

# Final Report

Prepared by the Ad Astra Taskforce

Due December 15, 2012

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## Executive Summary

Analysis of UNT's academic space use demonstrated the importance of changing how UNT assigns classroom space. The Ad Astra Taskforce was charged with examining the issues related to academic space use and addressing the main goals of enhancing efficiency and achieving cost savings. Additional goals include the improvement of student academic success measures such as time to degree, timely access to courses, and graduation rates.

**Short term recommendations:** The Ad Astra Taskforce has identified the following short-term actions to move the university forward:

1. **Implement an academic scheduling policy for general (110) classrooms.** The academic scheduling policy for general (110) classrooms was developed by Lynn McCreary, the Registrar and Darlene Callahan, Director of Space Management and Planning. (Classroom Scheduling Policy Draft in *Appendix A.*)

Building upon the information provided by Ad Astra and a review of current trends at other institutions, the following recommendations to policy were considered and scheduling procedures were sent to departments. Each term the Departments will receive a set of referencing benchmarks. For fall of 2013 the following benchmarks were used:

- Courses should continue to be offered with standardized start times, end times, and schedule blocks to maximize classroom use and course availability. The exception will be classes offered at Discovery Park, which will be offset by 30 minutes from main campus schedule.
  - Departments and programs should schedule no more than 55% of their classes during prime time (9 A.M. to 2 P.M. Monday-Friday).
  - Course spread across the week must address student needs.
  - Room assignments should be based on best-fit ratios between actual enrollment trends and maximum room capacity.
  - Course sections should be manipulated to maximize capacity and quality instruction.
2. **Develop a schedule review process to evaluate general classroom use, to identify student-driven scheduling practices and assign a portion of large classrooms to hybrid courses.** The Registrar's Office will need an additional staff member to manage the data and reporting, large classroom assignments for hybrid courses, and to address concerns with the Academic Associate Deans Council. The Academic Associate Deans Council can provide oversight until the process matures.
  3. **Coordinate course offerings and budgetary processes to maximize student-driven demand and degree progression.** This recommendation is best addressed at the level of the Provost's office and is described in the *Provost Recommendations.*

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4. **Integrate current room scheduling information and aspects of the new academic scheduling policy to shape departmental behaviors toward efficient room use and planning.** The Registrar's Office can generate the reports, and share information with departments as part of the scheduling procedures and process. Additional reports to assess efficiencies and compliance with scheduling policy can be developed to guide departments and serve as the basis for administrative evaluations of stewardship and planning.
5. **Implement heating and cooling schemes that mirror actual building use as soon as possible.** Once reliable space use data can be collected and analyzed, additional efficiencies related to managing specific buildings and spaces can be leveraged to control other costs.

**Long term recommendations:** To maximize the potential outcomes for students, faculty and the university, the following long-term recommendations should be considered:

1. **Create a system that reports room use consistently with best-fit ratios and that trends data by course, degree, program, department and college needs.** The Ad Astra Platinum Analytics package can be developed and additional modifications to existing systems such as EIS and DARS implemented to create a data-driven scheduling system that expands with the needs of the institution.
2. **Implement a review process to continuously evaluate schedule and room use efficiencies.** A staff member in the Registrar's Office can manage reporting and address concerns with the Academic Associate Deans Council, chairs and deans as needed.
3. **Integrate course offerings with academic degree planning to promote course access and improve timely graduation rates for students.** An automated process cannot be achieved in-house. Automation can be achieved via Platinum Analytics, an Ad Astra product. The program is designed to use information from EIS, DARS and a scheduling system to generate course predictions. The cost is \$165,000 for the license fee and \$43,000 for a yearly managed service fee. (Quote available in *Appendix C*.) Along with Platinum Analytics, one additional staff member in the Registrar's Office is required. The Academic Associate Deans Council should oversee implementation to insure university goals are coordinated across academic areas
4. **Improve efficiencies related to class scheduling.**
  - **Develop an online scheduling process.** EIS can be modified to accept direct scheduling entry from departments and reviewed by the Registrar's Office. The Registrar's Office may need programming assistance through consultants – CIBER for instance. It might also be made a priority with the in-house ITSS.
  - **Consider a student friendly class search system.** Both UTD and Rutgers have an easy to use system that allows students to find courses by subject, availability, core requirement, as well as several other options. See UTD at <http://coursebook.utdallas.edu/> as well as Rutgers at <http://sis.rutgers.edu/soc/>

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5. **Discontinue the Ad Astra Taskforce in the short term.** The taskforce can reconvene after two months to evaluate the progress of its recommendations or these duties can be assumed by the academic schedule committee or the Academic Associate Deans Council.

