

Parlin 110  
October 27, 1977

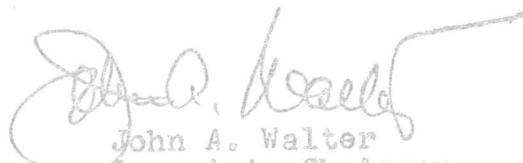
To: All Teaching Staff  
From: John A. Walter  
Subject: TEACHING SCHEDULE AND ASSIGNMENTS

The attached report attempts to explain how a course schedule is made from initial planning to final number of "made" sections and to explain how these sections are assigned to teaching staff.

I have been prompted to write the document because of widespread lack of understanding of just how the entire process is carried out, and because it may serve as a useful guide. We plan to put on display in the halls some of the materials (charts, etc.) that are referred to in the report, and you may find it helpful to take a look at them.

I think I should also explain that my statements about the size of graduate classes needs some clarification. Graduate readings classes usually average about eleven or twelve students each; studies classes normally average around seven or eight. The figures I mention in the report (20 and 10, respectively) are tentative upper limits. In general, the average size of graduate classes is directly related to the total number of graduate students enrolled, of course.

I hope you will find the document helpful in understanding how this aspect of departmental procedure is carried out. If you have any brilliant inspirations how the entire procedure could be simplified and made more responsive to staff needs--and students' needs--I would be grateful to hear from you. If any part of the document is unclear to you, I would be glad to hear from you, either in person or by memorandum, so that I can attempt to clarify what remains obscure.

  
John A. Walter  
Associate Chairman



## SCHEDULING CLASSES AND MAKING TEACHING ASSIGNMENTS

The purpose of this document is to explain how the schedule of courses for the department comes into being, culminating with its publication in the official university Course Schedule, and with how teaching assignments are made. I am writing it for two reasons: first because a good many members of the teaching staff, especially new regular faculty and teaching assistants, are unfamiliar with our procedures and second because it may serve as a useful guide to someone who needs to learn the procedure. I also hope it may clear up some of the confusion and misunderstanding that sometimes occurs when teaching staff receive teaching assignments at variance with what they had been led to expect or had hoped for.

The process is a lengthy one, complex in some ways, and for a given fall semester it begins almost nine months before classes actually begin. Broadly speaking, the process of making a schedule of courses consists of the following phases: preliminary planning and forecasting of departmental needs, determining the upper-division and graduate course offerings, determining how many sections of lower-division courses will be needed, and actual scheduling of times for each class to be offered. The places, or room assignments are made by the Publications Department (Office of the Registrar), and the department can only request particular rooms for a given class when there is a special need; the department, in other words, has no control over room selection. (Some of you may have wondered why your classes meet at such long distances from Parlin Hall.) We are able, now and then, to make room changes after classes begin and after it has been determined that a room originally assigned to another department has become available for one reason or another.

### Preliminary Planning

The preliminary planning phase for Fall 1978, for example, has already begun, and it consists of study of enrollment statistics, not only for this fall but also for the last several years, to see whether enrollment trends suggest a decrease or increase in the enrollment in any multi-section course. During this phase I must confer with people in the registrar's office to find out, so far as it is possible, whether applications for admission shed any light on probable enrollment. And this phase also includes study of personnel needs: it has been the policy of the departmental administration to try to provide advanced course work in each regular faculty member's field of specialization whenever possible.

