

C-1. QUALITY OF INSTRUCTION POLICY

The Board of Trustees views the instruction of students as the foremost activity of the University. In furtherance of the outstanding levels of quality achieved throughout the University in preparing University graduates to enter the workforce, graduate programs and leadership positions in all walks of life, the Board of Trustees has prepared the following, non-exclusive list of characteristics that it believes to be essential to these primary interests of the University:

1. class sizes, particularly at the freshman and sophomore levels, should be sufficiently small to provide the opportunity for individual student attention and the free exchange of ideas; *provided, however,* that the precise size of each class should be determined on case-by-case basis after taking into account the relevant number of students and faculty members within each applicable designation;
2. teaching assignments should be structured such that faculty have the opportunity to participate in individual or small-group counseling, advising, and informal discussion with students;
3. to ensure that exposure to the University's most decorated scholars is available to all students early in their college experience, senior faculty should have some teaching responsibilities at the lower division level (including courses within the core curriculum, when possible);
4. particular care should be exercised to ensure that faculty bearing classroom instructional responsibility possess strong communication skills;
5. innovative teaching approaches and creativity in the instructional arena should be encouraged. Junior faculty should be supervised carefully to assure that appropriate support is provided as needed, and a "learning center" should be maintained to support faculty in these areas;
6. in addition to being well founded in the major discipline, the curriculum should also be designed to instill effective communication (written and oral) and reasoning skills in graduates;
7. the development and maintenance of honors programs, and other similar opportunities, for exceptionally talented and curious students;
8. outstanding teaching should be recognized and rewarded;
9. regular, validated, and effective faculty evaluation systems that rely upon student, peer, and administrator input are to be used to further faculty performance and improvement; and
10. the Board of Trustees will strive to provide adequate operating budgets and to ensure that necessary support and materials are available to enhance the teaching and learning processes.

The Board of Trustees recognizes that teaching is a dynamic and complex activity, and that learning is an individual process. The Board of Trustees further recognizes that a wide variety of instructional methods exist, that no singular approach is necessarily superior to others, and that circumstances will often dictate the most appropriate method and approach. The Board of Trustees recognizes and congratulates the faculty and administration on their ability to attract high quality students to the University, and by endorsing this statement, the Board of Trustees desires that faculty, department heads, and deans be aware of its interest in and support of their dedicated efforts to offer the University students the highest possible quality of instruction.

ADOPTED: October 27, 1989

REAFFIRMED: June 7, 1999
REAFFIRMED: June 19, 2009
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