



Faculty Workload and Student Success Program for Large Classes

Pilot Program Initiated in Academic Year 2018-19

Revised for Academic Year 2020-21

The purpose of the program outlined below is to address faculty workload implications related to teaching large classes. The program is also designed to allow faculty flexibility in choosing appropriate pedagogical approaches for large classes. Based on the enrollment levels noted below, faculty will receive additional weighted teaching units (WTU) as well as support for graders, peer-mentors, and/or supplemental instruction. Therefore, this program is intended to advance both our student success as well as faculty success goals.

Section Enrollment (Census Date)	Grader, Peer Mentor, or Supplemental Instruction (Hours per Week)	Additional WTUs
71 – 80	3	1
81 – 100	3	2
101 – 120	4	3
121 – 150	6	3
≥ 151	8	3

Program Benefits

- Meet student demand for bottleneck courses.
- Recognize workload implications for faculty who teach large sections by providing additional WTUs.
- Maintain quality of education delivered in large sections by providing graders, peer mentors, and/or supplemental instruction.
- Optimize the use of instructional spaces and especially the large classrooms.
- Mitigate the need to renovate and/or construct new instructional facilities.

Principles

- “Large class” is defined as a class section with equal to or greater than 71 enrolled students on census date.
- Department chair and faculty, in consultation with the college dean, determine the suitability of a course to be taught as a large section.

- Departments are expected to ensure high quality of instruction for large classes. Departments are expected to perform ongoing assessment to ensure that the desired student learning outcomes are met in large classes.
- No instructor will be required to teach large sections.
- If an instructor elects to teach a large section, the above benefits will be provided.
- The benefits noted above are available to all instructional faculty (tenure-track and temporary faculty).
- Additional WTUs refer to semester WTUs and will be offered based on the enrollment levels noted above. The additional WTUs noted do not depend on the class unit load, component, or mode of instruction.
- Grader hours, peer mentor hours, and/or supplemental instruction are offered throughout the semester (15 weeks). Therefore, the hours noted above per week should be multiplied by 15 to obtain the total number of hours available for this purpose.
- Funds will be transferred to colleges soon after census date for a given semester.
- A semester WTU is equivalent to the replacement rate of \$2,100. Grader hours will be funded at \$15 per hour. These rates may change in the future as appropriate.
- The above-mentioned guidelines set the baseline for the entire campus. However, colleges may add to the benefits detailed above based on student enrollment demand, resource availability, and college priorities.

Constraints

- An instructor teaching one or more large sections will only be granted a maximum of 3 WTUs per semester.
- For face-to-face classes, or other classes that require meeting in a classroom, the scheduled enrollment capacity or total section enrollment cannot exceed the room capacity.
- Courses must be certified as eligible by department chair and college dean.
- The assignment of additional WTUs and graders is always contingent upon funding availability.
- Availability of the above benefits will be announced as the budget is rolled out to the Division of Academic Affairs each year.