

Memo from Provost Hackett
November 3, 2017

Dear Deans, Assistant and Associate Deans, and Department Chairs:

As part of VCU's commitment to interdisciplinary teaching, research, clinical care and service, the University Budget Redesign provides a flexible framework for supporting and encouraging cross-unit collaboration. The process for tuition sharing in interdisciplinary course offerings provides flexibility for deans to work with the provost to develop arrangements that address courses that are cross-listed, co-taught, involve study abroad, or students who are enrolled as dual majors or pursue degrees in more than one school/college.

For general courses, the budget model directs 80% of base tuition revenue to the teaching school/college, with the remaining 20% and any tuition above the base rate attributed to the student's school/college of enrollment. Course and program fees are allocated to the school/college where they originate. This arrangement enables units to cover the costs of instruction, student support and program administration. It applies to most tuition cases.

For interdisciplinary courses, which extend from the general method, we have developed and included in this memo three scenarios to illustrate potential, alternative tuition sharing arrangements. Each demonstrates a reasonable approach that is well within the spirit of the new budget model. Other variations are, of course, possible—though too many variations could create some accounting challenges.

I strongly urge anyone considering the development of an interdisciplinary course or program to focus first on the educational benefits of the course or program, and then present to me a tuition-sharing proposal you feel is financially acceptable. In other words, the budget model does not set forth rigid rules on sharing tuition for interdisciplinary offerings. It would be helpful as a matter of administrative efficiency if you followed a pattern along the lines of one of the three examples below, but we can certainly discuss variations as well if you find that to be in order.

Thank you, as always, for your support.

Gail Hackett, Ph.D.

Provost and Vice President for Academic Affairs

Scenario One: Interdisciplinary Course

Three schools (A, B, & C) agree to collaborate on a course in which students from all three units are enrolled. An instructor from each school is assigned co-teach. Each unit assigns its own course number to the course, and students from each unit enroll under that unit-specific number.

Arrangement A

No unit is allocated an "origination" payment from any other unit for sending students to the course. Each unit is assigned 100% of the tuition paid by its students for the course. The teaching duties are split evenly among the three units; however, student enrollment in a different ratio. Each unit seeks a rich, interdisciplinary learning experience for its students, so they agree to ignore that difference.

Arrangement B

Units A, B and C agree that it is desirable to have students from other VCU schools enrolled in the course to enrich the learning experience. The instructors are still from Units A, B and C only. Students in other units (D, E, F) are invited to enroll. To incentive participation from other units, the teaching units (A, B, C) agree to allow

the outside units (D, E, F) to receive 80% of the tuition from their enrolled students even though their faculty are doing none of the teaching.

Scenario Two: Interdisciplinary Course

Instructors from Unit A teach a course to students from Unit A and Unit B. Unit B helps to promote the interdisciplinary course.

Arrangement

Unit A and B agree to a 50/50 allocation of the tuition paid by the combined students.

Scenario Three: Dual Majors or Multiple Degrees

Students are enrolled as dual majors or are pursuing degrees in programs across two schools (A & B). Banner lists unit A as the primary school of enrollment.

Arrangement

Both units agree to a 50/50 split of tuition allocated to unit A (20%) as the students' primary school/college of enrollment.