## Final Ad Astra Report

**Introduction.** In the current economic environment, it is incumbent upon Texas public institutions to consider smart growth strategies to grow the quality and accessibility of programs in a manner that requires fewer state and local resources.

### Policy Change Opportunities

**Establish a Classroom Scheduling policy for the 110 (general) classrooms.** In Summer 2012, Ad Astra presented a critical analysis of academic space use at UNT. An academic classroom scheduling policy was identified as a critical step toward creating lasting change for how space is viewed and used on the UNT-Denton campus. Such a policy can also serve as a vehicle for on-going review and for improved management of this critical resource. *Appendix A* contains a draft of the Classroom Scheduling policy.

The Classroom Scheduling Policy and the drafted Scheduling Procedures in *Appendix B* from the Registrar's Office include the following tenets:

1. **Courses should continue to be offered at standardized start times, end times, and schedule blocks to maximize classroom use and course availability.** Standardized start and end times (*on grid times*) are easier for students and faculty to remember when managing their available time. These times also provide maximum "fit" and reduce scheduling conflicts. Though not consistently enforced, this practice exists at UNT and reflects practices at several peer and aspirant institutions. A separate standardized schedule for the Discovery Park should be implemented that is offset from the main campus schedule to allow for travel time, so Discovery Park students can plan courses at both campuses with the fewest conflicts.
2. **Departments and programs will schedule no more than 55% of their classes during prime time (9 A.M. to 2 P.M. Monday-Friday).** Department chairs, with the help of their academic deans, will equitably distribute their classes across the standard day and week in order to maintain their current offerings, provide more flexible schedules to their students, and avoid bottlenecks in prime time. A reporting tool will be developed to help chairs and deans identify and address courses that do not adhere to policies. Chairs should be able to use reported data to improve compliance with scheduling policy and efficient room use. Chairs should be asked:
  - to use a report with information about room use to refine the current scheduling practice of their programs;
  - to develop a good sense of the general trends for their student populations; and
  - to provide predictions of the courses that will be needed in the next three semesters based on the current status for students in the programs.

The policy should consider the mix of undergraduate and graduate classes in prime time. Once effectiveness data for the 55% is available, the Academic Associate Deans Council can consider how this policy might separately apply to undergraduate and graduate programs.

3. **Room assignments should be based on best-fit ratios between actual enrollment trends and maximum room capacity.** Room assignments have historically been assigned based on the previous semester. This practice assumes head counts are static and maintain historic faculty preferences. Smart growth strategies require that classroom assignments are made equitably based on best-fit ratios related to class size and room capacity. Course placements should also reflect faculty and student travel patterns. Departments and other UNT bodies control rooms designated 210, 220, 350, 520, 610, 680, or 9999; classrooms (designated 110) are controlled by the Registrar's Office. Maximized capacity is required regardless of ownership.
4. **Course sections should be manipulated to maximize capacity.** Sections should be condensed to maximize capacity. The multiple sections of a single course should reflect the course capacity data based on the previous two semesters. Programs may choose to reduce the number of sections for a course if a combined section liberates faculty time and classroom space while accommodating degree requirements and student demand. For example, two sections of less than 15 students might be condensed to a single 30-student section which conserves space and faculty time. This can be accomplished while honoring faculty-determined course caps by utilizing under-the-cap capacities. Course sections might also be added for required courses when student demands consistently exceed offered sections. Accommodating unmet student demand will help students to complete high-demand degree requirements earlier in their programs. Programs should eliminate course sections that are offered at prime times or in high demand spaces, and are consistently underutilized by students.
5. **Establish a schedule review team or process that integrates course offerings with academic planning.** This team should be composed of the Academic Associate Deans Council and the Registrar. The team meets at strategic times to review course offerings and to insure the proposed class schedule aligns with larger institutional goals. The preliminary department schedules are reviewed by this team to maximize the availability of required classes and promote on-time graduation for students. The team notifies the deans and chairs of conflicting off-grid meeting times. Classes that are not scheduled on the grid, have the potential to impact the allocation of classrooms during prime time. This team ensures programs generate schedules that maximize enrollment potential in required classes and allocate full-time faculty teaching loads to higher enrollments. Such optimization will have minimal impact on faculty course loads.

