The English Department Schedule

A Chair’s Perspective

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**TABLE OF CONTENTS**

[1.0 Introduction 1](#_Toc91687844)

[1.1 Document Purpose and Context 1](#_Toc91687845)

[1.2 What This Document Is And What It Is Not 1](#_Toc91687846)

[1.3 The Four Primary Considerations 1](#_Toc91687847)

[1.4 Essential Scheduling Goal 1](#_Toc91687848)

[1.5 Oh, But The Size Of It All 1](#_Toc91687849)

[2.0 Faculty Credentials and Qualifications 3](#_Toc91687850)

[2.1 Explicit Requirements 3](#_Toc91687851)

[2.1.1 SACSCOC Faculty Credentials 3](#_Toc91687852)

[2.1.2 MTSU Graduate Faculty Requirements 4](#_Toc91687853)

[2.1.3 English Department General Education Credential Requirements 4](#_Toc91687854)

[2.2 Departmental Practices 5](#_Toc91687855)

[2.2.1 Faculty Generally Teach in Their Areas of Specialization 5](#_Toc91687856)

[2.2.2 Courses Above The General Education Level Are Generally Reserved For Tenured and Tenure-Track Faculty 5](#_Toc91687857)

[3.0 Faculty preferences 7](#_Toc91687858)

[3.1 Assign Preferred Courses 7](#_Toc91687859)

[3.2 Limit Total Course Preps 7](#_Toc91687860)

[3.3 Meet Day & Time Preferences 7](#_Toc91687861)

[4.0 Curricular OBLIGATIONS 8](#_Toc91687862)

[4.1 ENGL 1010 and ENGL 1020 8](#_Toc91687863)

[4.2 ENGL 2020 and 2030 8](#_Toc91687864)

[4.3 Upper-Level Undergraduate Courses 9](#_Toc91687865)

[4.3.1 Total Numbers 9](#_Toc91687866)

[4.3.2 Class Days And Times 11](#_Toc91687867)

[4.4 Graduate Scheduling 11](#_Toc91687868)

[5.0 Long-Term Staffing Considerations 12](#_Toc91687869)

[5.1 The Big Picture 12](#_Toc91687870)

[5.2 New Line Request Process 12](#_Toc91687871)

[5.3 Scheduling Implications 13](#_Toc91687872)

[6.0 Moving Forward 14](#_Toc91687873)

# Introduction

## Document Purpose and Context

What follows is an attempt to pull back the curtain a bit and give you a glimpse into some of the many factors that shape how the Department’s course schedule is developed.

My motivation for putting this document together is simple: I believe strongly that the two factors which have the greatest, direct impact on faculty well-being are salaries and scheduling. Unfortunately, there’s not much that I can do as Chair to improve pay rates, but I can and do have a substantial, direct impact on where, when and what you teach.

Given the latter aspect, I believe that you have a right to understand better all of the many elements that go into scheduling. The process should not be an utterly opaque one. I can’t guarantee that you will always like your teaching assignments, but I can work to ensure that you have some sense of where those assignments came from.

## What This Document Is And What It Is Not

This document is purely informative. It has been built from the observations that I have made and the data that I have gathered during my first three years as Chair.

This document does not constitute a statement of policy, nor does it establish any standard operating procedures.

## The Four Primary Considerations

Ultimately, there are four primary considerations that shape how we construct each semester’s schedule:

1. Faculty credentials and qualifications
2. Faculty preferences
3. Curricular obligations
4. Long-term staffing concerns

Each of these aspects is discussed in the sections that follow.

One thing to keep in mind: These individual factors do not operate in a vacuum. Instead, they combine to form an entire scheduling system. A change in one can impact all the rest.

## Essential Scheduling Goal

As Chair, my essential scheduling goal is simple: Meet all faculty requests and preferences to the fullest extent that we can, while still recognizing that there are curricular obligations that the Department must fulfill.

