

TLC COMMITTEE REPORT TO THE SENATE

February 18, 1982

President Flawn has praised the TLC system as enabling the University to fulfill its mission as an institution dedicated to research as well as teaching. The Dean and Associate Dean have noted that a few departments, including the English Department, have made appreciably less use of the various load-reduction provisions in the TLC system than the majority of departments in this and other colleges and schools at the University; our own examination of current practice across the campus confirms this judgment. The Directors of the Freshman and Sophomore programs in English have reported that increased coordination and counseling of their multi-section courses by ^{experienced} ~~regular~~ faculty could substantially improve the performance of many beginning and even some continuing instructors. Finally, partial load-reduction through greater flexibility in our course offering--for example, by permitting students to take one and two semester-hour units of study--might result in changes benefitting many students, majors and nonmajors alike.

For all these reasons, the Committee recommends to the Senate that the English Department's TLC policies and procedures be brought into conformity with general University practice. The Committee further recommends that individual load-reductions be granted not on an ad hoc but on a regularized and clearly understood basis.

Specific recommendations follow for TLC adjustments in the undergraduate program. A separate set of recommendations, appended, will be forwarded to the GSC for consideration.

Policies

1. The Department should identify all multisection courses (freshman, Sophomore, and upper division) which would benefit from increased faculty coordination (not only counseling of beginning teachers but also the provision of increased professional support for continuing teachers). Written instructions should be prepared for faculty coordinators of all such courses, setting forth clearly the kind of services and the time commitment expected of the coordinator, and the performance of coordinators should be evaluated regularly.

2. The Department should seriously consider offering gap-filling undergraduate readings courses of variable weight (1-hour, 2-hour, 3-hour, 4-hour). At least some of these might be team-taught surveys which a number of faculty members, not just a single specialist, would be qualified to teach. Others might emphasize independent study or small-group study, or could function as entry-points for students interested in the English honors program. Others might be offered midweek in the evenings or on weekends, to attract both adult and regular students, on an informal, book-and-discussion basis, with a series of faculty participants

3. The Department should seriously consider the possibility, for composition courses and perhaps certain other courses, of restating the requirements and perhaps also the weighting of courses, on a class-meetings plus laboratory or tutorial basis. ^{Sub} (Additionally, the Department could request that the TLC system be adjusted to allow 4.5 TLC for a "3-hour" composition course.)

4. The Department should distribute to a larger number of faculty members responsibility for the preparation and supervision of a greater

amount and variety of self-paced laboratory instruction in both composition (beginning, remedial, and advanced) and literature.

5. The Department should consider offering some courses in much larger classes, when educationally suitable, with special TA or AI assistance. (In several departments the individual teaching assignment is one large undergraduate course, or a graduate course, and one rather small undergraduate course, plus fractional TLC's from coordinating, etc.)

6. Conversely, the Department should consider the use of voluntary shifting of students from larger to smaller sections in multi-section courses, either to enable some undersubscribed sections to "make" or simply to balance more evenly the paper-grading load.

7. When feasible, small classes not "making" by 12th Class Day should be converted into independent study courses, so preserving a good fraction of the originally intended 3 TLC, with the difference made up by other activities.

8. The Department should request additional advising TLC. Our advising burden is much like that in Mathematics, which requested and was granted special advising credits. It should be pointed out also that a very heavy advising burden occurs at the graduate program level, where the coordination of a number of single-section graduate courses and the advising of students can be just as demanding as the coordination and advising in multi-section freshman and sophomore courses.

9. Additional administrative TLC should also be requested; the departmental program is as large as the program of some small universities.

10. Team-teaching with full 3.0 TLC (or 4.5 if a graduate course) for both teachers involved should be requested, subject to endorsement

by the Dean, as an arrangement clearly constituting an increase in the "productivity" of the faculty members involved. (That is to say, two faculty members might team-teach a class of 100 students instead of teaching separate electives of 30 each.)

11. TLC should also be requested for course-development activities, when the specific objectives and time commitments can be clearly stated.

Implementation

12. The Committee recommends that the Department's TLC policies and procedures be written up for distribution as soon as feasible to present to department faculty and to new faculty members at the time of appointment or even during the recruitment process.

13. The Committee recommends that administration of the approved TLC policies be the responsibility of the Associate Chairman, subject to overview and approval by the Chairman.

14. The Committee recommends that the Associate Chairman should estimate, in advance of any given registration period, the probable TLC count for each faculty member, so that finer adjustments of teaching and supervisory loads can be made before sections are opened and assigned to instructors.

Respectfully submitted,

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Tony Hilfer

Neill Megaw, chair

APPENDIX: RECOMMENDATIONS FOR THE GSC

1. The Committee recommends that the GSC accept the advice offered by Vice-President Livingston on changes in the dissertation "Chairman of Record" from time to time as may be helpful to faculty and not injurious to the student.

2. The Committee recommends GSC review of its policy on 300 as against 600 and 900 courses.

3. The Committee also recommends review of the deemphasized MA Thesis.

4. The Committee recommends that the GSC should also consider the possible benefits of gap-filling courses of variable weighting. (Compare the undergraduate Recommendation #2, page 2.)

5. The Committee recommends that the GSC consider the possibilities of graduate course team-teaching (two, three, or even more faculty participants) when educationally advantageous, with TLC points distributed according to participation. (This could bring more of the department into graduate teaching on a lighter but more frequent basis.)