The schedule review team might meet for the Fall term in the following timeframes:

- November -- After the first schedule draft (around the first week in November) the schedule review team would review the assignments for large rooms, class scheduling patterns, and overall course offerings. This review refines the room allocations based on the university/college level perspective.
- February -- Review class offerings in light of Spring enrollment and with anticipated enrollment goals. (The Financial Aid budget is typically finalized by this time.)

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- May/June -- Review and respond to last-minute class needs related to undergraduate orientations.

These duties should be assigned to the Academic Associate Deans Council with the intent to refine the process within 3-6 cycles of the schedule. The resulting refined process would be implemented at the department or college staff levels. Chairs will work with their deans to resolve bottlenecks and chokepoints. Ideally, the processes will be refined and embedded in the departmental scheduling process; however, external oversight during early stages of implementation is recommended.

### Scheduling Changes

1. **Students need better information about when courses are offered in future years to be able to plan degree completion in a timely manner.** Degree programs need information about the number of students who have successfully completed required courses and existing prerequisites in order to make functional, long-term schedules available to students. These schedules might become tools for programs to promote their offerings and for undergraduate academic advisors to shape student decisions toward degree completion.
2. **Student needs should drive scheduling.** The needs of the students should be the first priority. Once student needs are optimized, all other constraints can be addressed. This approach may necessitate faculty workload changes and shifts in course assignments.
3. **The cost of offering courses in a less than optimal manner represents lost opportunity for the university.** In the current economic environment, smart strategies for maximizing efficiencies cannot be avoided. Changing how the university community views resources (space, student demand, and faculty time) and critical measures of efficiency (graduation rates, time to degree measures, student satisfaction) is vital. Courses should be scheduled and managed in a mission-oriented and demand-driven model. Data management and maintenance are tools for successful implementation. Poor course management represents lost opportunities for students and programs.
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.
5. **Quality online and blended 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.

**Provost Recommendations: These are more global recommendations that include but are not limited to our prior recommendations.**

1. **Integrate academic degree requirements with course scheduling.** Students need courses required by their degree programs to be scheduled in sequential blocks that complement each other, especially as they progress through the program and their needs become more constricted. Chairs and programs should identify appropriate course rotations and whether under-enrolled courses should be moved to less frequent rotations to improve demand-to-capacity matches. New policies, software and procedures should enhance the department's ability to generate compliant schedules in the first round with refinements through reporting and interaction with the Registrar's Office and Academic Associate Deans Council to meet university goals. Initially, process implementation will require high-level commitment and resource assignments, but iterations of the process can be refined and less time-intensive in short order.
  - a) **Distribute course offerings across the morning and afternoon as well as across the week.** Departments will offer no more than 55% of their courses during prime time. Students have fewer choices when most departments use the same schedule. Departments should be encouraged to offer required courses at the beginning or end of the prime time hours since students are likely to enroll in required courses regardless of when they are offered. Departments should schedule required courses offered in the same semester in back-to-back chains. Departments might offer courses in an AM student and PM student schedule to accommodate those who work. This change would address bottlenecks in student demand and availability of courses as well as space and faculty time constraints.
  - b) **Adhere to a standardized schedule of start and end times.** Standardized start and end times make schedules with fewer conflicts easier for students and faculty to create and enhance room use strategies. Standardized schedule blocks allow students who meet their requirements from several departments to schedule courses across disciplines with fewer conflicts and take courses back-to-back more efficiently. These times also help faculty determine availability for commitments beyond their teaching load. All courses during prime time will be offered on the standard schedule unless specific permission is granted by the schedule review team.
  - c) **Implement a variation of standardized times for Discovery Park to begin classes on the half-hour instead of the hour.** A separate, complementary, standardized schedule for the Discovery Park should be implemented that allows students to plan courses at both campuses with the fewest conflicts.