## Oh, But The Size Of It All

Both in terms of the total number of faculty and the total number of courses taught, the English Department is far and away the largest on campus.

To give you a sense of just how big we are, here’s the break down on the total number of sections currently on the Fall 2021 schedule:

|  |  |
| --- | --- |
| **1008 / 09** | 1 |
|  |  |
| **1010 - Regular** | 68 |
| **1010H** | 5 |
| **1010K** | 29 |
| **1010 DE** | 21 |
| **1010 Total** | 123 |
| **1020 Total** | 38 |
| **2020 - Total** | 48 |
| **2030 Total** | 28 |
| **Total Gen Ed** | 237 |
|  |  |
| **ENGL 2500** | 2 |
| **ENGL 3605** | 0 |
| **ENGL 3620** | 3 |
| **3000/4000 level** | 41 |
|  |  |
| **Grad Courses** | 9 |
|  |  |
| **TOTAL** | **293** |

By comparison, the Philosophy Department has a total of 25 sections on the Fall schedule!

All told, we will serve over 5000 students this fall.

A couple things to notice when you do a deeper dive into the data…

* From the perspective of section numbers, General Education English courses make up 80% of our offerings.
* In terms of student credit hours (SCH), though, that percentage is even higher. General Education English courses account for about 90% of our total generated SCH.
* Only 14% of our offerings are at the 3000 and 4000 level
* Graduate courses are only 3% of our total offerings

# Faculty Credentials and Qualifications

One of the most basic factors that shapes our Department’s schedule is this: *Faculty can only be assigned to classes that they are qualified to teach.*

Seems like a simple rule at first glance. But, actually it’s not. Because the definition of “qualified” varies depending on where you look.

In reality, there are two different mechanisms that establish what counts as “qualified”:

* Explicit requirements
* Departmental practice

## Explicit Requirements

Explicit requirements are just that – rules that have been put in place which we cannot deviate from. They establish clear, inviolable boundaries that we must operate within when constructing the schedule. Some of these are external requirements (e.g. SACSCOC faculty credentialling requirements) and others are internal (e.g. MTSU’s Graduate Faculty Status requirements).

Here’s something that may surprise you: The explicit requirements that we operate under are not particularly limiting or burdensome. In fact, most have relatively little impact on how we craft a schedule. Read on to learn more.

### SACSCOC Faculty Credentials

As you probably know, SACSCOC (short for the “Southern Association of Colleges and Schools Commission on Colleges”) serves as our external accrediting body. Every ten years, they come to campus, dig through our records, generate a whole lot of tension and stress, and then produce a report that says either “Yes, you are operating within our guidelines” or “No, you are not.” The former option leads to much celebratory drinking; the latter means folks get fired.

SACSCOC does have explicit requirements that define which faculty can teach which courses. These are found in Standard 6.2.a (“Faculty Credentials”) of their Principles of Accreditation. If you like, you can find the entire statement here:

<https://sacscoc.org/app/uploads/2019/07/faculty-credentials.pdf>

But, here’s the items that apply directly to our Department.

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

1. Faculty teaching general education courses at the undergraduate level: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
2. Faculty teaching baccalaureate courses: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
3. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
4. Graduate teaching assistants: master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

In the SACSCOC world, all of our faculty get lumped together under the general heading of “English.” As a result, their requirements are actually not terribly restrictive from a scheduling perspective. They allow anyone with at least a masters’ degree in English to teach any undergraduate course that we might offer.

So, for instance, if the SACSCOC auditors were to look on PIPELINE and see “Steve Severn” assigned to teach ENGL 4470 – Modern Drama, they would have no issue with that – even though all of you are probably shuddering at the thought as you read this.

At the graduate level, SACSCOC does require that any faculty teaching those courses have a terminal degree.