The statistical part of this planning is my responsibility as Associate Chairman, primarily because I must keep in close touch with registration data and have access to sources of information about registration. It's probably not important to go into great detail about the manner in which I determine how many sections of 306, for instance to schedule, but I can assure you that it is a fairly mechanical procedure of making use of data from past semesters, data from

the registrar, and policy regarding the size of classes. This we do not have absolute control over, but at present we operate on the assumption that the administration will not object to our limiting freshman classes to 25 students, sophomore literature classes to 35 if possible, upper-division literature classes to 50--or fewer--, upper-division writing classes to 20-25, and graduate classes to about 10 for study classes and 20 for reading classes. In determining how many sections we will need of courses beyond the beginning freshman course, I can pretty well use simple ratio formulas. For instance, there is a direct relationship between the number of students in a spring semester's total registration in 307/8 and the number that will register in 314K the following fall. I can, to be more specific, work a ratio problem that relates spring 1976 registration in 307/8 to fall 1976 registration in 314K as spring 1977 registration in 307/8 is to fall 1977 registration in 314K, when fall 314K registration is the unknown. Projections, by the way, are made in terms of the total number of students likely to register for a course. The number of sections to be scheduled is determined by dividing that total by the number we would like to limit each section to. For freshman sections, I divide by 22 (the closing limit for computer purposes; we do, as you know, allow freshman classes to go up to 25 during field-house registration and during the adds/drops/section-changing period). Other composition courses, like 310 and 317, are also limited to a maximum of 25. For sophomore literature courses, I divide the total expected by 35 to determine how many sections to schedule. You should understand, however, that there is nothing sacred about the number 35, and circumstances of budget and staff sometimes make it necessary to increase the size of sophomore literature classes. (It might interest some of you to know that for many years sophomore literature classes averaged between 50 and 60 students each: it took a long time before we were able to get administrative approval for limiting them to a lower number.) The size of upper-division literature classes is traditionally limited to 50, although for many years we allowed them to register 60 or more students. Upper-division classes in writing and a few other courses of a special nature are, of course, limited to an enrollment considerably less than 50.

This method works pretty accurately, but to play safe I schedule a few more classes than I think we will actually need--this I call a "fudge factor." I should add, at this point, that the number of lower-division sections that finds its way into the published Course Schedule is always greater than the number that will come into existence. This fudge factor, or insurance, is desirable, I believe, since it is always possible that the prediction may be too low, and it is much easier to register students if sections are already in existence than it is when we have to create new sections during the registration process itself.

The same sort of projection is made for all multi-section courses, including those given at the upper-division level (such as 321, 337/8, 348, etc.).

A second part of preliminary planning requires the Undergraduate Course Committee and the Graduate Programs Committee to start their work early in the fall. Both of these committees are responsible



for planning a program that will meet the needs of our students, not only those majoring or minoring in English, but also those from outside the department and college who want to take our courses. (Non-majors, incidentally, constitute a clear majority in our classes.) The Undergraduate Course Committee must, for instance, be sure that we offer enough courses so that majors will have no difficulty in taking those courses they must take to earn a B.A. in English, and, obviously, the Graduate Programs Committee must ensure that graduate students are offered a balanced, coherent, and intellectually desirable set of courses.

Simultaneously, both of these Committees must keep in mind the desires and needs of our teaching staff: assignment of courses in the Renaissance, for instance, for those whose field of expertise is the Renaissance--insofar as possible. We cannot, of course, offer 15 sections of 321 if student enrollment does not warrant that many sections.

Both of these committees make it a practice to ask members of the regular faculty to provide them with a statement of preferences for upper-division and graduate courses, and regular faculty are also invited to submit proposals for new courses that the committees can consider. It is also common practice for the chairmen of these committees to invite interest groups (i.e., eighteenth century specialists, language-linguistic specialists, etc.) to submit their recommendations for upper-division and graduate offerings.

After a series of meetings of both the Graduate Programs Committee and the Undergraduate Course Committee and after conferences with the Associate Chairman to decide how many upper-division and graduate courses enrollment is likely to warrant, the GPC submits its recommendations to the Graduate Studies Committee (the graduate faculty of the department) for its approval, and the Undergraduate Course Committee submits to the faculty of the entire department its recommendations for approval. Both upper-division and lower-division course offerings must be approved at a departmental meeting before the program can become official. The department does not, however, vote on the Graduate program; once the GSC has approved a program, its chairman simply informs the department of the courses that will be given.

