

## Collaborative Scheduling Initiative Summer Scheduling Committee

### Things to Consider:

*From faculty committee:*

We can't teach everything so what are our most essential individual and shared goals?

### Defining Mission:

We strive to build a just, humane, and diverse institution that prepares each student for their career.

We believe such an institution is created through community, communication, and transparency, as well as flexibility and responsiveness across the institution. We do this for the wellbeing of students, faculty and Staff and to better serve student learning and faculty development.

We will develop citizen artists that are prepared with the skills and decision-making ability to enter and remain in their chosen profession. We will accomplish this through hands-on learning, student-led work, teaching to the individual student, and developing a life-long love of the arts. We will set our students up for future success by developing their ability to learn beyond the classroom and preparing them for entering field and world.

### Think Big:

Whatever you are not *changing*, you are *choosing*.

- This is an invitation to fully engage around issues including communication, workload, faculty and student well-being, and safety. We want to partner as a campus in finding unique solutions to our complex problems, knowing that we all want to make things better.

## Session 1: 12-Hour Workday – 6.15.23

Session 1: 12-Hour Workday	Key Takeaways	Other Considerations
<ul style="list-style-type: none"> <li>• What If: <ul style="list-style-type: none"> <li>• We imagined a 10-hour workday – need faculty to consider within a 13 or 13.5-hour time period?</li> <li>• We placed a limit on student engagement with non-credited projects?</li> <li>• C1/C2 students were limited to a 15-hour credit load, with exceptions by advisor approval only?</li> <li>• How might dual enrollment drive UNCSA HS-to-college students to earn college credit during HSAP?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Partner with Faculty Council, Strategic Communications, and the Provost office to create a short-term and long-term communications plan.</li> <li>• Create a workflow plan with report outs and allow the opportunity for feedback</li> <li>• Need to develop a clearer understanding of tech versus production.</li> <li>• Committee agrees that setting healthy limits to the workday is essential to this process.</li> </ul>	<ul style="list-style-type: none"> <li>• Where are the phantom hours coming from?</li> <li>• Does production time allow for project completion? <ul style="list-style-type: none"> <li>• Clarify and explain the definition of production and how it relates to tech.</li> <li>• Review anecdotal student feedback with the committee</li> </ul> </li> <li>• What are current class lengths, and does each school have blocks where a student takes a back-to-back class so you need a longer time block?</li> </ul>

## Session 2: Class Times/Travel Times – 6.29.23

Session 2: Class Times/Travel Times	Key Takeaways	Other Considerations
<ul style="list-style-type: none"> <li>• What If: <ul style="list-style-type: none"> <li>• We created a consistently formatted class schedule including travel times?</li> <li>• We aligned three class start times throughout the day?</li> <li>• Modified health services and dining services schedule to meet the demonstrated needs of the students?</li> <li>• How might arts Wednesday better align with DLA teaching patterns M/R T/F pattern in the new block format?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate key start time alignments for each program.</li> <li>• Schools need to evaluate intersections with DLA block model.</li> <li>• Need to develop a clearer understanding of how “intermission” and the “golden hour” will impact Wednesday class patterns.</li> <li>• Committee agrees that slight modifications to timings on individual classes should create the space for alignment opportunities between programs.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we schedule more intentionally to manage levels of stress for students?</li> <li>• How do we address and change the culture to reflect the sacred (unchangeable) nature of the schedule?</li> <li>• Is class change time reflected consistently between schools?</li> <li>• Where are the current class start times aligned?</li> <li>• Class scheduling should be set up in such a way as to be future-proof. Faculty requests for specific times and days may not fit with the institutional goal of alignment.</li> </ul>

## Session 3: Intermission – 7.12.23

Session 3: Intermission	Key Takeaways	Other Considerations
<ul style="list-style-type: none"> <li>• What If: <ul style="list-style-type: none"> <li>• We expand the Golden Hour to encompass “Intermission”?</li> <li>• We consider 12:00-2:00 or 12:30-2:30 on Weds with a cushion on the front and back of golden hour?</li> <li>• We switched DLA to M/R and T/F rotation instead of M/W and T/R– what would this open up?</li> <li>• We switched HS arts to F?</li> <li>• We change the culture around faculty ability to flex schedule?</li> <li>• How might the culture of advising our students shift?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships with DLA and HSA is essential to meeting the needs of our students.</li> <li>• Schools with HS students in combined activities cannot be held on Fri morning due to HS academic classes being held.</li> <li>• If the idea of “Intermission” is to open up space for students, there should be no structured activities, leave collaborative days for structured activities.</li> <li>• Changes will require a cultural shift, mindset change.</li> <li>• Several peer institutions are looking at cutting down on schedules – UNCSCA is not alone in grappling with creating a better balance.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we balance the needs of all the disciplines coupled with program nuances with combined classes for HS/UG/G students?</li> <li>• Thoughtful pedagogical structure might indicate MR, TF as a good structure.</li> <li>• Discussion of 2 approaches</li> <li>• Golden hour is wrapped into intermission 2-hour block</li> <li>• Golden hour in addition to intermission 2-hour block.</li> <li>• Discussion of 2-time blocks</li> <li>• 12-2 pm (not better)</li> <li>• 12:30-2:30 (seems better for drama, dance, and d&amp;p)</li> </ul>

## Session 4: Collaborative Days – 7.27.23

Session 4: Collaborative Days	Key Takeaways	Other Considerations
<ul style="list-style-type: none"> <li>• What If:</li> <li>• We change the name to “Enrichment” or “ACCENT” Days?               <ul style="list-style-type: none"> <li>• A-Art</li> <li>• C-Centered</li> <li>• C-Collaborative</li> <li>• E-Experiential</li> <li>• N-Networking</li> <li>• T-Time</li> </ul> </li> <li>• We place 3 per semester on the calendar well in advance and rotate through who programs them.               <ul style="list-style-type: none"> <li>• Art School</li> <li>• Provost</li> <li>• DLA/HSA</li> <li>• Student Affairs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• UNCSA needs to define what interdisciplinary is</li> <li>• Where is the moment when 2 schools work together – how do we put in the time to do cross-school curriculum – we are not suspending work we are channeling these into these options. – what is the efficiency of this</li> <li>• These should be enriching               <ul style="list-style-type: none"> <li>○ How do we create enriching days?</li> <li>○ Would love to see these change</li> <li>○ Day assigned will HAVE to be used as planned, not filled with other work, and not get canceled</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How do we balance the needs of all the disciplines HS/UG/G?</li> <li>• How do we balance workflow and oversight of these days?</li> </ul>