### MTSU Graduate Faculty Requirements

The MTSU Graduate School places an additional level of qualification requirements beyond those established by SACSCOC by mandating that only those faculty members who have achieved Graduate Faculty status may teach graduate courses:

Only members of the MTSU Graduate Faculty are eligible to teach 5000/6000/7000 level graduate courses (including dual-listed UG/GR courses) or to serve on thesis or dissertation committees. Only those with Full membership may serve as chairs on thesis or dissertation committees. Graduate faculty members in doctoral degree granting programs who wish to chair a dissertation committee must be endorsed for such service by their program and approved by the graduate dean.

In theory, this requirement could limit our scheduling options if a faculty member who is regularly assigned to teach graduate courses – and who would be allowed to do so from a SACSCOC perspective – were to let their Graduate Faculty status to lapse.

### English Department General Education Credential Requirements

In 2018, in an effort to guard against the possibility of being forced to hire dubiously qualified Dual Enrollment instructors, we did establish our own credential requirements for teaching General Education English courses that provide a significantly higher standard than the basic SACSCOC faculty credentials statement.

But, by definition, all full-time and adjunct faculty currently employed by the Department already meet these standards. So, although the requirements exist, they don’t really impact our scheduling process in any way.

## Departmental Practices

In addition to those explicit requirements, there are unofficial departmental practices that also play a role in how our schedules are shaped.

### Faculty Generally Teach in Their Areas of Specialization

Unlike SACSCOC, we acknowledge that under the general umbrella of “English,” there are many specialties and sub-specialties. So, we work to assign faculty to 3000 and 4000-level courses and ENGL 2020 courses that lie within (or reasonably close to) their particular areas of expertise.

From a pedagogical perspective, this is absolutely the right approach to take because it ensures that our students will get as rich a classroom experience as possible. From the practical perspective of creating a schedule, though, this commitment to expertise does mean that there are a number of courses for which staffing options are limited and as a result, certain faculty members wind up teaching the same class(es) repeatedly. Children’s and Young Adult Literature and Linguistics courses are two areas where this is often the case.

Food for thought: As we move forward into an increasingly uncertain budget and enrollment future and the Department’s overall faculty staffing levels decline, it is possible that to maintain coverage of required courses (see Section 4) we may have to ask faculty to either a) return to teaching courses that they have been away from for some time and/or b) take on new courses that at this moment, lie a bit outside of their comfort zone.

### Courses Above The General Education Level Are Generally Reserved For Tenured and Tenure-Track Faculty

While, as noted above, the SACSCOC credential requirements allow any faculty member with at least Master’s degree to teach any undergraduate course, the Department has only occasionally employed Lecturers and Instructors to teach courses at the 3000 or 4000 level (other than ENGL 3605 and ENGL 3620).

The reasoning that I have most commonly heard in support of this strategy goes something like this:

*Because Lecturer and Instructor salaries cost the University less money than those of tenured and tenure-track faculty and Lecturers and Instructors can be dismissed much more easily than tenured faculty members, the Administration would prefer to increase our Lecturer and Instructor numbers and limit our tenure lines. Given that desire, using Lecturers and Instructors to teach those 3000 and 4000-level courses that are primarily designed for our Majors and Minors would play directly into the Administration’s hands because we would be saying that we don’t really need tenured faculty.*

For the record, I support the essence of this argument. Economically, it makes complete sense and I suspect that there are indeed budget-types in Cope who would jump at the chance to swap out Professors for Lecturers and Instructors. There is no question that any time we employ folks who are not in tenure lines to teach upper-level undergraduate courses we must do so with great care and in response to specific needs.

Having said that, I can also foresee a day when, because of decreases in the total number of departmental faculty, we may have to explore the possibility of a greater role for Lecturers and Instructors at the 3000 and 4000 levels.

# Faculty preferences

## Assign Preferred Courses

To the extent that it’s possible, we strive to assign faculty to the courses they prefer to teach.

The primary obstacle we face on this front is the fact that in many cases, the courses that tenured and tenure-track faculty list as their favorites on their preference sheets are our more advanced and specialized classes. As will be discussed in Section 4, the reality is that we can only offer very few of these each semester.