A good many of the regular faculty of the department are asked to teach courses in other departments: Classics, Department of Afr. & Oriental Languages, Comparative Literature, American Studies, etc. A final step in preliminary planning, then, is determining who is to teach what outside the department.

Once it has been determined what courses will be offered and how many sections of each will probably be needed, the Associate Chairman then goes ahead with the making of a schedule.

## Making a Schedule

Making a schedule involves finding out when faculty would like to teach their upper-division and graduate courses, making sure that time preferences are not at odds with student and program needs, counselling with the directors of freshman and sophomore programs to determine what variants of courses will be given, and finding out what restrictions will be placed on the department by the Registrar so far as number of rooms per hour is concerned. (For some years now, we have been allocated 32 rooms per hour, with MWF classes starting at 8 a.m. and meeting for one hour and with TT classes starting at 9 a.m. and meeting for one and a half hours. We also are permitted to schedule some classes in the evening--usually graduate classes which meet for three hours once a week.)

To find out time preferences, I have the office staff send out an inquiry to each member of the faculty who is scheduled to teach an upper-division and/or graduate course. When these forms are returned, I refer to each of them before scheduling a class. It is very important to return these forms on time with an expression of first, second, and third time preferences since without such an expression, I simply have to go ahead and choose a time that seems reasonable to me. Some faculty have been careless about observing the deadline for return of these preference sheets and have as a consequence found themselves teaching at times not to their liking. Be sure to return these forms on time.

The schedule itself is made on a large 17" x 14" chart, marked off in rectangles to show spaces for 32 rooms per hour. Please see the attached example to get some idea of the form in which the schedule of courses initially appears. The illustration is greatly reduced in size.

In general, I try to schedule classes at the hour a faculty member tells me he prefers, but there are other factors than preference that must be considered. For one thing, it's desirable to offer students a number of options to help them secure a workable or desirable schedule. That means, for example, that I feel an obligation to schedule multi-section courses, like 321, at a variety of times, both on MWF and on TT. Sometimes requests from faculty conflict with this need. That's why I ask for a first, second, and third choice. It's not uncommon, incidentally, for several people assigned the same course to ask for a TT 9 time. Clearly it would not be desirable to schedule two or more sections of 348, for instance, at the same hour, especially since the total to be scheduled may number only four or five.

Once the total number of courses has been scheduled (about 440 this semester), I then consult with the Chairman of the Graduate Programs Committee to make sure that the times set will permit graduate students to work out programs meeting their needs. For example, we do not want to schedule competing courses at the same hour, nor do we want to schedule many courses at times that graduate students who are also teaching assistants will likely be teaching.

The next step in making the schedule is proofing and double-checking the work I have done. This proofing is done by the office staff who make certain that the courses I have scheduled match those appearing on the master schedule (a machine-processable printout). The staff checks particularly to see that an individual faculty member does not have more than one class at the same hour, three courses in succession (unless they have been asked for), or conflicts with courses being taught for another department.

Once this check has been made, the office staff then types up the necessary changes in the master schedule computer printout and submits it to the Dean of the college who in turn submits it to the Registrar's Office (actually the Publications Office).

Usually about this time, the office staff also prepares what we call the Teaching Assignment book: an alphabetical listing of all faculty accompanied by a listing of the upper-division and graduate courses each will teach. Space is allowed in this booklet for me to write in the lower-division courses each teacher will have to be assigned, and later on each regular faculty member will be asked (via a form) to state his preferences for lower-division courses together with a statement of time preference. This course and time preference form is also sent to all Teaching Assistants and Assistant Instructors, but statements of course preferences from this group must correlate with decisions made by course directors as to what each person should teach.

