



**TYCA Working Paper #3:
Workload Management Strategies
for Teaching English at Two-Year Colleges**

Two-Year College English Association

Workload Task Force

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Abstract

In Fall of 2019, the Two-Year College English Association distributed a 39-question survey to two-year college English faculty through professional listservs, regional distribution lists, and social media platforms. We received 1,062 responses to questions about workload in the areas of teaching, service, and professional development. This working paper draws from a Two-Year College English Association national survey and reports on findings about strategies that instructors at two-year colleges use to manage their teaching-intensive workloads. The report describes workload management strategies that instructors make when they select courses to teach from a program schedule, teach their courses, and make decisions about professional responsibilities. It concludes with recommendations for how English departments and writing programs can create labor conditions that help instructors use effective strategies for managing their workloads.

NOTE: This working paper reports on general themes and patterns that emerged from an analysis of survey respondents' comments that identify specific strategies that instructors use to manage a teaching-intensive workload. ["TYCA Working Paper #2: Two-Year College English Faculty Teaching Adjustments Related to Workload"](#) describes compromises made by and consequences for instructors as a result of their workload.

Overview

Teaching work in English at two-year colleges and other open-access institutions is time consuming and labor-intensive. Instructors often teach a 5/5 semester load with some institutions requiring a higher load or offering courses on an intensive quarter system. A 2019 Two-Year College English Association national survey on two-year college faculty workload (discussed throughout this document) shows that 42% of 1,062 respondents teach 28 to 35 credit hours annually as part of their contractual teaching loads (Giordano et al.). More than one-third of respondents reported that they always or frequently teach overloads beyond their contractual obligations. Three-quarters (75%) indicate that they have one or more leadership roles at their institutions, but a third of them do not receive any compensation for that work.

This working paper provides an overview of the strategies that instructors use to manage a teaching-intensive workload in response to an open-ended survey question about adjustments to teaching that respondents make because of their workloads. The survey responses describe practices that reduce time spent on teaching, reduce overall teaching workload, or that give an instructor more control and flexibility over when and how they do work (but that don't necessarily reduce time or work).

The results suggest that workload management begins at the level of making decisions about which courses to teach, when, and where to teach them. Depending on the practices of an institution and how they assign courses, full-time faculty may have more autonomy over decisions about which courses to teach and modalities of instruction compared to their non-tenure line colleagues. However, adjunct instructors are typically not contractually obligated to teach a particular number of course sections, and they may have more control over how many courses to teach—although with reduced compensation for their work.

The second stage of workload management for instructors is making choices about how to teach each course after they receive a course assignment. This includes a variety of strategies for course preparation, assignment design and scheduling, assessment practices, and use of technology as a tool for teaching. Survey responses suggest that many strategies for managing a teaching-intensive workload at the level of a course are individual to the needs, preferences, and circumstances of an individual instructor. Additional survey results also suggest that some instructors manage a teaching-intensive workload by making strategic choices about their professional responsibilities and whether to take on additional work.

Current Disciplinary Recommendations for Teaching Workload Management

Most work on faculty workload in higher education focuses on research at four-year universities. For example, a Boise State study suggests that faculty spend a lot of time in meetings and on non-teaching administrative tasks (Flaherty). Information about workload from institutions where faculty have lower teaching loads and more research responsibilities doesn't accurately depict what workload looks like for instructors at open-access institutions where instructors teach five or more courses each semester. Most work on two-year college faculty workload comes from state reports (e.g., Nevada System of Higher Education) or policies that set workload limits (e.g., Colorado Community College System). This type of data is helpful for decision making at the state or institutional levels but doesn't present a clear picture of the workload tasks that English instructors at two-year colleges complete or the strategies that they use for managing a teaching-intensive workload.

In writing studies and English more broadly, most published work on workload strategies typically doesn't describe research but rather provides instructors with suggestions or tips for managing work in a course. Books on teaching writing typically focus on new instructors and graduate teaching assistants with the assumption that they don't have control over decisions about what or when to teach. For example, the 7th edition of the popular *St. Martin's Guide to Teaching Writing* (Glenn and Goldthwaite) starts with this advice: "The first thing any new teacher must do is gather information. You have been assigned to teach a course . . .". The "Preparing for a Course" chapter then explains strategies for learning about the curriculum and the course, which are essential for new instructors. However, this example illustrates how instructors are trained to teach writing within institutional contexts (universities with graduate programs) that are different from the work that they will do across a career. As instructors transition from graduate school to other teaching positions, their graduate training might not prepare them for decisions about which courses to teach, how to create a manageable teaching schedule, or how to negotiate work life balance through making choices about professional engagement.

