Educational Stewardship Committee

Tenets of Educational Stewardship Relevant to Tuition Revenue Under IBB[1]

As stewards of university resources in support of the undergraduate educational mission, UVM's academic leadership seeks to provide students with a high quality liberal education that deploys the advantages of a leading research university with a diverse academic profile, and that supports the strategic educational goals of the University.

Academic leaders are individually and collectively responsible for applying educational principles in managing class size, in designing service courses, in designating course and college enrollment targets, in deploying qualified faculty at all levels of the curriculum, in ensuring that a range of learning opportunities are readily accessible, and in supporting cross-college course and program enrollments.

Tenets

1. Maintain the teacher-scholar model

2. Include a mix of large and small classes
   [Example: avoid increases in class size for the sole purpose of generating increased tuition revenue]

3. Provide a range of learning venues, including online and hybrid courses, study abroad, service-learning, internships, and other forms of experiential learning

4. Maintain and promote laboratory and studio-based courses

5. Seek ways to improve the quality of courses and students' educational experience on an ongoing basis.

6. Provide for enrichment courses, supplementary courses, multi-semester courses, and other unique learning opportunities that fall outside the 3-4 credit norm

7. Maintain support for-credit undergraduate research, project courses, capstone projects, and independent study courses
   [Example: avoid decrease in valuable one-on-one courses]

8. Ensure students' unrestricted access to courses across the university, and support cross-college and cross-disciplinary educational experiences
   [Example: avoid increasing impediments to cross-college and cross-disciplinary teachin and learning]

9. Ensure strong service courses that are based in the appropriate academic unit/department, are accessible to students University-wide, and are responsive to university-wide student needs
   [Example: avoid home-grown service courses; maintain access to essential service courses]

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[1] Adapted from documents from Cornell University