs to implement cost-effective scheduling.** Incentives programs should be developed to enhance compliance with cost-effective scheduling. Within the first several iterations of data-driven schedule decisions, benefits will not be immediate or easily assessed. It is important to establish momentum for the evolution of this process and its integration into other aspects of university decision-making by incentivizing change.

Faculty and Departmental Incentives for Cost-Effective Scheduling	
Faculty	Department
<p>Financial Incentives</p> <ul style="list-style-type: none"> • Regular salary vs supplemental • One-time lump-sum payments • Teaching/research assistant support • Funding to attend academic conferences Professional development funds • Other support – equipment, etc. 	<p>Financial Incentives</p> <ul style="list-style-type: none"> • Leave of absence (e.g., sabbaticals) • Team teaching and group projects • Interdisciplinary research opportunities • Recognition (e.g., awards)
<p>Non-Financial Incentives</p> <ul style="list-style-type: none"> • Leave of absence (e.g., sabbaticals) • Team teaching and group projects • Interdisciplinary research opportunities • Recognition (e.g., awards) 	<p>Non-Financial Incentives</p> <ul style="list-style-type: none"> • Feature a quality student on the homepage or other appropriate venue • Feature a faculty member on the homepage or other appropriate venue