## Limit Total Course Preps

It has been my experience that most – though not all – faculty prefer to have the fewest number of course preparations possible for any given semester. So, when drafting the schedule, our goal is to give each faculty member only two preps.

Unfortunately, that’s not always possible. The most common reason that a faculty member will get three preps is because of curricular requirements. If there are multiple 3000/4000-level and/or graduate courses that must be taught in a given tenured / tenure-track faculty member’s area of expertise, they will be assigned those two classes and then the balance of their teaching load must be filled with something else (usually a General Education English course).

The other most common reason that any faculty member could wind up with three preps stems from the cancellation of an assigned course due to low enrollment (e.g. A faculty member was originally assigned to teach three sections of ENGL 1020 and two sections of ENGL 2020. But, one of the ENGL 2020s does not make and so the faculty member has to also take on a section of ENGL 1010 because there are no other ENGL 1020 sections that work with their schedule).

## Meet Day & Time Preferences

In a perfect world, all faculty would teach only two days per week in the time slots that they most prefer.

Unfortunately, it is usually only possible for us to match either time preferences (e.g. “I would like to teach early in the day, pre-Noon.”) or day preferences (e.g. “I would prefer MWF over TTh.”) but not both. And in some cases, we can’t meet either one.

There are multiple reasons why this is the case:

* To meet student needs and ensure that classes make, we must offer courses in a range of day/time slots. Although we have not made use of the MW 6:50AM – 7:45AM or the TTH 6:20AM – 7:45AM time slots during my time as Chair (but I am open to trying a class there if someone is interested), we do run courses from 8AM all the way to 9PM. To cover them, we have to spread faculty out both early and late – even though many (most?) would prefer to teach at the “prime” midday times.
* We cannot afford to offer too many sections of the same course in the same day/time slot. Other wise, co-scheduled courses will compete with each other for enrollment.
* We strive to avoid scheduling full-time faculty in the MWF 11:20AM – 12:25PM time slot. Doing so allows us to schedule Department Meetings from 11:30AM to 12:30PM on Wednesdays. Otherwise, we would likely have to schedule meetings on Friday afternoons.

# Curricular OBLIGATIONS

To meet the Department Department’s curricular obligations, we must answer two basic questions:

* Which classes must we offer?
* How many sections of each class should we offer?

Those questions get answered differently, though, depending on which kinds of courses we are talking about.

## ENGL 1010 and ENGL 1020

These two classes are simply a numbers game. We look at the total number of sections of each course from the same semester the previous year. Then, we adjust those total numbers either up or down depending upon what data trends in overall University enrollment, overall General Education enrollment and English General Education enrollment suggest that the semester being planned for might look like. Admittedly, in the age of COVID, making accurate predictions has been difficult. We have had to do more on-the-fly adjusting than I would like.

Once we have a target goal for the total number of sections for each course, the relative distribution between online and on-ground sections is usually determined by the number of faculty who request online options.

We also reach out to the Honors College and take their input regarding the number of Honors sections that we should schedule.

Unfortunately, when it comes to Dual Enrollment courses, we are largely at the mercy of the high schools – both in terms of the number of sections needed and the days/times that they will be offered. To make matters even more complicated, we usually don’t know expected enrollment levels until a few weeks before classes begin. As a result, we are often adjusting those schedules only weeks or days before the semester starts, and those changes can wind up reverberating back through the entirety of the Department’s schedule.

## ENGL 2020 and 2030

These two courses follow the same basic pattern as ENGL 1010 and 1020. The only difference is that initially we treat them as a single course and determine a combined total number of sections.

The final relative distribution between ENGL 2020 and ENGL 2030 is then determined by faculty requests.

## Upper-Level Undergraduate Courses

### Total Numbers

For the past several semesters, the total number of sections at the 3000 and 4000 level (including ENGL 3065 and ENGL 3620) that we have been able to offer has hovered around 44.

