

Academic Schedule Policy	Policy Sponsor: Provost	Approval Date: Senate: April 11, 2016 Board of Governors: June 22, 2016
	Responsible Units: Faculties and Registrar's Office	Revisions:

A. Background & Purpose

Academic scheduling is a key activity of the university. The academic schedule

Moving forward, student demand will be captured through course combinations and will form a basis of the academic schedule.

The purpose of this document is to define and assign the roles and responsibilities involved in creating the academic schedule for courses that are part of academic programs at the university, to define the parameters under which the Registrar assigns class times and locations, and to define procedures to resolve issues that can arise as part of creating the academic schedule.

Policies related to this Academic Scheduling Policy are

- x Campus Booking Policy which establishes the parameters and resolution mechanisms in the case of room or time conflicts with bookings outside the scope of this policy,
- x Employee Accommodation Policy which sets out procedures for employees seeking workplace accommodation, and
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Classroom Common Pool: A classroom, seminar room, or auditorium that is equally available to all departments to book and is centrally administered.

Classroom Locally Managed: A classroom, seminar room, or auditorium that is under the control and responsibility of an individual Academic Unit

Course Requirements : Information about an academic delivery or event that describes how the activity should be scheduled in terms of:

- x Projected course enrolment
- x Features of a room required to teach the course appropriately, including the type of seating, IT equipment etc.
- x Format of delivery, including the number and length of periods, sequencing of delivery of theory and practice, the interval of time between periods, etc.
- x Time-of-day or days of the week when the course can be scheduled, based on approved constraints.

Instructor: An individual appointed by the university who has primary responsibility for a course.

Mandatory adjustment : An adjustment that the university has a legal obligation to meet.

Mandatory scheduling constraint: A scheduling constraint for which the academic unit can assert that the constraint must be met, such as an Academic Unit indicating that a particular Instructor, who is a member of the University Senate, may not teach at the same time as the University Senate meets.

Room characteristic: A property of each room that describes special features, attributes, or equipment in a room that can affect or influence the mode of teaching in the room such as a stage, scientific laboratory equipment, audio/video equipment, or computer software.

Support Activities: An activity that is a planned and approved part of a course or an academic program and that complements lectures. Examples include labs, practicums, studio sessions, and tutorials.

Schedule: The listing of dates, times and locations of academic deliveries.

D. Policy Statement

The creation of the academic schedule shall remain a cooperative endeavor between the Registrar, the Academic Units, and other related units at the university. The roles and responsibilities of each of these participants are presented in Section E. The Registrar shall work with designates of the Academic Units and not directly with Instructors in establishing the academic schedule.

The academic schedule shall, as reasonably possible, take into account scheduling constraints that are provided and approved by the appropriate Academic Unit prior to the generation of a schedule.

The following principles govern the creation of the academic schedule. The principles are grouped and ordered only for the sake of convenience.

Scheduling practices

- x Courses identified as core elements for a common year of a program should be scheduled in a way that a conflict-free schedule with these core courses is feasible.
- x As best as can be managed within the scheduling constraints, courses should be assigned to rooms with the required room characteristics for teaching the course.

Students

- x The schedule should facilitate the widest range of program and course selection for students. To this end
 - o The university will have a defined time pattern for courses defined in Section F.1). Courses will follow the defined time pattern.
 - o The schedule shall aim to provide the most combinations of courses across a day rather than have any single time slot of the day with maximum selection of courses.
- x Iterative schedule changes following publication of the academic schedule should be limited to allow Instructors and students to plan with greater certainty. Once registration exists in a course it cannot be removed from the schedule without the approval of the Provost.
- x As it is possible to predict through course combinations, the time to transition between classes on the same campus or between campuses shall be considered when assigning course times and locations.

Instructors

- x The assignment of times must not conflict with Instructors' other teaching assignments or academic responsibilities.
- x The assignment of class times and locations for Instructors shall conform to the terms of the applicable collective agreements.
- x All mandatory adjustments and mandatory scheduling constraints as approved by the appropriate Academic Unit (see Sections E and F) shall be respected.
- x Adjustments and scheduling constraints that are not classified as mandatory, including Instructor scheduling preferences, will be considered in the assignment of times and locations in a best effort manner. Section F.9 of this policy provides a hierarchy that demonstrates an order of precedence among these adjustments and scheduling constraints.
- x The time to transition between classes on the same campus or between campuses shall be considered when assigning course times and locations for Instructors.