- d) **Assign classrooms by the numbers and pedagogical needs.** Classroom assignments should be made according to the needs of the university. Scarce resources should be allocated in a manner that maximizes room to enrollment capacities. Capitalizing on these capacities will ensure continued university growth and good stewardship of resources. Pedagogical constraints for a class should also be factored into decisions regarding room assignment. Courses that require laboratory space, specific equipment such as a large screens, atypical software or group work space should be reported to the Registrar's Office. These constraints need to be added to the room optimizer. Ad Astra software can accommodate room features during scheduling. Several Tier One institutions use a software system to ensure scheduling is optimal and reflects university enrollment goals.
- e) **Establish a system that reviews current and future potential chokepoints.** Consistent review of current room inventories and their use can help departments address changes in the throughput of their programs and other associated costs. Once the new policies and tools are embedded into the processes, staff members will be able to produce schedules that are consistent with the needs and goals of the institution. The Academic Associate Deans Council should retain oversight of the academic scheduling policy and manage the proposed new changes to fruition.
2. **Integrate academic degree information in DARS, EIS and the scheduling system.** These programs need to interact to improve academic planning and scheduling. An automated process cannot be achieved in-house. A viable way to accomplish the automation is through a product offered by Ad Astra called Platinum Analytics. This program is designed to use information from the three systems and generate course predictions. The cost is \$165,000 for the license fee and \$43,000 for a yearly managed service fee. (Quote available.) Along with Platinum Analytics, one additional staff member in the Registrar's Office is required. This will ***not*** alleviate the need for involvement at the Associate Dean level for oversight to insure university goals are coordinated across academic areas. **For example, chairs are asked to consider workload in course assignments but these efforts are not uniformly followed throughout the University. Oversight of this practice should move to Deans Offices to allow UNT to achieve enrollment, quality, and financial goals.**
3. **Coordinate scheduling and budgets within UNT's processes.** UNT budget processes directly impact the ability of programs to plan for student demand and needs. A review of the cost of instruction that includes faculty workload, adjunct faculty costs and the viability of summer offerings should be conducted.

4. **Prioritize student needs that drive scheduling demands.** Student demand should reflect courses required for degree completion. Student demand should be accommodated to the maximum capacity of rooms and faculty. For example, most required courses at the sophomore- and freshman-levels are under-offered due to scheduling limitations for space and faculty. Meanwhile upper division courses that represent UNT expertise are at times under-enrolled. A better understanding of what drives enrollment in upper division courses, as well as, how to balance lower division course offerings and highly demanded upper division courses is needed. If upper division courses should be offered on a rotating basis, the best management schemes for these rotations need to be examined. Graduate courses are subject to similar issues and though less problematic with regard to space because of the offering times, such courses do consume faculty resources. Other constraints can be considered once student needs are addressed.
  
5. **Consider class search systems that are more student-friendly than our current UNT system.** Student-friendly refers to software that has increased utility, functionality and ease of use for our students. In addition, such software can collect data on student preferences and rates of enrollments. For example, both UTD and Rutgers have an easy to use system that allows students to find courses by subject, availability, core requirement, as well as several other options. See UTD at <http://coursebook.utdallas.edu/> as well as Rutgers at <http://sis.rutgers.edu/soc/>

#### **Short-term Action Items:**

1. **Implement an academic scheduling policy that affects general (designated 110) classrooms.** A draft of the policy has been developed and is included in *Appendix A*. Once implemented, efficient classroom use and accountability can be evaluated. The responsibility for policy implementation will be shared between the Registrar's Office and chairs in consultation with the schedule review team and the academic deans.
  
2. **Update room scheduling information for Spring 2014 and subsequent semesters to include some important tenets of the proposed new policy:**
  - No more than 55% of the program schedule is during prime time (9am-2pm).
  - Distribute course offerings throughout the day and the week.
  - Adherence to standardized start and end time.
  - Provide departments with data about enrollment trends based on two historical semesters and room use capacity for these courses.

The Registrar's Office has completed this change at minimal cost. The return will be shaping departmental scheduling toward the recommended policy. Implementation of the policy will be less cumbersome for departments if they are familiar with the tools and process.

3. **Establish a schedule review team** to examine the preliminary department course schedules or assign this duty to an existing committee such as Academic Associate Deans Council for adherence to the new policy, and to provide feedback to deans and chairs regarding conflicts.
4. **Dedicate one or several large classrooms (a limited resource) to hybrid course offerings and develop an evaluation and management process for this purpose.** The Registrar's Office would hold these large rooms for hybrid courses and then release them to other courses during times when hybrid classes do not need them. Courses are scheduled a year in advance so new sections can be added if early registration indicates they are needed. The return would be increased efficiency and capacity by avoiding the spread of daily reservations for hybrid classes across several regular classrooms to accommodate the infrequent face-to-face meeting times these classes require. This practice can be reevaluated if inefficient. The schedule review team would examine the room usage to ensure the process is effective. The complexity of this task is minimal once the schedule review team is established and charged.
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.