That sounds like a large number and in some ways, it is. Remember that the entire Philosophy Department will only be offering 24 sections of *all* classes this fall.

But, the vast majority of those 44 courses is taken up by classes that fall into one or both of the following categories:

1. Courses required for our own Majors and Minors (e.g. ENGL 3007)
2. “Service” courses that our Department teaches but are required by other majors in other departments (e.g. ENGL 3510)

The table below breaks those two groups down and indicates the total number of sections of each we usually have to offer.

|  |  |  |
| --- | --- | --- |
| **BA / BS CORE COURSES (10 – 12 sections)** | | |
| ENGL | 3000 | Intro to Literary Studies - or - |
| ENGL | 3007 | Literary Imagination |
|  |  |  |
| ENGL | 3010 | British Lit I: Beginnings-1700 |
|  |  |  |
| ENGL | 3020 | British Lit II: 1700-1918 |
|  |  |  |
| ENGL | 3030 | American Literature |
|  |  |  |
| **GENERAL REQUIRMENTS FOR LICENSURE STUDENTS (10 – 14 sections)** | | |
| ENGL | 3510 | English Grammar for Educators |
|  |  |  |
| ENGL | 3740 | Children's Literature |
| ENGL | 3745 | Literature for Adolescents |
|  |  |  |
| ENGL | 4500 | Methods for Teaching Secondary English |
|  |  |  |
| ENGL | 4605 | Advanced Composition |
|  |  |  |
| **SHAKESPEARE REQUIREMENT FOR LICENSURE (2 - 4 sections)** | | |
| ENGL | 3135 | Introduction to Shakespeare |
| ENGL | 4130 | Shakespeare: 16th Century |
| ENGL | 4140 | Shakespeare: 17th Century |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **EURPOPEAN LIT REQUIREMENT FOR LICENSURE (1 section)** | | |
| ENGL | 3400 | European Literature to 1400 |
| ENGL | 3420 | European Literature 1400 – 1800 |
| ENGL | 3430 | Modern European Literature |
|  |  |  |
| **MULTICULTURAL LIT REQUIREMENT FOR LICENCSURE (1 section)** | | |
| ENGL | 3300 | Native American Literature |
| ENGL | 3340 | African-American Literature |
| ENGL | 3360 | Multicultural Literature of the US |
| ENGL | 3365 | Hispanic Writers in American Literature |
| ENGL | 3735 | Black Women as Writers |
|  |  |  |
| **WRITING-FOCUSED COURSES - REQ FOR LICENSURE ENGL MAJORS (2 – 5 sections)** | | |
| ENGL | 3505 | Writing Workshop Methodologies |
| ENGL | 3555 | Tutoring Writing: Theory/Methods |
| ENGL | 4540 | Second Language Writing |
| ENGL | 4670 | Special Topics in Writing |
|  |  |  |
| **LINGUISTICS-FOCUSED COURSES - REQ FOR LICENSURE ENGL MAJORS (1 – 2 sections)** | | |
| ENGL | 3570 | Introduction to Linguistics |
| ENGL | 4520 | The Structure of English |
|  |  |  |
| **WRITING-FOCUSED COURSES - SERVICE FOR OTHER DEPTS (3 – 5 sections)** | | |
| ENGL | 3605 | Applied Writing |
| ENGL | 3620 | Professional Writing |

When all of those “must offer” courses are added up, we usually only have somewhere between five to seven elective courses that we can offer.

Put another way, on any given semester, roughly 85% of our upper-level schedule is pre-determined

In some ways, that rigidity actually makes scheduling easier because we merely repeat the bulk of what we did the previous year.

The downside is that many tenured and tenure-track faculty would prefer – and understandably so – to teach upper-level elective courses because they align more closely with their research interests than, say, ENGL 3020 or ENGL 3030. Unfortunately, there are usually not many of those kinds of classes to go around.