At the course level, most disciplinary resources for workload management focus on grading and feedback. For example, Nancy Sommers's short *Responding to Student Writers* describes strategies for managing grading workload that focus on student learning. Edward White's *Assigning, Responding, and Evaluating: A Writing Teacher's Guide* has about a page on

“Handling the Paper Load” with a set of suggestions followed by the comment that “Teachers of writing will continue to, I am convinced, to work longer hours than most other faculty and to spend more time with their students as well as with student work”. Other publications, including *Alternatives to Grading Student Writing* (Tchudi) provide similar practical advice. While these professional resources may be helpful for new instructors and those who are seeking advice about how to manage grading, English studies as a discipline and profession has yet to provide instructors who work at two-year colleges and other teaching-intensive institutions with a clear overview of strategies for managing workloads that are significantly different from those at research institutions or in writing programs staffed primarily by graduate students.

The survey results reported in this working paper suggest that two-year college faculty need to draw from a much more complex and varied set of strategies for managing workload and creating sustainable labor conditions. Melanie Lee’s “Rhetorical Roulette: Does Writing Faculty Overload Disable Effective Response to Student Writing?” provides an example of the type of ongoing research on teaching workload that would benefit two-year college writing programs and instructors. Lee reports on a pilot study that suggests that teaching workload may affect the rhetorical effectiveness of feedback. Similarly, Carolyn Calhoun-Dillahunt and Dodie Forrest’s study of students in developmental writing courses and their responses to instructor feedback illustrates how more classroom-based research at two-year colleges might help the profession and instructors identify strategies for managing grading workload while also supporting student learning.

Survey Methods

This working paper presents an overview of workload management strategies described by respondents to a national survey from the Two-Year College English Association, which investigated workload of two-year college faculty and the effects of workload on educator effectiveness. The survey included six demographic questions, 28 closed-ended items that asked respondents to select from a list of possible responses, and five open-ended items. The survey was distributed to TYCA members and other two-year college instructors during Fall 2019; 1,062 participants completed the survey. The TYCA Workload Task Force conducted a mixed-methods analysis of responses to the survey using descriptive statistics to analyze closed-ended responses. We also applied iterative thematic analyses of open-ended responses to survey questions using Dedoose (a web-based platform for analyzing qualitative and mixed methods research) to code each response.

The survey asked participants to respond to the following open-ended question about teaching: “*What types of adjustments to your teaching (for example, pedagogical approaches, course design, or assessment practices) have you made in order to accommodate your workload?*” Of the 1,062 participants, 552 survey respondents (or slightly less than half) answered the question. From those responses, we identified 98 coded occurrences that we classified as workload management strategies. We defined a workload management strategy as **an action that an instructor independently uses to reduce or manage workload and balance teaching with other professional responsibilities**, which is in contrast to workload conditions imposed on instructors administratively or that result from life circumstances.

Overview of Workload Management Strategies

Some survey participants stated that they use strategies to manage their time or workload without identifying specific strategies—for example, “Better time management,” “Streamlined the workload so can deal with all the pressures,” or “I make frequent adjustments to my time-management systems.” One respondent described general time management strategies by writing, “I set up systems that help me achieve the highest impact in the shortest amount of

time.” However, most survey respondents who discussed workload management strategies shared specific details about the adjustments that they make to their professional lives to manage a teaching-intensive workload. Although many responses described strategies that instructors use to do less work or reduce the time they spend on teaching, some answers focused on strategies that create more flexibility in when, where, and how an instructor does work (i.e., they give an instructor more control over their workload even if the time commitment remains the same).

Most workload management strategies identified in the survey fall into one of three general categories:

1. **Choices about what, when, and where to teach** (decisions made when creating a semester or term teaching schedule);
2. **Choices about how to teach** (choices about how to manage workload while preparing for and teaching a course);
3. **Choices about professional responsibilities** (controlling a teaching-intensive workload by making strategic decisions about how to spend time on work activities).