- x Courses should be taught in a time sequence that suits the pedagogy of the course and the established time pattern.

Academic Units

- x Instructional space should be assigned based on the best match of available space, course size, and teaching space and time requirements.
- x The scheduling process will consider, within the hierarchy of requests of Section F, requests from Academic Units to keep identified non-core course combinations as conflict-free as possible.

Facilities Management

- x Secondary to the requirements of students, instructors, and Academic Units, the schedule should optimize space utilization.

E. Administrative Structure:

The responsibility for creating and managing the academic schedule and its process lies with the university Provost. The elements of building the schedule shall be delegated as follows:

The Dean is responsible for the elements of the schedule for courses delivered by their Faculty. This responsibility covers: the identification of appropriate courses that support the Faculty's academic programs, pedagogic constraints relevant to offering elements of their academic programs, constraints that affect non-teaching aspects of an Instructor's workload, and the assignment of course Instructors. The Dean may delegate responsibilities to Academic Units, Chairs/Heads/Directors and other members of the Faculty as deemed appropriate. The responsibilities of the Dean include

- x determining which courses are to be offered in which academic term;
- x determining the number of sections of each course in each term and the sizes of each section, subject to consistency with past course registration and with trends in program enrolment;
- x determining course combinations that must be conflict-free for the delivery of academic programs and course combinations for which a conflict-free schedule would be pedagogically advantageous to students;
- x identifying room characteristics that are necessary for the offering of a course or course section;
- x assigning Instructors to sections of each course;
- x identifying scheduling constraints for Instructors.

The normal hours of operation for the academic schedule shall be from 8:30 to 10pm on Monday through Friday.

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- x course combinations that must remain free of scheduling conflicts among themselves, such as the core courses for a particular year of a particular program; and
- x course combinations that are common selections of students in particular years of particular programs that, if possible, would be desirable to be free of scheduling conflicts among themselves, such as common or recommended elective selections.

Each Dean shall inform the Registrar of the course combinations and the anticipated number of seats required in each combination for all academic programs that report to the Dean by the due date of Section F.2 and shall identify which combinations are mandatory for students and which are conveniences for students. In recognition that the course combinations can overconstrain the schedule, the Deans shall ensure that

- x the course combinations contain the fewest number of courses possible
- x the number of course combinations remains small
- x the course combinations are rooted in pedagogy and benefit to the students; and
- x the course combinations intended as convenience for students are only defined for reasonable student population sizes.

The Registrar shall make every effort to ensure that mandatory course combinations remain free of conflict with one another. In the case where the course combinations involve courses with multiple sections, the schedule shall ensure that at least one combination of the courses is free of scheduling conflicts to the number of seats identified by the Academic Unit.

Following the generation of an academic schedule, the Registrar shall report back to each Dean the success rate of conflict-free scheduling for each course combination.

F.4 Section sizes

Each Dean shall report by the due date of Section F.2 a desired section size for each section to be scheduled. Desired section sizes should not exceed the prior year's enrolment in those course sections by more than 20% of 10 students (whichever is larger) without suitable explanation (example in Appendix C). If a section size exceeds that limit, the Registrar may request an explanation for the size increase from the Academic Unit offering the course section before scheduling the section. Reasonable increases will be accommodated in the academic schedule.

F.5 Building and room characteristics

Some course sections may require specialized equipment or room configurations for effective teaching. Each Dean shall report by the due date of Section F.2 any specific room characteristics needed for course sections. The room characteristic requests shall be for elements of the courses that are pedagogically man

generation of an academic schedule, the Registrar shall report any section whose room characteristic could not be met to the appropriate Dean.

The Dean may request a building and campus preference for each course section. Where possible these requests will be taken into account in the assignment of locations subject to

constraints, of the process for applying for scheduling constraints, and of the deadlines for registering scheduling constraint requests.

