

Our Action Plan

A STUDENT-CENTERED COURSE SCHEDULING RESOURCE

Purpose

Announcing scheduling changes is the point at which an improvement effort becomes visible to the people it affects. Faculty and staff who contributed feedback will look for evidence that their input shaped the decisions, and those who did not participate will form their first impression of the work here. A clear, specific plan demonstrates that the institution listened.

Specificity also reduces resistance. Distinguishing near-term pilots from longer-term structural changes, naming what faculty and staff can expect to feel different, and identifying concrete ways to participate gives people a realistic picture of the work and a role within it.

The resources included here draw on best practices from the [AASCU Student-Centered Course Scheduling](#) initiative to help institutional leaders communicate their scheduling priorities and planned actions, connecting the changes ahead to the input and data that informed them.

What's Included

This resource includes a customizable slide deck along with a companion email and social media content to help institutions share their scheduling action plan with faculty, staff, and students.

- **Deck**: A presentation template for communicating priority focus areas, short-term actions, and longer-term improvements to faculty, staff, and institutional leadership. Slides include a structure for defining what success looks like across both time horizons, a summary of what will change in day-to-day practice for faculty and staff, and specific ways for colleagues to contribute.
- **Email Copy**: A ready-to-customize message for deans, faculty, and staff that connects the plan to earlier feedback, summarizes priorities and upcoming shifts, and explains what the changes mean for their work.
- **Social Media Copy and Graphics**: Posts tailored for two audiences: colleagues on LinkedIn and students on institutional channels.

Before You Begin

Four resources from the initiative precede this one, and the priorities presented in this deck should follow from what they surface.

- **Introducing the Work:** Establishes the case for student-centered course scheduling and the commitment to act on what the institution learns.
- **Feedback Toolkit:** Surveys, focus group guides, in-class polls, and event activities that surface the barriers your priority focus areas should address.
- **Course Scheduling Data Guide:** Definitions and framing for the metrics used to select priorities on slide 3 and to define success on slide 6.
- **Sharing Insights:** Reports findings from feedback and data back to the campus community. Presenting an action plan is most effective once that groundwork is in place, so the reasoning behind each priority is already familiar.

Deck

DOWNLOAD: [PowerPoint Template](#)

1. Title Slide

Building a Student-Centered Course Schedule

Strengthening student momentum, faculty planning, and institutional sustainability

2. Section Slide

Our Action Plan

3. Our Priority Focus Areas

Our top scheduling priorities for ongoing improvement:

- [PLACEHOLDER] Reduce conflicts in gateway sequences
- [PLACEHOLDER] Increase availability of high-demand sections
- [PLACEHOLDER] Improve balance of section sizes
- [PLACEHOLDER] Align offerings with degree maps
- [PLACEHOLDER] Strengthen scheduling policy and timelines

4. Short-Term Actions

Quick wins we're implementing this year:

- [PLACEHOLDER] Pilot a conflict-free block for first-year STEM courses
- [PLACEHOLDER] Adjust start times to match highest-demand windows

- [PLACEHOLDER] Spread DFW-heavy courses across more days
- [PLACEHOLDER] Create faculty scheduling guidelines rooted in data

5. Ongoing Improvements

Longer-term changes to strengthen scheduling over time:

- [PLACEHOLDER] Updating scheduling policies
- [PLACEHOLDER] Creating predictable multi-year rotations
- [PLACEHOLDER] Strengthening cross-department coordination
- [PLACEHOLDER] Embedding continuous improvement cycles
- [PLACEHOLDER] Monitoring key metrics (degree velocity, conflicts, utilization, etc.)

6. What Success Looks Like

Short-Term Wins:

- [PLACEHOLDER] Easier registration
- [PLACEHOLDER] Fewer conflicts
- [PLACEHOLDER] Better-balanced sections
- [PLACEHOLDER] Clearer pathways

Long-Term Improvements:

- [PLACEHOLDER] Higher degree velocity
- [PLACEHOLDER] Higher on-time graduation
- [PLACEHOLDER] Stronger retention
- [PLACEHOLDER] Efficient use of resources
- [PLACEHOLDER] Consistent and improved outcomes across student groups

7. What Will Feel Different for Faculty & Staff

You can expect:

- [PLACEHOLDER] Clearer scheduling timelines
- [PLACEHOLDER] More transparency in decisions
- [PLACEHOLDER] Earlier access to demand and performance data
- [PLACEHOLDER] More predictable planning cycles
- [PLACEHOLDER] Fewer last-minute changes

8. How You Can Engage

For Faculty:

- [PLACEHOLDER] Share insights on course sequencing
- [PLACEHOLDER] Identify conflicts and overloaded combinations
- [PLACEHOLDER] Propose small pilot adjustments

- [PLACEHOLDER] Review local data with your department

For Staff:

- [PLACEHOLDER] Surface student barriers
- [PLACEHOLDER] Support enrollment monitoring
- [PLACEHOLDER] Help refine communications to students

9. What's Next

- [PLACEHOLDER] Timeline - Activity
- [PLACEHOLDER] Date - Milestone
- [PLACEHOLDER] Timeline - Activity
- [PLACEHOLDER] Timeline - Activity
- [PLACEHOLDER] Date - Milestone

10. Questions?

11. Let's Build Student-Centered Systems—Together

Contact email@email.org or visit website.edu for more information.

Email Copy

To Deans/Faculty/Staff

Subject	What's next for course scheduling
Preview Text	Here's how we're turning feedback into action.
Heading	From Insights to Action: Our Scheduling Plan
Body	Thank you again to everyone who contributed feedback and insights on course scheduling. Your input is directly shaping our next steps. We are now moving from listening to action. Our Priorities

	Our focus is on practical improvements that reduce conflicts, align courses with degree pathways, and make scheduling more predictable for both students and faculty. • Reducing conflicts in gateway and high-demand sequences • Increasing availability where demand is highest • Aligning course offerings with degree maps • Strengthening scheduling policies and timelines Upcoming Shifts This year, we're starting with quick wins, including [SUMMARY OF SHORT TERM ACTIONS; e.g., piloting conflict-free blocks, adjusting high-demand time windows, and spreading DFW-heavy courses across terms. Longer-term, we'll build more predictable rotations, clearer policies, and continuous improvement cycles]. What this means for you: • [PLACEHOLDER] Clearer scheduling timelines • [PLACEHOLDER] Earlier access to data • [PLACEHOLDER] Fewer last-minute changes • [PLACEHOLDER] More transparency in decision-making Please review the attached action plan deck for a snapshot of what's ahead. Thank you for being part of the process. [Name] [Title]
Attachment	<u>Deck</u>

Social Media Copy and Graphics

To Deans/Faculty/Staff from Individual LinkedIn Account

Graphic	Option 1: Course scheduling changes ahead DOWNLOAD: Image, Canva Template (page 7) Option 2: Priority List DOWNLOAD: Canva Template (page 8)
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Caption	Better scheduling doesn't happen overnight, but it does happen with shared effort. [INSTITUTION]'s action plan focuses on practical improvements that support students and protect faculty planning. More updates soon as pilots begin.
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To Students from Institution Social Accounts

Graphic	Option 1: You shared. We listened. Course scheduling changes are coming. DOWNLOAD: Image, Canva Template (page 9) Option 2: Priority List DOWNLOAD: Canva Template (page 10)
Caption	Your feedback is shaping real change. We're piloting schedule improvements designed to make registration easier and pathways clearer. Thank you for helping us build what comes next.