



November 10, 2016

3:30pm - 5:00pm

Theme: Course Scheduling and GTA Assignments

Welcome and Announcements

Rachel Foltz, Co-President AGPA (foltz.95@osu.edu)

GradForms Update

Tim Watson, Director of Graduation Services, Graduate School (watson.11@osu.edu)

New "Maintenance" tab on home page menu – Coming Soon!

- Contact Maintenance – we can make request for edits for our plan approvers
 - If someone leaves but there's not a replacement yet, change person leaving to "inactive" status so that the grad school knows the position is vacant
- Faculty Maintenance –list of all your program's faculty
 - Will show if emeritus faculty have been approved
 - Shows approved petitioned committee members
 - Can download list in excel
 - Only edits we can make are to change faculty to inactive status
 - Nomination process is separate

Best Practices Panel on Course Scheduling

Kynthia Droesch, Director of Student Services, College of Public Health (droesch.4@osu.edu)

Caroline El-Khoury, Director of Professional Program Support, College of Veterinary Medicine (el-khoury.7@osu.edu)

Thomas Gramila, Associate Professor and Vice-Chair, Physics (gramila.1@osu.edu)

Emily Guthrie, Scheduling Coordinator, University Registrar (guthrie.186@osu.edu)

Jackie Stotlar, Academic Program Coordinator, Women's, Gender, and Sexuality Studies (stotlar.1@osu.edu)

- TG - Balancing act to schedule timing of undergrad and grad courses
 - Looks at general availability of TAs for teaching (created a web application that TAs fill out). Room availability is a constraint; in the past they have lost recitation sections because of no room availability; learned to schedule classes at different times to avoid this. Need to consider when they can prepare the rooms and staff.
- JS – Navigating around departmental politics to determine who teaches what and when
 - Designed faculty preference survey to send out each year – asks if faculty anticipate course releases, what are you qualified to teach?, of those courses which would you be ok teaching?, which do you want to teach?, in which semesters do you want to teach each course? Tries to meet preferences, but no guarantees. Has a way to track who's getting preferences met. Sends out teaching assignments and requires a confirmed response from each faculty that they have seen the assignments. Tries to schedule a year in advance as a tentative draft.
- CE – Professional program
 - College of Vet Med has separate approved schedule and uses their own space. Uses spreadsheet to mesh together courses and no dates to make sure everything fits. Faculty indicate which electives they want to teach.
- KD – Uses physics cheat sheet website <http://www.physics.ohio-state.edu/~barrett/schedule/> (data is 24 hours old) to see enrollments easily. Looking for a way to see potential issues when changing timing of classes.





- Amy Schmidt – showed dance’s excel chart which helps to visualize and track when classes are (color-coded by which students take each class)
- Question: how do you help students plan out projection in conjunction with the schedule?
Answer: JG – has faculty sign off on a projection of rotation of courses; KD – posts course projections online and tries to hold faculty to it (issues with dual and combined degrees); TG – because physics is so large with scheduling constraints, faculty don’t get to have a say and because it is precedent, they don’t expect to have a say. Steve Fink (Public Affairs) – tries to explain that fitting classes into the approved schedule will get more students enrolled.

Best Practices Panel on GTA Assignments

- TG- timing is fixed by availability and need. RA funding throws in kinks, has to wait until the last minute to make assignments (late December for spring). Asks students what classes they’re taking and what conflicts they have (online form). Assigns graders first (non-English certified for UG classes), labs and recitations (wrote a program to read student schedules to show who can TA, includes student SEIs)
- JS – With small faculty, TAs fill in gaps. Pre-candidacy students get assigned courses which aren’t during their course times. Post-candidacy students are easier to assign because of flexibility. Tries to give students schedule a year out.
- AS – asks students to submit form in January, and tries to work with the Dept Chair and GSC to work out negotiations

Wrap-up and final announcements

- Next month’s meeting is on social media. Bring your own device.
- Alicia Tate, AGPA Professional Development Chair
 - Association for the Study of Higher Education (ASHE) Conference in Columbus Nov. 9-12
 - NASPA AGAPSS Facebook group for administrators in Grad and Prof Student Services (Facebook.com/groups/AGAPSS)
 - AGPA Professional Development Team is planning a brown bag conversation to debrief about the election and the impact on higher education
 - Buckeyelearn – module on scheduling
 - AGPA Happy Hour Tuesday, November 15, 4:30pm at World of Beer in the Gateway
 - [ODI Diversity and Dialogue Series: Black Lives Matter Movement](#) Nov. 17

2016-2017 AGPA CALENDAR

Morning Meetings-10:30 a.m.-12:00p.m

- December 8th - Hands On Social Media
- February 9th - Student Wellness
- April 13th - Celebrating and Cleaning Up
- June 8th - TBD
- August 10th - TBD

Afternoon Meetings- 3:30-5:00p.m

- January 12th - Professional Development! ☺
- March 9th - Data for Program Assessment
- May 11th - Wrap Up and Next Year
- July 13th - TBD

All meetings are the second Thursday of every month and held in SAS 285/289 unless otherwise announced.

To join the Association of Graduate & Professional Administrators, visit www.go.osu.edu/joinagpa