Once the master schedule has been prepared and sent on to higher administrative offices, there's not much to be done until we receive proof copy for the Course Schedule usually about the first of March for a fall schedule. Meanwhile, we keep a record of changes that will have to be made once the proof copy has been received. These changes come about for a variety of reasons: hiring of new faculty after MLA, appointment of visiting faculty, adjustments made necessary when someone receives a grant and/or leave, etc. And, perhaps most importantly of all, the effects of preregistration.

### Preregistration Effects

Preregistration (which for a fall semester occurs in the preceding spring) may make a number of schedule changes necessary. For example, oversubscription of a course may dictate the creation of additional sections if staff is available to handle them; undersubscription may make it necessary to cancel a number of sections (this fall, for example, we had to cancel about thirty sections of freshman English that had been set at unpopular hours in late afternoon--a number partly compensated for by the creation of new sections at popular hours for which we were able to secure rooms at the last moment). It is very important for everyone on the faculty to understand that it is legally necessary to have at least 10 students enrolled in each undergraduate class by the 12th day of classes and to have at least 5 students enrolled in each graduate course. It is not enough to have that number at the end of field-house registration because there is a great likelihood that some will drop before the



12th class day and thus make the class ineligible for existence. We try to give upper-division and graduate classes every possible chance to "make," but we know from experience that a class that has registered only nine students, say, through preregistration, field-house registration, and late registration will almost certainly not make it to the requisite number.

Another consideration bears upon the problem of class cancellation: we simply cannot afford to have a great many quite small classes bordering upon imminent demise unless there is overwhelming reason to continue these classes because of their importance to students' programs, etc. It is difficult to make a case with the administration for continuance of small classes when we have been asking for budget supplements to staff our courses, when other teachers are teaching classes with enrollments of 50 or more, etc. In short, we prefer all classes to have at least 15 students by the time official registration has been completed.

#### Field-house Registration Effects on the Course Schedule

Since at most only about two-thirds of the expected final number of students go through the preregistration procedure, it is necessary to devote a couple of days to registration just before a semester begins. Two days are allocated for registering, usually Monday and Tuesday of the week preceding the start of classes, and the following two days are designated for paying of fees, and the final day, Friday, is for what is called centralized adds and drops. Adds, drops, and section changes may also be made during the first week of classes.

During the two days of field-house registration, almost all of the final registering for English courses occurs. During these two days, we must therefore monitor closely the status of all classes that are in danger of failing to register the requisite number of students. Daily and even half-daily reports are made to me by the person designated as registration supervisor so that decisions can be made whether to cancel undersubscribed sections or to create new sections if demand exceeds supply. By the end of these two days, it is possible to determine pretty accurately just how many sections we will have of all of the multi-section courses. A few upper-division and graduate courses may remain on the borderline, and we usually allow them to remain on the books until sometime during the following week, to give them every chance to "make."

I want to emphasize that this period of registration is critically important to the department because it is not until it is over that we can determine, finally, precisely how many classes we have, and at what meeting times, to be assigned to teaching staff. This will explain, I hope, why it is difficult, if not impossible, to assign all classes to individual teachers immediately after the Course Schedule has been completed--some months before field-house registration starts. In fact, usually it is not until the week classes begin before we can be absolutely certain whether certain sections will survive or have to be cancelled.

Another relevant fact in determining the final number of classes: availability of qualified teaching staff and availability of funds to pay them. It's unfortunately true that we have never had a budget that would enable us to hire ahead of time all of the teachers we know we will need. We always have to ask for supplementary funds at the last minute, sometimes for just enough to cover a section at the time it is created. And for each new section created, we have to fill out a special set of forms, have them approved by the Dean, and secure a unique number for the class from the Registrar before students can be registered in it. It's a tedious and time-consuming process. Apparently, the administration is fearful that we might wind up with a section that we could have got along without.

Throughout this final phase of registration, we must so manage distribution of students into sections that we have exactly enough classes for each person on our staff to have the requisite teaching assignment. In other words, we have to come out precisely even, with no left-over teachers and, obviously, no left-over classes--and with enough money to cover the cost.