### Long-Term Action Items

1. **Create a system that reports room use consistently with best-fit ratios, trend data by course, degree, program, department and college.** UNT's previous investment in Ad Astra and the room optimizer can be leveraged to generate valuable returns in terms of reporting, trends identification, and data-driven scheduling decisions. The Registrar's Office would assume the responsibility for the system but the responsibility for data-driven scheduling decisions would be shared by the schedule review team, programs, chairs and deans.
2. **Create a review process to evaluate data for current and potential future bottlenecks.** Once the cost of report development has been absorbed, secondary processes will need to be developed to infuse the data into meaningful scheduling decisions. A review process that evaluates current and potential future bottlenecks based on student demand trends and changes to degree requirements will create cost savings and promote long-term assessments of

available resources and anticipated needs. The review would be conducted by the schedule review team in consultation with the deans.

- 3. Integrate academic course offerings with scheduling to promote timely graduation rates for students.** Academic program requirements must be integrated with course schedules and trend data. Most programs plan schedules based on degree requirements. It is the responsibility of deans, chairs, and programs to identify appropriate course rotations and whether low enrollment courses should be moved to a less frequent rotation to improve demand-to-capacity matches. Chairs and programs should implement other strategies to ensure that planning, capacity and student demand are enhanced to improve time to degree and graduation rates. Several schools such as Texas State University, San Marcos's systems allow students to see online how their previous coursework, including transfer hours, would be applied to a variety of majors should they change majors.
- 4. Develop an online scheduling process.** An online process for schedule creation is recommended. An online scheduling process can be built within EIS. Ad Astra can be used to separately examine the scheduling patterns used and how successful they were at the course level. The Registrar's Office would be responsible for developing the process, examining workflow and working with deans, chairs and staff to implement the process and insure appropriate training. Reporting tools that troubleshoot the process and create snapshots based on common departmental input errors will be important to implementation. Integrating reports with the room optimizer and other related systems also requires time and resources. Since programming resources are also limited, priorities must be examined to determine the importance of this request in a field of many other needs.

### **Efficiency and Operational Opportunities**

- 1. Benefit state proposals and requests for space expansion.** Classroom and facilities management will continue to be a benchmark for the state when requests for new buildings or expansions are made. Smart use strategies will be necessary to withstand the finer scrutiny expected at the state level. Smart use strategies ensure programs can demonstrate good stewardship to internal and external agencies and optimize expansion within existing spaces. Programs and the institution can reduce requests for additional space to mission-critical items.
- 2. Enhance building maintenance and renovation schedules.** The Construction and Management division of Facilities Management maintains and renovates educational facilities on-campus. Efficient use of current structures will increase the importance of updating and maintaining current classrooms. Stabilizing the expected number of classrooms and avoiding unnecessary expansion will allow UNT to direct more resources to improving current holdings and equipment. Improved classrooms may reduce the number of under-desired classrooms. As the

quality of classrooms steadily increases, capacities and conveniences to students and faculty can also be improved.

3. **Build support for internal and external bids for campus expansion.** The university will be able to demonstrate a substantial need for new spaces when capacities are maximized and systems are in place to consistently evaluate current holdings against program enrollments. Department chairs will be able to generate space requests based on objective data. Space Management and Planning will be able to demonstrate classroom-related needs and build proposals based on usage data. Administrative decisions for space can be based on demonstrated, quantifiable need and stewardship linked to program growth and student behavior.
4. **Maximize quality instruction and graduation rates.** Full-time faculty led instruction should reflect the highest quality instruction available to students. Using smart space management to enhance availability of required classes and existing faculty load capacities, students should experience the best instruction in required courses and efficient graduation rates.
5. **Reduce administrative and environmental costs.** An academic scheduling policy will establish expectations for how spaces should be used. Use of existing administrative structures and established policies reduce conflicts about use and appropriate management. Once efficient patterns are established, heating and cooling schemes can be adjusted to accommodate actual needs. Redirecting resources to existing buildings demonstrates a commitment to reduce costs and invest in associated programs. Program-held facilities might be upgraded more often to the highest standard creating automatic reinvestment in the program's existing resources.

