

Best Practices for Course Scheduling

Division of Humanities

Guidelines from the Registrar & Faculty Handbook:

As far as possible, we work to follow the best practices laid out in the [Faculty Handbook](#) and on the [Registrar's website](#), including the following:

- Providing a predictive course schedule at least one year in advance each Spring
- Distributing classes across all available time slots, with the exception of one pre-determined time slot in each department reserved for department meetings.
- Keeping at least 1/6 of courses outside of “primetime” (9.15 am -3.40 pm)
- Ensuring that no department’s offerings have more than 1/5 of courses in a single time slot
- Keeping courses in standard start times and indicating any requirements outside those times in Banner at the time of registration.
- Holding courses in assigned classrooms, and ensuring that if course location changes it is noted in Banner.
- Keeping any unique course required for a major out of the 3.40 pm time slot.
- Scheduling 4 day-a-week J-Term courses on TWRF.
- Ensuring that all faculty have at least 3 hours of posted in-person office hours scheduled to accommodate a wide range of student schedules, and at least 2 additional hours of student interaction outside of class each week.
- Fully online courses can be offered *only* during J-Term and Summer.

Additional Divisional Guidelines:

In order to meet the needs of programs and general education in alignment with the university’s guidelines, Humanities chairs will involve departments in a collaborative scheduling process. When difficult decisions must be made about who will teach a particular course or what time it will be scheduled, chairs will utilize the following criteria, in ranked order:

1. Curricular needs of the program, department, and division
2. Teaching expertise and qualifications of faculty
3. Pedagogical best practices for a course
4. Student needs and interests
5. Family needs and responsibilities
6. Preferences of faculty in their final year at the university
7. Fair distribution of less-popular teaching times and responsibilities
8. The ability for faculty members to preserve a single “research day” without teaching responsibilities each week
9. Non-contractual commitments made to other PLU programs
10. Faculty seniority
11. Expectation of flexibility from faculty with course releases