### Class Days And Times

The day/time issues discussed in Section 3.3 are even more imperative when it comes to our 3000 and 4000-level students. Our Major and Minor enrollment levels require us to be very strategic about when we schedule those classes.

These efforts require some obvious considerations. Examples: We try to not schedule multiple required courses (e.g. ENGL 3000, 3007, 3010, etc.) against each other and we also try to limit the number of electives in the same day/time slot.

And there are also some not-so-obvious considerations. For example: We try to avoid scheduling the Shakespeare courses, the World Lit course and the Multi-Cultural Course at the same time as YOED 2500 because our Licensure must take all of them.

## Graduate Scheduling

The graduate courses offered in a given semester are selected by the Graduate Committee as part of their regular meetings.

In recent semesters, we have succeeded in scheduling these courses so that none occupy the same day / time slot.

# Long-Term Staffing Considerations

## The Big Picture

It can be easy to overlook the fact that the decisions we make regarding the schedule for a specific semester can have long-term consequences for our department’s long-term staffing profile. The two, however, actually go hand-in-hand.

If we succeed at crafting a schedule that matches well to our students’ curricular needs and availability, we have a greater chance at achieving higher enrollments. And when we have higher enrollments, we can more easily make a strong case for either replacing departing faculty members and/or requesting new faculty lines. But, if we fall short in our efforts, exactly the opposite happens.

## New Line Request Process

Thanks to a radical change to the process by which academic departments request new and/or replacement faculty lines that was first implemented in the Spring of 2021, the long-standing need to schedule effectively has morphed to an imperative.

Any time a full-time faculty member (including Lecturers and Instructors) departs, either from resigning, retiring or being non-tendered a contract, Department Chairs must now complete a detailed Excel workbook called the “MTSU Faculty Line Request Form” (aka the “FLRF”) to request that the former faculty member be replaced. A sample copy is attached to this report.

The FLRF is populated with performance-related data drawn from the Academic Performance Solutions (APS) system that the University recently spent a significant amount of money to acquire.

The FLRF is divided into two worksheets and captures the following data points. (Note: For reference, the English Department’s most recent performance levels are included):

**Worksheet 1 Department Data**

Section I - Summary Trends: Attempted Student Credit Hours (SCHs)

* Total Attempted Student Credit Hours (SCH) / 3-year trend 24,009 / - 12.5%
* Number of UG/G Majors / 3-year trend 300 / - 3.5%
* % of SCHs from Majors with Declining Demand 67%
* % of SCHs from Majors with Growing Demand 9.6%

Section II - Seat Utilization & Class Size

* Median Section Fill Rate / 3-year trend 100% / - 2.3%
* Median Class Size / 3-year trend 19 / 0%
* Percentage of Sections with Size < 10 1.7%
* Consolidation Opportunities (# Underfilled Sections) 316
* Expansion Opportunities (# Overfilled Sections) 70

III. Instructional Staff and Median SCH Taught

* Median SCH per Ten Fac / 3-year trend 213 / - 9.7%
* Median SCH per TT Fac / 3-year trend 231 / - 4.0%
* Median SCH per Non-TT Fac / 3-year trend 335 / - 2.8%
* Median SCH per Other Fac / 3-year trend 126 / + 5.1%

For each individual faculty line that is requested, the following specific information must also be provided:

* Course number(s) the requested faculty member will teach
* Number of the above courses with Fill Rates >90%
* Median Section Class Size for these courses
* Median Capacity for these sections
* Median Section Fill Rate for these courses
* Percentage of These Sections with Section Size < 10

**Worksheet 2 Faculty Data**

Every member of the Department is listed individually on this worksheet and the following data is provided:

* Total SCH generated
* Standard Workload per rank
* Actual workload
* Administrative and sponsored research
* Course release hours granted by Chair

These data points are combined to produce a single metric:

* Release hours per T/TT Faculty line (per academic year)

Our current release hours average is 4.85.

