

Guidelines for Building the Teaching Matrix (Updated 2/2019)

Matrix and Course Count Goals

In building the Teaching Matrix our goals are:

- To have an even balance of courses for each quarter at different levels and in different fields
- To maximize enrollments (including LD teaching outside the department).
- To offer an optimum target number (based on past enrollments and an average of the number of courses offered per field group, per year) of upper division lectures and colloquia that will provide enough choice for students, including the required colloquia and pre-1800 courses for majors.
- To offer an optimum number of graduate courses to meet requirements and minimum 4 student enrollment.
- To offer all required courses (LD, Honors Seminar, History and Theory)

The Process

Individual Faculty Course Submission

General Guidelines

Each faculty member should submit courses based on normal department teaching load (three lectures and one colloquium spread over 3 quarters). The list of courses should INCLUDE the most recent enrollment numbers for each course (if taught within the last 3 years, consult Schedule of Classes). If a course was taught in the previous academic year, it should only be offered again if there is reasonable expectation of strong demand; otherwise, no more than every other year is a good rule of thumb. If one of the courses is graduate (HIGR), the faculty should explain the need for the course: 1) required [every year for research seminars and HIGR 200 or every 2 years for historiography] 2) expected enrollment of a minimum 4 students

Faculty members who will offer a course in another field should notify the field group rep for that field so it can be incorporated into their matrix. Faculty with no field group should submit their proposed schedule directly to the undergraduate chair.

If a faculty member is not teaching the normal load, they should explain why:

1. Two-quarter research seminar = two small courses
2. Large enrollment lecture course(s) (est. > 250) balanced by two small courses
3. Course release for service (external/reimbursed or dept/non-reimbursed?)*
4. Course release for point system (make sure you have submitted documentation)*
5. Sabbatical/leave
6. Teaching one or more courses in another department/program
7. If the faculty is unsure about a pending fellowship/sabbatical, include the maximum courses and list which would be canceled
8. Zero teaching quarter

While all of these reasons can be legitimate, some of them must be balanced against department need, especially #4,#6,#8. The Department has always honored faculty member's requests for sabbaticals or leave "on demand" (not all departments do this), and we will continue to uphold this principle.

*Course releases should be applied to colloquia or graduate courses, so as to minimize the impact on enrollments.

Tentative or Unplanned Course Relief and Leaves

The teaching matrix is usually created well in advance of fellowship notifications, committee or directorship appointments and other factors that would allow for course relief or leave and create gaps in the curriculum.

It is always easier to cancel a scheduled course rather than add a course after a quarter's build has been sent to the registrar's office.

Course Collection Format

FACULTY NAME

C1-(Quarter) HI** ### (Course Title) and/or (Course Relief/Sabbatical/Leave) (last enrollment/when taught)

C2-(Quarter) HI** ### (Course Title) and/or (Course Relief/Sabbatical/Leave) (last enrollment/when taught)

C3-(Quarter) HI** ### (Course Title) and/or (Course Relief/Sabbatical/Leave) (last enrollment/when taught)

C4-(Quarter) HI** ### (Course Title) and/or (Course Relief/Sabbatical/Leave) (last enrollment/when taught)

Example:

DANA MURILLO

C1-FA 17 Course Relief-Undergraduate Program Director

C2-FA 17 HILA 100. Conquest and Empire: The Americas (55/fall 2015)

C3-WI 18 HIGR 209. Historical Pedagogy

C4-SP 18 HILA 134. Indians of Colonial Latin America (65/spring 2014) (Course Relief if Fellowship)

Building the Field Group Matrix

The Undergraduate Committee Representative for each Field Group (UGC Field Rep) is the effective head of the field group for constructing the matrix and should take the lead in:

- collecting faculty members' individual requests,
- putting together a preliminary matrix
- calling a field group meeting to finalize a matrix for their field that seeks to achieve the goals of:
 - a balance of undergraduate lectures and colloquia across the quarters
 - fulfillment of graduate requirements

Each UGC Field Rep begins by requesting the individual teaching preferences from each faculty member in their Field Group (senate and pathways faculty) for the next academic year. Once the field rep has collected all the information, the field group should have a more granular discussion about how the preliminary field group matrix could/should be altered to achieve the goals.

- Are there enough overall UD lectures and colloquia over the year?
- Are they evenly distributed across the quarters?
- Are there courses offered in the same quarter that are likely to cannibalize each other's enrollments?
- Does it make sense to distribute likely large enrollment lectures across quarters?
- How many colloquia per field per quarter is ideal for enrollments?
- Is the number of graduate courses justified or necessary, in terms of requirements and/or likely minimum enrollments (4)?
- Do any faculty members have reimbursed course releases that could be used to fill in gaps?

If there are big gaps across quarters or an insufficient number (based on the average number of courses usually offered in the field), the field group should try to:

- switch courses from one quarter to another
- switch from a colloquium to a lecture or the reverse if necessary for balance
- defer a course release to the following year
- give up a zero teaching quarter, etc.

The field group should make an effort to come up with a solution as a group, including the proposed use of any reimbursed course releases that group faculty members have. If the field group still feels there are unresolved problems with the matrix, the Field Rep will bring these concerns to the Undergrad Committee.

Next, the UGC Field Rep will send the preliminary field matrix to the Undergraduate Coordinator so that s/he may compile all the Field Group information prior to the meeting of the Undergraduate Committee to build the department matrix.

Department Matrix Build

January/Feb: Once the Undergraduate Coordinator has compiled the field group builds, the Undergraduate Committee is tasked with building the Department's Annual Teaching Matrix that meets the previously listed goals.

- **Hitting Targets** (number of courses/enrollments): The undergraduate committee begins with a target number of undergraduate UD lectures and colloquia (LD are consistent) and with a target estimated enrollment. * Based on those numbers, confirm that the field groups have presented a reasonable matrix within the guidelines for the individual faculty and the group.
** The targets are based on past averages and enrollments, divided evenly over the 3 quarters.*
- **Balancing Courses:** If course offerings are uneven across quarters, the committee decides who/how to ask faculty to shift.
- **Colloquia and Pre-1800 Courses:** If colloquia/pre-1800 are uneven across quarters, the committee decides who/how to ask faculty to shift.
- **Cross-Field Grad. Courses:** Ensure that all required grad courses are being taught, and a limited number of "cross-field" grad courses (no more than 1 per quarter unless an enrollment argument can be made)
- **Temp. Hires:** If there are still huge gaps and/or an overall shortfall in the number of undergraduate courses, the committee can recommend the need for additional temp hires, which may or may not be feasible.
- **Submit to Chair:** The undergraduate committee then submits the matrix to the Chair for final review and approval.

May: after graduate admissions is closed, the graduate committee will meet to make final decisions on the number of graduate courses being offered, based on the actual number of students in the first and second year classes.