Within those three categories, we identified eight patterns of strategies that respondents reported using to manage workload: *strategic course selection, teaching in a preferred modality, creating a manageable schedule, controlling the number of students taught in a semester or course, reducing course preparation time, modifying assessment practices, using technology to manage workload, and controlling work responsibilities.*

Category 1: Choices about What, When, and Where to Teach

For many two-year college instructors, workload management for teaching starts when they select courses for an upcoming semester or term. Many survey respondents reported that they manage workload by making strategic choices about which courses to teach, which sections to teach in an available schedule, and the learning environment or modality for teaching (face-to-face, online, or hybrid courses). For instructors with a teaching-intensive workload, creating a manageable schedule can help them balance teaching with other professional responsibilities, control how and what they teach, and have more flexibility in how they use their time.

It is important to note that making strategic choices about which courses to teach and when to teach them is not a workload strategy that is available to all instructors—and one that might be disproportionately available to tenured or experienced tenure line faculty but not to contingent faculty, part-time adjuncts, or some early career probationary faculty. The ability to use course selection as a workload strategy applies only to instructors working in programs that give faculty at least some autonomy over the courses that they teach.

Strategy 1: Control Workload Through Strategic Course Selection

Many respondents identified strategic course selection as a method for managing workload—in other words, they make choices about which particular courses or sections of a course to teach from the options available in a department’s or program’s course schedule. References to a modality of instruction (online, face-to-face, or hybrid) were a frequent enough response to the survey question about teaching adjustments that we identified it as a unique workload management strategy (discussed in the next section).

One pattern in the survey responses is that instructors make strategic decisions about the types of courses to teach, including:

- Teaching fewer writing courses and more literature or specialty courses.
- Teaching mostly standalone developmental reading or writing courses.

- Balancing developmental with credit-bearing courses (i.e., teaching both types at the same time).
- Teaching courses for another department to reduce grading or feedback workload (for example, communications).
- Teaching more supplemental instruction and corequisite courses, which are smaller and tend to require less course preparation (for example, Accelerated Learning Program or writing studio courses).

Limiting the number of different courses is another course selection strategy (which is different from teaching fewer class sections). Some instructors report that they control course preparation time and work by teaching multiple sections of the same course in a single semester or teaching the same course repeatedly over multiple semesters to avoid preparing for new or different courses.

Others select courses that require less work. For example, they avoid teaching first-year writing or courses with heavy grading loads. One respondent described this strategy as “Choosing certain classes to teach because they are lower workload, not necessarily because I want to teach them.” A related strategy is selecting a course in a learning community, which typically means sharing some aspects of a teaching workload with one or more instructors.

Strategy 2: Choose a Preferred Modality for Teaching

One approach to managing workload that respondents frequently mention is making choices about teaching modality (face-to-face, online, and hybrid). However, participants identify online teaching both as a preferred choice for managing time or a type of teaching to avoid because of workload, depending on an instructor’s circumstances. Some respondents choose a mix of online, face-to-face, and/or hybrid teaching to create a more balanced workload. Others avoid teaching in more than one modality in a semester.

Purposefully choosing to teach online is a strategy that some instructors use to manage workload. Some survey participants report selecting online course sections even if they prefer teaching in a face-to-face classroom. One respondent noted, “I have begun to teach more online courses per term in order to free up my time in classrooms.” Some responses suggest that online teaching can create more flexibility in how and when instructors use their time. For example, respondents reported teaching online as a strategy for managing a schedule, freeing up time for service work, and reducing time spent on commuting. These responses suggest that asynchronous online courses give instructors more control over their schedules but might not necessarily reduce workload or the time spent on teaching. The one identified strategy that might reduce time is putting time into developing an online course and then teaching it in subsequent semesters, which initially creates more work while decreasing workload later.

Some respondents reported that they avoid online teaching or reduce how many online courses that they teach because of workload issues. While some instructors enjoy the flexibility of online teaching, others identified it as more time intensive. For example, one respondent stated: “I will limit my online course load because it is more unpaid labor than the unpaid labor of face-to-face teaching.” Another suggested that online teaching can be a complicated workload tradeoff: “I learned to teach online to give myself more grading time, but it turned out to require a lot of extra time, even though I had the course entirely built before class started.” This perhaps suggests differences in both teaching preferences and in how online programs are structured (for example, with departmental course development shells or with approaches to teaching that are less time consuming for course preparation or grading). Online and hybrid teaching at two-year colleges is an important topic for further research by two-year college teacher-scholars to

identify strategies that both reduce workload and support student learning in online and hybrid learning environments.

