



THE EXECUTIVE COMMITTEE

15-16 BEC 12
May 24, 2016

TO: The Academic Senate

FROM: The Executive Committee of the Academic Senate

SUBJECT: 15-16 BEC 12: Report of the Time Modules Task Force

PURPOSE: For consideration by the Academic Senate

ACTION REQUESTED: That the Academic Senate consider the report of the Executive Committee's Time Modules Task Force and refer to 16-17 Academic Senate to make a final recommendation to the President on Time Modules under the semester calendar

BACKGROUND INFORMATION:

At its meeting on May 24, 2016, the Executive Committee received the report of the Time Modules Task Force (TMTF). The TMTF met on a weekly basis throughout the 15-16 academic year to create different models for class scheduling (time modules) when CSUEB converts to the semester calendar in Fall, 2018. The TMTF used several different types of information to create the models for consideration and voted unanimously (10-0) to forward three models for class scheduling sessions to the Executive Committee.

To: Executive Committee of the Academic Senate

From: Academic Senate Time Modules Task Force

Date: May 20, 2016

Re: Task Force Report with Three Recommended Models for Class Schedule on Semesters

At the final meeting on May 20, 2016, the members of the Time Modules Task Force (TMTF) unanimously (10 yes, 0 no) agreed to recommend these [three models for class sessions on semesters](#) (attachment 1) and to approve this report on our work.

Two of the three models include time during which lecture classes will not be scheduled to allow for a University hour; model 1 allows for a University hour four days a week (1:45-2:45) and model 3 allows for a University hour twice a week on Tuesdays and Thursdays (12:15-1:15). Model 2 has no University hour. As part of this report we have included the [University Hour Survey Results](#) (attachment 2).

We request that ExCom provide these models and report to the Academic Senate and that from among these models the Senate recommend to the President (no later than fall 2016) the model for scheduling class sessions on the semester calendar.

Background Information

In winter quarter 2015, Cal State East Bay began the work required to change from a quarter to a semester academic calendar. Among the many tasks required is the development of blocked times for the scheduling of classes on semesters. During winter and spring, the co-directors of semester conversion and the project manager met regularly with the University scheduler and the Director of the Academic Affairs Budget and Communication to prepare materials and a plan for developing these new time modules for instruction. We reviewed the time modules from all the semester academic calendars within the CSU which have similar numbers of students, classes, and available classrooms. We regularly received information from the University Scheduler Lucero Wallace and consulted the [University Scheduling website](#). Of special relevance to this task are the [Room Distribution of Lecture Classrooms on the CSUEB Hayward Campus](#) document that describes the number and capacities of the 84 classrooms on the Hayward campus, and the [Class Scheduling Guidelines](#) for quarters. We compiled and reviewed semester time modules from the following CSUs: Bakersfield (newly developed), Dominguez Hills, LA (newly developed), Long Beach, Northridge, Pomona (in progress), San Marcos, and Sonoma ([attachment 3](#)).

In fall quarter 2015, The Semester Conversion Directors (SCD) made a referral to the Executive Committee of the Academic Senate, [15-16 ASCD 2](#) Creation of a Task Force for Class Session Time Modules and Final Exam Schedules for Semester Calendar. ExCom approved the creation of the task force with this membership:

Michael Hedrick, Chair of the Academic Senate
Meiling Wu, CAPR representative on SCSC
Mitch Watnik, CIC representative on SCSC
Michael Moon, FAC representative on SCSC
ZaNean McClain, FDEC representative on SCSC

Audrey Katzman, Director, Academic Affairs Budget & Communication
Xinjian Lu, Association Dean, CBE and member of SCSC
Glen Perry, AVP Special Projects and Semester Conversion Project Manager
Lucero Wallace, Director University Scheduling

Student representative from ASI University Hour Task Force
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Eileen Barrett, Co-director of Semester Conversion
Jason Singley, Co-director of Semester Conversion

The task force began meeting three times a month with these guiding principles for a semester time model:

- Enable students to take the classes they need in a timely manner
- Contribute to efficient and appropriate use of classrooms, while allowing for growth
- Maximize seat utilization within classrooms
- Distribute classes more evenly across the day and week
- Support the needs of students, faculty, and staff
- Provide for the possibility of a University Hour

Because of our commitment to engaging students in the process of converting from quarters to semesters, the SCD provided resources for Farnaz Ganjeizadeh to work with her Engineering students Shervin Baharmand and Andishe Almasi to provide analysis of the different models. This proved to be a productive learning experience for the students.