Each Dean or designat~~e~~ shall

- x notify the Instructor of the category assigned to their scheduling constraint request;
- x determine the duration for which the scheduling constraint shall be in effect without having the Instructor re-request the constraint, should the constraint be supported (category 1 and 2 only);
- x notify the Instructor of the resolution of the scheduling constraint request; and
- x

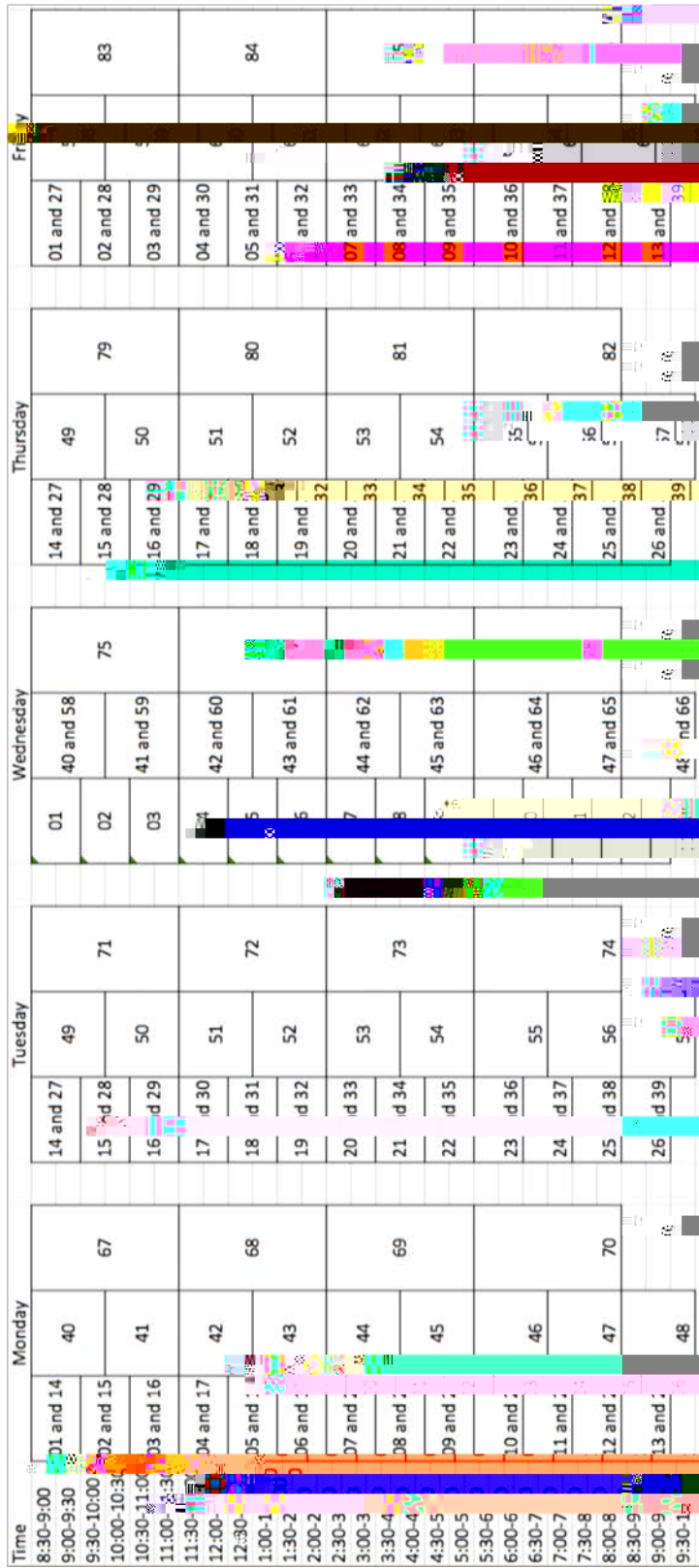


Figure 1 Academic schedule time pattern

Examples:

- x Travel time to campus/commute
- x Alignment of schedule with partner
- x Child care (unless extenuating circumstances exist and an accommodation under the Employee Accommodation Policy has been approved)
- x General preferences

Appendix C: Maximum Class Size Adjustments

Maximum class sizes are established by individual Academic Units. These maxima should reflect realistic student demand for the courses. Historical enrolments provide an initial estimate of that demand. To that end, Section F.4 provides limits on class size maxima increases from year-to-year, unless other explanations for the added size can be provided. Table 1 provides examples on how the rule translates to actual class sizes.

Table 1 Maximum section size set by Section F.4

Prior year enrolment	Maximum class size for next year
10	20
20	30
30	40
40	50
50	60
60	72
70	84
100	120
150	180
200	240