

UTAH VALLEY UNIVERSITY

Resolution

Large Section Courses

WHEREAS, evidence (in the form of empirical research and course evaluations) strongly suggests that student success in university courses depends more upon the quality of faculty and the effectiveness of pedagogy than on class size; and

WHEREAS, the large section model is necessary for some courses, based upon the current student population and the projected growth of Utah Valley University, particularly in relationship to high demand courses; and

WHEREAS, the institutional focus of large section courses should be based upon saving space, rather than saving funds, since large courses require dedicated financial support in order to maintain educational quality and diminish the risk of exploiting faculty; and

WHEREAS, no single model exists for addressing the individual needs of each and every large section course taught across various disciplines (particularly with regard to writing-intensive courses); and

WHEREAS, the existing faculty workload multiplier is inadequate, but no fair alternative multiplier can be envisioned (based on the varying needs of faculty and differences in individual courses); and

WHEREAS, the employment of instructional assistants and graders provides strong benefits to faculty, enrolled students, and employed students in the form of engaged learning, student mentorship, and classroom support;

THEREFORE, LET IT BE RESOLVED by the Faculty Senate of Utah Valley University that adequate funding and resources be provided by Academic Affairs to department chairs for decentralized distribution in order to support the educational quality of large section courses, taking into consideration:

- The need for flexibility regarding individual courses within various disciplines;
- The need to maintain a high level of financial and instructional support for writing intensive courses;
- The need for faculty-driven course development and implementation of large section courses; and
- The understanding that large section courses place higher demands on faculty than the current workload multiplier recognizes

BE IT FURTHER RESOLVED THAT the teaching assignments of large section classes be driven primarily by faculty desire and willingness to teach large section classes, as well as faculty commitment to developing innovative pedagogical approaches for the large section format.