## APPENDIX A: Classroom Scheduling Policy

### CLASSROOM SCHEDULING POLICY

**Policy Number:** TBA

**Date Issued:** Draft for consideration

**Applicability:** TOTAL UNIVERSITY

**Purpose:** The following policy governing the assignment of classrooms (space use type 110) has been adopted to promote the most efficient stewardship of the University's teaching spaces.

Teaching spaces are assigned based on student demand and academic need for success, and enhanced utilization and efficiency of facility resources. Scheduling of teaching spaces is the responsibility of the Registrar's Office. Oversight and management of these spaces are the responsibility of the Office of Space Management and Planning (OSMP) under the direction of the Provost Office.

**Definition:** A 110 classroom is a room or space used primarily for regularly scheduled instruction classes and that is not tied to a specific subject or discipline by equipment in the room or the configuration of the space (*THECB Reporting and Procedures Manual*, Appendix F, Space Use Codes).

**Policy:** The Provost Office owns all classrooms on and off campus. The Registrar sets the Scheduling Procedures for each term which involves the allocation of room resources in an attempt to best meet the demands of the University population as a whole. Departments must consider the following information when developing class offerings. Room assignment priority is based on adherence to this policy and the Scheduling Procedures set by the Registrar.

**Standardized Meeting Times:** Classes that meet three hours per week must be scheduled using standardized start times, end times, and schedule blocks as set by the Registrar to maximize classroom use and course availability. The spread of courses across the week needs to address the student needs and will impact room assignments. Requests to schedule classes during non-standard meeting times must be accompanied by a justification for special consideration and does not guarantee acceptance.

**Prime Time Hours:** Departments should distribute course offerings throughout the day, not just during prime time hours. Classes scheduled during prime time must adhere to the standardized start times, end times, and schedule blocks. The Scheduling Procedures set by the Registrar each term will determine the percentage of course offerings a department may offer during prime time.

**Class Size/Enrollment Capacity:** Enrollment capacity must be based on the actual anticipated enrollment for that section and course level. Room assignments will be based on best-fit ratios

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between actual enrollment trends, course capacity and maximum room capacity. Room utilization percentages are set by the Texas Higher Education Coordinating Board and will be reflected in the Registrar's Scheduling Procedures each term.

**Courses with Multiple Sections:** Departments teaching multiple sections of the same course must provide a diverse offering of sections to meet the scheduling needs of the students. Requests for multiple sections during a single meeting time, especially during prime time hours, will only be allowed if the supply of rooms at that time exceeds the demand.

**Room Assignment Priority:** In determining room assignment priority, a comprehensive review will take place that includes adherence to the standardized meeting times, percentage of department class offerings during prime time, and room utilization which matches course enrollment with room capacity.

**Specific Classroom Assignments Based on Exceptional Needs:** Requests for a specific classroom must be submitted to the Registrar and must address the exceptional need. Examples of appropriate consideration would be ADA accessibility for the instructor, or non-portable specialized teaching aids or materials not available in another room. Requests for general consideration for courses or departments will not be considered.

**Scheduling Priority:** All classrooms are scheduled according to the following priorities:

- 1) UNT course offerings
- 2) UNT continuing and professional education
- 3) Official University groups or individuals
- 4) Non-University groups or individuals

## APPENDIX B: Registrar's Scheduling Procedures

### Scheduling Guidelines for Classes Meeting in 110 General Purpose Classrooms for Fall 2013

The class scheduling process involves the allocation of room resources in an attempt to best meet the demands of the university population as a whole. Departments should consider the following information when developing their class offerings. Room assignment priority is based on adherence to these practices.

#### **Prime Time Hours**

Certain times of the day are more heavily scheduled than others. Prime time hours are between 9 am and 2 pm.

Departments should offer no more than 55% of their course offerings during prime time hours.

#### **Standard Meeting Times**

Classes that meet 3 hours per week should be scheduled using standard meeting times. Standard times from 8 am - 5 pm for a fall and spring semester are:

##### Prime time

MWF	TR
8:00 am – 8:50 am	8:00 am – 9:20 am
9:00 am – 9:50 am	9:30 am – 10:50 am
10:00 am – 10:50 am	11:00 am – 12:20 pm
11:00 am – 11:50 am	12:30 pm – 1:50 pm
12:00 pm – 12:50 pm	
1:00 pm – 1:50 pm	

##### Non-Prime Time

MWF	TR
2:00 pm – 2:50 pm	2:00 pm – 3:20 pm
3:00 pm – 3:50 pm	3:30 pm – 4:50 pm
4:00 pm – 4:50 pm	
	M 2:00 pm – 5:00 pm
	T 2:00 pm – 5:00 pm
	W 2:00 pm – 5:00 pm
	R 2:00 pm – 5:00 pm

Evening classes are typically scheduled for 3 hour periods beginning between the hours of 5 pm and 7 pm or for 1½ hour periods MW or TR beginning between the hours of 5 pm and 7 pm.