Strategy 3: Create a Manageable Scheduling

Some participants identified making choices about when they teach through strategic course scheduling, including: teaching face-to-face courses two days a week with other courses taught online; spreading teaching load over the year (summer and winter) to reduce number of courses taught during a semester; selecting courses that only meet once a week; choosing night classes; and teaching eight-week courses in a 16-week semester to reduce the number of courses taught at the same time. Like course selection choices, this option might not be available to some new instructors or adjunct faculty—or for instructors on smaller campuses with limited options for scheduling courses.

Strategy 4: Control Numbers of Students Taught in a Semester or Course

A few respondents described making choices that reduce how many students they teach in a semester and/or course. These strategies included controlling class size by teaching more co-requisite support courses (which have fewer students), selecting non-composition courses to reduce the number of writing course students that an instructor works with during a semester or term, and strictly enforcing attendance policies and withdrawal policies (which can result in students being administratively dropped from a course). For some respondents, reducing the number of overall students was less important than teaching fewer students in writing courses, which may mean that the workload per student is more intensive in writing courses.

Category 2: Choices about How to Teach

Respondents reported using a variety of different strategies for managing a teaching-intensive workload while they teach a course. These strategies are available to a wider range of instructors compared to choices about course selection and scheduling. However, they may be somewhat limited in programs that closely control curriculum, readings, and assignments rather than giving instructors flexibility over how they develop and teach their courses.

Strategy 5: Reduce Course Preparation Time

Course preparation strategies are the choices that an individual instructor makes about how they use their time for developing their courses (if given autonomy over decisions about curriculum and assignments). Most course prep strategies described by respondents seem to be based on individual teaching preferences. In other words, instructors select strategies that work for them, and there was more variety in the responses for this strategy compared to course selection strategies. Here are some examples of strategies that respondents use to manage course preparation time:

- Frontloading intensive course preparation work to spend less time preparing for the same course during a subsequent semester.
- Limiting revision to assignments (which is both a course design and assessment strategy).
- Limiting use of readings in a course.
- Assigning the same readings over time.
- Using the same curriculum for more than one section.
- Sticking with the same assignments over time.
- Using the same course activities for multiple semesters.
- Assigning similar work at two different campuses/programs.
- Using open educational resources (perhaps as a substitute for developing original materials).
- Using rubrics.

- Waiting to do revision/course development work after a class ends.
- Making online/hybrid courses similar to face-to-face courses.

Strategy 6: Manage Time with Modifications to Assessment Practices

Many of the time management strategies that instructors use to deal with workload in an individual course focus on practices for assessing student learning. These strategies help instructors manage the time that they spend on grading, feedback, and monitoring students' progress and literacy development. For additional analysis examples of how respondents to the TYCA survey adjust assessment practices to manage workload, see Giordano, Hassel, and Wegner, "Working Paper #2: Two-Year College English Faculty Teaching Adjustments Related to Workload."

A) Modifying Assignments

One strategy for reducing workload is making adjustments to the assignments that students do to demonstrate their learning in a course. Some respondents reduce the number or size of course assignments. For instance, one respondent stated, "I have assigned fewer papers during overload quarters, and I also have more low-stakes assignments during those quarters" Other respondents felt that reducing the number and size of assignments allows instructors to give more detailed feedback on fewer assignments. One participant described how workload can affect pedagogical choices that an instructor makes about assignments and assessing student learning: "I grade thoroughly and respond to what my students write. If I don't have the time to grade correctly, I just don't assign the work." Some of the workload management strategies reveal variations in how different instructors perceive their responsibilities in assessing learning and providing feedback.

Other strategies for managing workload through modifications to assignments include:

- Reducing the number of graded assignments.
- Reducing the number of or eliminating short assignments (such as reading responses or process activities that work toward longer formal assignments).
- Reducing the number of homework assignments in general.
- Limiting revision to assignments.
- Choosing particular types of assignments.
- Avoiding assigning portfolios in first-year writing.