#### Making the Teaching Assignments

Before the last stage of registration occurs (as described above), the procedure for completing teaching assignments is already underway. For regular faculty, of course, upper-division and graduate courses have already been assigned and it only remains to complete each person's assignment by adding one or two lower-division courses--assuming, of course, that all of the upper-division and graduate courses make.

Some time before field-house registration begins, a form is sent to each member of the teaching staff, with the one to regular faculty asking for a statement of preference for lower-division courses and an expression of preference for times, and with the one to teaching assistants and assistant instructors asking for a statement of preference for courses and times together with a report of preempted times owing to graduate courses the TA/AI is taking and any other information relevant to the individual's teaching assignment (i.e., such as the need to get children to school, spouses to work, etc.).

When these forms are returned to Parlin 110, they are alphabetized in two groups, one for regular faculty and one for TA/AIs. In addition to this information, I always ask the directors of both freshman and sophomore courses to provide me with a list of people who are recommended to teach each of the lower-division courses. Actually, there are several lists. The director of freshman English gives me a list of the names of persons who must teach 306 and be under supervision or counseling; another list names the persons qualified to teach freshman English for foreign students (306Q and 308Q); another gives me a priority listing of persons who should be assigned 307 Special and 308 Special; and still another lists people who can be assigned regular sections of 307 and 308. From the sophomore director, I get



a priority/ranked listing of persons who should be assigned 314K if it is at all possible, together with a second listing of those who would like to teach 314K and who deserve to have an opportunity of teaching it if enough classes materialize. The Sophomore director also furnishes a list of the variants of 314L together with the names of their teachers.

It is departmental policy, by the way, to permit every candidate for the Ph.D. in English to have an opportunity of teaching sophomore literature before the degree is completed. Sometimes, unfortunately, the number of sophomore literature classes is not large enough to permit me to assign 314K, 312M, or 314L to all those recommended for it. This year, for instance, some 28 people were hired as temporary assistant professors, instructors, or lecturers after August 1; most of them were contracted to teach four sections each, with three of them being freshman English and one being sophomore literature. Given the imposed necessity of assigning such a heavy load, we could not with a clear conscience assign four classes of freshman English (unless requested to do so) and thus quite a few sophomore classes were "used up" for these temporary people.

Armed with the lists provided by the course directors and with both the schedule of courses (a booklet listing every section of English that has come into being) and the teaching assignment booklet (this, you will recall, is the booklet listing every member of the teaching staff, with a number beside each name indicating how many classes should be assigned), and, most importantly, with the alphabetized forms on which teaching staff have indicated their course and time preferences, I begin the final phase of completing teaching assignments. This final phase begins at least one week before classes begin, and sometimes long before that. It cannot be made official until registration tells us precisely how many classes we will have, no matter how early I begin the task. Let me repeat that it is impossible to know exactly how many sections there will be to assign until field-house registration is completed and even then the existence of a good many classes may remain in doubt, to be finally resolved during the adds/drops/section-changing period. It is not uncommon to have to merge small sections meeting at the same hour; sometimes I have to collapse perhaps as many as four or five scheduled at the same time in order to muster enough students to make a section of, say, twenty students. Sometimes it is necessary at the last moment to divide a largish class to make two of it, always providing, of course, that it is possible to secure another classroom at the requisite hour. Remember, we must have at least 10 students in each lower-division course, at least five in each graduate course, and preferably more in both. These are the lower limits. There are, I am sorry to say, no official upper limits except for freshman English sections and for composition classes beyond the freshman level. The upper limit for freshman classes is 25 and the upper limit for sophomore and upper-division classes in which a great deal of writing is done is also 25, except that in 325M we try to set the limit at 20. This means we register 25 in nearly every section of creative writing (325) and that we permit 25 to register in other courses in

which composition plays an important role (321K, 360M, 341, 333K, 368M, and the new senior course in advanced writing). Upper-division conference courses in writing (367K and 367L) must register at least 10 to be counted as a class, but with individual conferences a registration of 10 is easily the equivalent of a class of 25 in an organized class.