## Scheduling Implications

The Provost’s Office views the APS as a tool that can demonstrate numerically whether Departments are making optimal use of current staffing resources. Those departments that have any or all of the following are less likely to get approval to replace faculty:

* downward trends in overall enrollment
* declining numbers of majors and grad students
* small average class sizes
* large numbers of course sections with underfilled capacities
* large numbers of faculty receiving release time

As we plan our semester schedules, we must work to ensure that our course offerings match as closely as possible expected student demand.

# Moving Forward

When I undertake long-term, strategic planning for the Department, I operate under the following assumptions:

* Long-term graduate enrollment trends are uncertain. During the Pandemic, we have seen significant increases in student levels, but there is no guarantee that will continue. My guess is it will not.
* Undergraduate enrollment levels will (hopefully) remain relatively steady at around 235 students with minor (+/- 10%) fluctuations from year-to-year.
* General Education enrollment levels will continue their steady decline. Given that roughly 90% of our SCH comes from the courses, that drop has been and remains a significant concern.
* General Education Redesign is a significant unknown. It could result in the Department gaining or losing significant numbers of SCH.
* The total number of Department faculty will continually decline due to natural attrition. With a significant number of retirements looming on the horizon over the next 2 – 7 years, we will lose colleagues. If we can manage, on average, to rehire one individual for every two who depart, we will be doing well.

All of this means that we may have to rethink how we allocate our staffing resources when we create schedules. I have laid out several specific measures below that we might consider.

Note that these are not mandates. They are just ideas. They are options for the various curriculum committees to consider as we work together to plan for our Department’s future.

*Modify The Current One UL/Grad Course Practice*

Shortly after taking over as Department Chair in the Fall of 2018, I implemented the following general scheduling practice: In most cases, each tenured and tenure-track faculty member can expect to teach only one Graduate level or one upper-level Undergraduate course per semester and the remainder of their required workload will be comprised of General Education English courses.

That approach reflects the fact that at the time, we had what amounted to an excess of tenured and tenure-track faculty. Although our enrollments at both the graduate and undergraduate levels had been decreasing steadily since 2010, the number of faculty had remained relatively constant.

Since then, however, because of retirements and departures, our faculty-to-student ration has decreased and we are reaching a point where it is likely that we will regularly need tenured and tenure-track faculty to teach either multiple courses each semester at either the graduate and/or undergraduate level.

At the same time, however, as Chair, I am conscious of the need to limit (where possible) each faculty member’s course preparations. In most cases, an individual who is assigned multiple graduate and/or upper-level undergraduate courses will have three preparations. The easiest way to avoid that is to leverage other available staffing resources to carry some of that teaching load. Hence, the next two ideas.

*Employ Advanced Doctoral Students For Foundational Upper-Level Courses*

There is a case to be made for assigning advanced doctoral students to teach foundational upper-level courses such as:

* ENGL 3000
* ENGL 3007
* ENGL 3010
* ENGL 3020
* ENGL 3030
* ENGL 3620
* ENGL 4605

Having such teaching experience on their CVs would benefit the graduate students when they go on the job market. Employing them to teach those courses would also alleviate the significant staffing pressures currently associated with many of them.

Prior to assigning an advanced doctoral student to teach one of those courses, we would likely want them to receive some degree of training in the curriculum, perhaps by having them first serve as an observer / teaching assistant in a section of the class.

*Selectively Increase the Use of Lecturers and Instructors For Teaching Upper-Level Undergraduate Courses*

As our total number of tenured and tenure-track faculty decreases, we may need to consider expanding the role that Lectures and Instructors (especially those who hold terminal degrees) play in teaching the major “survey” courses (e.g. ENGL 3000, 3007, 3010, 3020 and 3030).

Without question, doing so would both allow for greater flexibility in scheduling and also create more opportunities for our GTAs to teach ENGL 2020 and ENGL 2030. But – and this is a *very* big but – we must also be conscious of the risks that we would take by doing so (see Section 2).