B) Managing Due Dates/Controlling When to Do Grading and Feedback

Some instructors manage grading workload by controlling when they do that work (in contrast to other assessment practices that aren't necessarily about managing time). Strategically scheduling assignment due dates was the most frequently mentioned grading management strategy. One instructor stated, "I also have to plan out due dates much more carefully in order to not have all classes turning in work at the same time—but even this scheduling out gives me less than a week to grade one class' work." Scheduling when assignments are due also includes spacing out assignments within a course in order to balance the assessment workload. For example, one instructor stated, "I spread out assignments, so I do not have several assignments to grade at any one time." Additionally, spreading out due dates between different courses as well as due dates for multiple sections of the same course were also similar strategies used by instructors in order to balance grading and feedback throughout the semester. Several instructors described choosing a particular time for assignment due dates to manage their workloads, including making assignments due at the end of the week and scheduling due dates around service responsibilities.

C) Making Choices about the Format for Assessment and Feedback

Finally, a few respondents manage workload through the format that they use for assessment and feedback. Several instructors stated they have adopted online assignment submission and grading as a strategy. Canceling classes for individual or small group conferences is another strategy for managing time spent on assessment and feedback.

Strategy 7: Manage Teaching Workload with Technology

A few respondents described using technology to manage their workloads while teaching a course. The use of technology as a teaching tool seems to be unique to individuals, their circumstances, and the tools available to them. Here are some examples of comments from respondents about how they use technology as a workload management strategy:

- “Everything is online and cloud-based so I can work whenever and wherever I am. I also have a lot of apps and cross-over between personal and professional organization, to include calendars and notes between devices.”
- “Due to a combination of number of sections and ideas about appropriate technology use, I now use the WordPress blogging platform.”
- “I make sure that I maintain great relationships with departments other than mine to ensure that I teach in a particular computer classroom where I can use and maintain specific software and browser configurations.”
- “I have converted nearly all my lectures to PowerPoint or computer-generated materials. This makes lectures easy to access and edit/change.”

Category 3: Choices about Professional Responsibilities

A final, much smaller category for workload management strategies is making strategic choices about professional responsibilities to create more time for teaching or to spend less time on teaching.

Strategy 8: Controlling the Amount or Type of Work Responsibilities

Some respondents identified making adjustments to teaching through choices about the types of work that they do beyond contractual teaching responsibilities to reduce or modify their workload. Some instructors choose to do institutional or departmental work that is compensated through release time to reduce the number of courses that they teach. Several respondents noted that they avoid teaching overloads. Taking extra courses beyond contractual responsibilities provides two-year college faculty with extra income but also increases workload while decreasing flexibility in a work week schedule. Some respondents indicated that they reduce professional activities to free up more time for teaching. For example, one respondent selects service work that can be completed during the summer to free up time for teaching during the regular academic year. Another reduced workload by eliminating a professional activity: “I stepped down from a co-curricular advisor role I'd held for 17 years and am passionate about because it took so much time away from teaching writing.” Responses about managing teaching workload through adjusting work responsibilities suggest that balancing a teaching-intensive work schedule with other professional work is a complex and challenging aspect of teaching English at two-year colleges.

Program Recommendations for Supporting Workload Management

Participant responses to the survey question on teaching adjustments suggest that two-year college faculty use a variety of different strategies to manage a teaching-intensive workload and create flexibility in their schedules. Some strategies for managing overall workload seem to depend heavily on an individual's preferences, teaching strategies, approaches to assessing student learning, and potentially background/expertise. Within the courses that they teach, instructors can also create a more balanced work life by making strategic choices about how they use their time and the work that they do as teachers.

However, to create sustainable working conditions and to work toward bringing two-year college English teaching into alignment with disciplinary recommendations, many of the strategies identified in the survey require a department or program culture that supports instructor autonomy. One of the most important components of workload flexibility and a sustainable teaching career is providing instructors with at least some freedom to make strategic decisions about which courses and sections to teach.

One of the closed-ended questions in the TYCA workload survey asked instructors to report on how much control they have over decisions that affect their teaching workloads in response to the question: “How much autonomy do you have over the following aspects of your teaching?”:

	A lot	Some	None
Course Content	75%	23%	2%
Schedule for Office Hours	74%	21%	4%
Types of Courses	20%	65%	14%
Schedule	12%	60%	27%
Overload	15%	46%	39%
Structure of Office Hours	22%	39%	39%
Number of Sections	15%	39%	45%
Mode of Delivery	9%	45%	45%
Summer Teaching	10%	38%	52%

Overall, the responses show that many instructors do not have enough autonomy to implement many of the workload management strategies described in this report. It’s important to note that over half (56%) of respondents reported that they work off the tenure track, and they may have more autonomy over the number of sections that they teach through making choices about their employment levels in contrast to most tenure-line faculty who are contractually obligated to teach a particular number of credit hours required by an institution if they don’t have administrative responsibilities or course releases.