With the teaching assignment book beside me, as well as the lists earlier referred to, and with the alphabetized sheaf of preference sheets, I go ahead with the task of writing the name of a teacher beside each legitimate course in the teaching schedule and then I record that course along with its unique number, meeting time and place in the teaching assignment book. But only after consulting the preference sheets and the recommendations of the course directors. It does not take very long to describe this step in words but it does take a great deal of time to do the job. You can understand this, I'm sure, when you recall that we have about 90 regular faculty members and some 108 teaching assistants and assistant instructors.

Let me try to explain some of the problems that arise when I try to honor each teacher's request for an assignment at a particular time. Please bear in mind that around 90 upper-division and about 25 graduate classes have been scheduled and that the overwhelming majority of them are between MWF 9 and 2 or between TT 9 and 1:30. This fall, at MWF 9, for instance, upper-division and graduate classes have used up 10 of the 32 rooms available to us; at TT 10:30, some 15 upper-division and graduate classes have been scheduled. This means, obviously, that I have not been able to schedule as many sophomore and freshman classes at these hours as at, say, MWF 8. And remember that in order to schedule the requisite number of classes, I had to schedule 32 classes at MWF 8--all either sophomore or freshman classes--and I had to schedule 26 classes of freshman and sophomore courses at MWF 3; 10 at MW 3-4:30; and a few as late as MW 4-5:30 and M 7-8:30 p.m.; at TT 3-4:30 I had to schedule 24 lower-division classes, with 11 scheduled TT 4:30-6. This adds up to 111 classes at "bad" hours, hours very rarely requested by members of the teaching staff.

Another problem has to do with the existence or non-existence of particular classes at given hours. We can be sure that 306, for instance, will be scheduled at every hour; this fall, there were at least 6 sections scheduled at every hour (except for those at 7 p.m.). But this does not hold true for all courses. For example, only 6 sections of 312L were scheduled for fall and these happen to have been scheduled at MWF 9, MWF 10, and at TT 12-1:30. It's clear, then, that those entitled to teach a section of 312L had to be assigned one of the existing sections at one of these three times. But suppose such a teacher has specifically requested not to teach at one of these times, and, indeed, provides evidence that he/she cannot teach at these times.

As a matter of fact, it is not at all uncommon for a teacher to ask for a section of a particular course at a time when no sections are scheduled. This leaves me in a difficult position, to put it mildly: I simply cannot honor the teacher's request.

Still another problem: suppose the recommendations of the sophomore director for assignment of sections of 314K add up to 30 sections and suppose further that through MLA recruiting and last-minute hiring we have 36 new regular faculty. These 36 have been promised a section of sophomore literature. But the total number of 314K sections is only 55, or 11 fewer than I need to fulfill all promises. Obviously, something has to give; I once again simply cannot give every teacher what he has been led to believe he/she will be assigned. This situation occurs every single semester, in one form or another.

I could go on, almost endlessly, describing and illustrating the problems that arise in trying to honor requests for specific courses at specific hours and at the same time trying to get teachers assigned to all of the classes that have come into being at whatever times. But I shall spare you any additional detail in the hope that I have already said enough to make it clear that it is difficult, if not downright impossible, to give everyone exactly what he wants when he wants it--however legitimate--and desirable--his wants are. I do the best I can, but I cannot produce sections when none exist.