### **Non-Standard Meeting Times**

Classes scheduled for non-standard meeting patterns should begin at 2 pm or later. Any request to schedule a class at a nonstandard meeting pattern during prime times (9 am – 2 pm) must be accompanied by a justification for special consideration. Justification statements are due to the Registrar's Office by October 19, 2012.

### **Class size/Enrollment Capacity**

Enrollment capacity needs to be based on the actual anticipated enrollment for that section. If more than one section of the course will be offered, consideration should also include the anticipated enrollment at the course level.

Departments should notify the Registrar's Office in writing if the anticipated enrollment for a course or for a particular class section is projected to be significantly greater than enrollment in that course in the previous like semester. This will be considered during the room assignment process.

Deans have the authority to increase enrollment caps up to the limits of the classroom capacity.

### **Large Classrooms**

Large classrooms are a limited, high demand resource and require special scheduling consideration.

Departments should notify the Registrar's Office in writing if the anticipated enrollment for a course or for a particular class section is projected to be significantly greater than enrollment in that course in the previous like semester. This projection will be considered during the room assignment process.

The following criteria are used in assigning large rooms:

1. Class capacities must be set based on realistic anticipated enrollments both at the section level and at the course level if multiple sections are offered.
2. Large classrooms are assigned based on an expected room utilization ratio of no less than 80%.
3. Requests for new large classes should be scheduled at non-prime times when possible.
4. The total number of enrollments per course and classroom usage for previous semesters should demonstrate the need for a large room.
5. Any requests/justification for special consideration should be submitted in writing or by e-mail to the Registrar's Office by October 19, 2012

### **Room Assignment Priority**

When determining room assignment priority, a comprehensive review will take place that includes the following factors:

- Room utilization -- the ratio of expected enrollment to the seating capacity of the room.
- Use of standard meeting pattern.
- Ratio of department class offerings during prime time.
- Department room utilization history based on prior like term.
- Prior term meeting times and number of sections offered.
- Overview of departmental changes in course offerings and room assignments.

### **TBA Locations**

Classes that could not be assigned rooms will be assigned "TBA" as the building and room. All TBA labeled sections must be assigned rooms or cancelled before the schedule is live online. Departments should consider modifying the section offering if wanting to have the section scheduled in an available room.

### **Requests for specific classroom assignment based on exceptional needs**

Requests for consideration of specific classroom assignments must be submitted in writing to the registrar by October 19, 2012.

Requests must address individual class sections and must specifically address an exceptional circumstance. Requests for general consideration for courses or departments will not be considered.

Examples of appropriate consideration would be ODA accessibility for the instructor, or perhaps if there are specific teaching aids or materials available in one particular classroom which are not portable.

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**APPENDIX C: Ad Astra Platinum Analytics Quote**



**Ad Astra Price Quote for  
University of North Texas  
7/11/12**

**Platinum as a Service**

Services/Deliverables include:

- Hosting and Environment Administration (Optional)
- Application Administration
- Rollout Management
- Analysis of Findings and Recommendations
- Change Management Consulting
- Platinum Analytics Dashboard Module (when this becomes available)

Year	License Fee	Hosting Fee (Optional)	Annual Managed Service Fee	Total Annual Fee
2012	\$165,000	\$10,000	\$42,500	\$217,500 due upon contract execution
2013		\$10,000	\$42,500	\$10,000 + \$42,500 Totaling \$52,500
2014		\$10,000*	\$42,500*	\$10,000 + \$42,500 Totaling \$52,500
2015		\$10,000*	\$42,500*	\$10,000 + \$42,500 Totaling \$52,500
2016		\$10,000*	\$42,500*	\$10,000 + \$42,500 Totaling \$52,500

Note: "\*" fees subject to increase per contract.

Sales tax will apply, if applicable.

Quote is valid for 60 days from date above.

This quote nullifies any quotes dated prior to the above date.

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