Using co-requisites to support community college writers was the one program-level workload management strategy explicitly identified by respondents. Co-requisite writing courses (for example, writing studios or Accelerated Learning Program classes) are frequently used at community colleges to reduce developmental education coursework and/or accelerate students through a writing program. Potential reasons why co-requisite courses potentially help instructors manage workload include a low class size for the corequisite (which reduces the number of students an instructor teaches in a semester), more individualized support for students, and a reduced workload for first-year writing teachers who can either offer more support to their own students in a co-req or reduce their workload for supporting students who receive help from a different instructor in a co-req.

Survey respondents' comments suggest that English Departments, writing programs, and college administrators can use several different strategies to help instructors manage or reduce their workloads through sustainable labor conditions, including:

- Work toward reduced class sizes for writing courses.
- Avoid adopting writing course acceleration practices without also developing a co-requisite support program.
- Give instructors some flexibility over scheduling for a semester (for example, modality, days of the week, or times of day).
- Reduce the number of composition courses that an instructor teaches by balancing a semester/term schedule with courses that require less grading and less one-on-one support for students.
- Permit instructors to determine the modalities in which they teach based on both their teaching preferences and the resources provided by a writing program for online and hybrid teaching.
- Reduce intensive workload for course preparation by permitting instructors to limit the number of course preps within a semester and/or teach the same courses for a few subsequent semesters.
- Create balanced schedules for instructors who teach primarily writing courses by giving them two different types of writing courses with varying levels of workload if they want that choice (i.e., developmental with first-year writing or sophomore courses with first-year writing).
- Schedule courses that meet once or twice a week to give instructors more flexibility on how they manage their time within a week; avoid requiring instructors to teach a section that meets three times during the week.
- Pay close attention to the workload and lack of workload autonomy that can accompany standardized parts of a writing program (for example, requiring several major projects, specifying a required number of pages or words that students must complete in a writing course, or a department-selected textbook).
- Create resources to reduce course preparation time for instructors, especially adjuncts (for example, create course development shells, model assignments, learning activities, etc.)
- Account for the individualized nature of teaching workload management, teaching preferences, and personal life circumstances; avoid making assumptions about how instructors might want to manage their courses and workloads without communicating directly with them.
- Include instructors from all employment statuses (tenure line, full-time, and adjunct) in shared governance discussions about department and program policy decisions that could potentially affect instructor workload.

While English departments and writing programs should work toward developing policies and practices that help instructors manage a teaching-intensive workload, some community colleges have limited flexibility because of the size of a campus or locally situated constraints. For example, smaller campuses may not have enough course sections to permit instructors to create semester schedules that would help them manage workload. Course offerings and scheduling also need to reflect when students take courses, the number of online sections that meet the needs of a campus population, and courses that students need for degree completion and transfer. Additional institutional constraints can limit the choices that a program or instructor has in creating a flexible and sustainable teaching load—for example, room availability, number of campuses and the distance between them, the size of the student population, availability of ESL and developmental coursework, numbers and types of non-composition courses required

for degree completion and transfer within a state system, and fluctuations in the writing program enrollments between fall and spring.

In particular, teaching some sophomore and humanities credit courses can provide instructors with a more manageable workload, but first-year and developmental writing courses are the central focus of most community college writing programs because almost all students need to complete writing requirements to attain a degree. This means that many two-year college English departments can't consistently provide instructors with the numbers and types of non-composition courses that they want to teach. However, they can rotate specialty courses among faculty who are qualified to teach them and look for ways to provide probationary faculty with a balanced schedule or reduced service requirements in the first few years of their careers when course preparation work is intensive. Finally, although we strongly advocate for giving contingent faculty and adjunct instructors the same level of autonomy and flexibility in having a manageable semester schedule as tenure-line faculty, we acknowledge that institutional constraints may prevent departments and programs providing every instructor with a preferred course schedule and teaching workload.

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For More Information

For more information about the TYCA workload project and additional reports, see <https://ncte.org/groups/tyca/tyca-position-statements/>.