From the onset of the project, ASI students advocated strongly and thoughtfully for a University hour. They collaborated with the Co-Curricular Subcommittee for Semester Conversion to develop a campus-wide survey on the topic of including a University Hour. We have included the results of this survey and the report by Diana Bargas, co-chair of the Co-Curricular committee, as part of this report. We received a University Hour Proposal memo expressing strong support from the University Library faculty and staff for a University Hour. As Dean Wenzler put it, "University Hour will be an excellent opportunity to promote interdisciplinary intellectual and cultural exchange on campus." ([See attachment 4](#)).

Development of the models

Following a review of models used by other CSU semester campuses the Time Modules Task Force (TMTF) modified/expanded on the guiding principles to include:

- Focus on lecture sections
- Allow for different unit courses, particularly 3 and 4 unit courses
- Provide a minimum of 10 minutes passing time between classes

The TMTF consulted with parking services, reviewing the [parking inventory](#), and university scheduling to discuss challenges associated with our current scheduling practices and elements that could/should be

considered when developing the new scheduling model. Challenges and suggestions to incorporate in scheduling model to mitigate them included:

- Limited parking availability for students during certain times of the day
 - Increase passing period between classes where possible
- Limited utilization of lecture classrooms on Friday and outside of “prime-time” (section start times from 10am-2pm)
 - Provide flexibility but also incorporate Friday meeting patterns
 - Provide robust scheduling patterns outside of “prime-time”
- Utilization also constrained by the number of lecture classrooms and varying sizes (84 rooms from 16 – 255 seats)
 - Scheduling of sections must take into account class size so scheduling patterns that include room sharing (ex: M-W, W-F, M-F patterns) must match similar sized classes

The TMTF consulted with Student Affairs and ASI on the desire to add a University Hour to the semester scheduling model.

With information in hand the TMTF developed 4 models, 2 that included time for a University Hour, 2 that did not. The 4 models were posted in SF 329 (the room where all standing committees of the Academic Senate meet) and presented to all standing committees of the Academic Senate, ASI, the Semester Conversion Steering Committee and Co-Curricular Sub-Committee, and Deans and Associate Deans of the Colleges. Presentations afforded those present the opportunity to make comments on each of the models. Comments were considered by the TMTF and models were further refined.

Finally, the TMTF recommends that the Senate recommend one model from among these 3 models for adoption under semesters. All of the models have some similar attributes: allow Friday or Saturday only classes and one day a week classes any day of the week starting at 6pm or 6:30pm ; allow for a full-time (12wtu) schedule starting at 4pm; permit 1 unit courses by splitting 3 unit time patterns appropriately; and permit 2 unit courses by splitting 4 unit time patterns appropriately. Two of the models have a University Hour one offers the hour T-Th the other offers it M-Th.

Model 1:

Provides similar time modules M-TH for consistency
Has University Hour 1:45 - 2:45pm M-TH
Flexible evening patterns
1 meeting per week modules M-TH 8-11:30am, or beginning at 4:30pm
Offers many 15 minute passing periods

Model 2:

Provides similar 3 unit time modules M-TH for consistency
No University Hour
Flexible evening patterns
1 meeting per week modules beginning at 4pm

Model 3:

All varieties allowed M/W, W/F, T/TH, M/W/F
University Hour T/TH 12:15-1:15pm
1 meeting per week modules beginning at 4:30pm

TMTF has prepared a schedule for final exams that can be modified for any of these three models, and the scheduling of laboratories is not dependent on the time modules selected.

Attachment 1: [Three Class Schedule Models](#)

Attachment 2: [University Hour Survey Results](#)

Attachment 3: [Time Models from Other CSUs](#)

Attachment 4: [Library University Hour Proposal memo](#)