Once I have names beside each course and the requisite number of courses listed beside the name of each member of the teaching staff, I turn these two books over to the office staff for proofing and double checking. The staff makes sure that each course has been assigned, that each teacher has a proper teaching assignment, and that the unique numbers and teaching times and rooms are all accurately recorded. This in itself is a time-consuming task, and it occasionally happens, I'm sorry to say, that the staff discovers that I have assigned the same course to more than one teacher, or that I have failed to assign someone the requisite number of classes, etc. I believe the staff will assure anyone who asks that such errors are infrequent, but they do occasionally occur. When they do, the staff brings the error to my attention and I correct it. Sometimes making the correction is more troublesome than I can easily tell you: changing a teaching assignment for a single individual often requires changes in the teaching assignments of as many as four or five other individuals. I'll not attempt to describe in detail this exasperating process, but I'll be glad to show anyone who is interested, skeptical, or simply curious about the way the process works.

Eventually the errors and oversights are corrected (though not always to everyone's satisfaction), and then the office staff types out each teacher's teaching assignment and distributes them in the mail boxes.



And when you pick up your teaching assignment, you discover whether you were given what you wanted, when you wanted it. In the fourteen years I have been doing this work (this is my 14th year as Associate Chairman), I have been able to give assignments that were satisfactory to at least 95% of the teaching staff.

Sometimes we can make minor changes in a teaching assignment, if desired. In the period immediately after classes begin, I will approve changes in teaching assignments so long as the following "rules" are observed:

- (1) Exchanges of identical courses but meeting at different hours will be automatically approved by me if approved by the appropriate course director. It is imperative that such exchanges not be officially made until my office has been informed and we can change the names in the teaching assignment book and in the schedule of courses book. We must, I am sure you will understand, have an accurate official record of who is teaching what--and when.
- (2) Exchanges of non-identical courses (i.e., a 307 for a 308, or a 314K for a 307, etc.) may be made if the course director or directors approve and if a written record of the approved change is brought to my office (actually, to Joy Ptacek).

Sometimes the exigencies of working out a satisfactory work schedule, taking into account problems in registering for graduate courses, make such exchanges as I have mentioned above desirable, and we are happy to approve any such changes that will not work to the detriment of students.

### Conclusion

The foregoing explanation of schedule making and assignment making is long enough, heaven knows, but it is not, let me assure you, totally exhaustive. I have spared some of the more grievous details that have to be dealt with but will mention just one troublesome detail. After our recruiting staff has completed its work, we have to try to find a suitable assignment for each person who accepts a contract with us. Our policy is to try to give each new member of the regular faculty one advanced course, one sophomore literature course, and one freshman class (occasionally, two freshman or two sophomore classes to reduce the number of preparations). The trouble is that we don't know for sure who will join our staff until long after the Course Schedule for the Fall semester has been completed. It means we have to do a considerable amount of juggling to provide advanced sections and a suitable lower-division assignment. When we hire a considerable number of people, as we did last year, it may mean that adjustments and modifications may have to be made in, for example, the assignments of sophomore classes we had intended to make. Put bluntly, it may mean that sections we

expected to assign to teaching assistants and assistant instructors will have to be assigned to new regular faculty. One more detail unmentioned thus far: when an upper-division class assigned to a senior member of the regular faculty or to a visiting professor from another university fails to muster the requisite number of students to survive, we have felt compelled to give that person as a substitute a section of sophomore literature, rather than a section of 306. Many of these persons, especially visitors to our department, have no experience--at least not in a couple of decades or so--with courses like those we give at the freshman level.

Thus you can see, I hope, that the making of a course schedule and the assignment of courses requires the work of a good many people and that it takes a long time. When I think of the magnitude of the department and of its responsibilities to students, I am astonished that it all works as smoothly as it does.



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377A  
Wed-10  
Trible

314N  
Wed-10  
Fowler

375L  
Wed-10  
Hoback

325  
Tue-10  
Worrel

325  
Th-10  
Dhile

321  
Tue-10  
Frost

Note: The above schedule does not reflect changes made necessary after the loss of the Belmont. For permanent changes, see Belmont on National...

Belmont on National...

