

APPENDIX L

MOU–Large Class Size Load and Support

To improve efficiency in course delivery without compromising course quality and content, large classes will be limited to courses that will not be impacted detrimentally. The objective is to effectively utilize faculty resources while avoiding teaching loads with too many contact hours for the faculty to effectively conduct research, scholarship and other faculty duties.

Course loads and the support required to accomplish this objective are outlined below.

Load Credit Multiplier (LCM) For each section taught by an instructor, there is a load credit multiplier (LCM) that when multiplied by the number of contact hours for the course yields the load credit received by the instructor for teaching the course. The LCM guide for a section is determined by the enrollment in the section according to the following table:

| | Load Credit Multiplier (LCM) |
|------------------------|------------------------------|
| From 1 to 39 students | 1.00 |
| From 40 to 49 students | 1.25 |
| From 50 to 74 students | 1.50 |
| From 75 to 99 students | 1.75 |
| 100 or more students | 2.00 |

Principles for Grading Support

Important principles apply when grading support is provided:

1. Departments will provide and set qualifications for graders.
2. The instructor must supervise the grading, retains responsibility for grades given, and must review contested grades.
3. In all courses, the faculty has responsibility for the course content and pedagogy including the assignment and assessment of homework, projects, papers, quizzes and exams. The faculty

will continue to fulfill this responsibility through institutional structures including curriculum committees, departmental administration, course coordinators and as individual instructors. Additional resources beyond those in place, such as graders, required to implement assessments are approved and distributed by the Provost through the deans and the chairs.

4. Regardless of the level of grading support provided, instructors are expected to retain regular personal involvement in the grading of student work. This involvement must be sufficient for the instructor to have a clear understanding of the progress of the students in the class. While instructors can expect assistance with grading responsibilities in recognition of their efforts to supervising grading, this MOU does not mandate the reduction of an instructor's personal grading load for any course below half that required for a normal-sized class.
5. Courses which utilize common shared grading of exams will distribute grading responsibility among the instructors in an equitable manner. The course coordinator will assign grading duties to the instructors, as much as practicable, taking into consideration the grading support assigned to each instructor.
6. In some courses, such as many writing intensive courses, for which qualified graders (or appropriate alternative grading methods) cannot be secured, large-lecture format will not be used.
7. The large class workload formula described in this MOU shall apply to faculty and university lecturers.

Grading support will be provided to support large classes when the total student-hour load of the instructor exceeds the expected grading load. This expected grading load for each instructor is determined by multiplying the instructor's nominal course load (the number of standard sized classes which would be assigned after any released time is applied) by 30. When the actual total student-hours taught by an instructor exceed the expected grading load, grading support will generally be provided, as required, to the instructor in large sections which exceed 33 students. The extent of grading support provided will depend on the department and the makeup and delivery of the course taking into consideration the actual grading load.