

May 29, 2003

MEMORANDUM

TO: The Educational Policy Committee:

Don R. Pippin, Chair
Susan Y. Dorsey
Lewis F. Payne
John R.M. Rodney
Terence P. Ross
E. Darracott Vaughan, Jr., M.D.
John O. Wynne
Gordon F. Rainey, Jr., Ex Officio

and

The Remaining Members of the Board:

Thomas J. Bliley, Jr. William H. Goodwin, Jr.
William G. Crutchfield, Jr. Mark J. Kington
Thomas F. Farrell, II Thomas A. Saunders, III
Charles L. Glazer Warren M. Thompson
Georgia M. Willis

FROM: Alexander G. Gilliam, Jr.

SUBJECT: Minutes of the Meeting of the Educational Policy
Committee on May 29, 2003

The Educational Policy Committee of the Board of Visitors of the University of Virginia met, in Open Session, at 1:35pm, Thursday, May 29, 2003, in the Lower East Oval Room of the Rotunda; Don R. Pippin, Chair, presided.

Ms. Susan Y. Dorsey, John R.M. Rodney, Terence P. Ross, John O. Wynne, and Gordon F. Rainey, Jr., Rector, were present.

Also present were Thomas J. Bliley, Jr., Charles L. Glazer, Thomas A. Saunders, III, Warren M. Thompson, and Ms. Georgia M. Willis.

Present as well were John T. Casteen, III, Leonard W. Sandridge, Alexander G. Gilliam, Jr., Paul J. Forch, Gene D. Block, Ms. Colette Sheehy, R. Ariel Gomez, M.D., Edward L. Ayers, Charles E. Hamner, Jr., D.V.M., J. David Smith, Michael J. Smith, and Ms. Jeanne Flippo Bailes.

The Chair opened the meeting with comments on what he termed the "rejuvenation" of the Educational Policy Committee. He then asked Mr. Block, Vice President and Provost, to present the Agenda.

Mr. Block echoed some of the Chair's comments on an increased role for the Committee before presenting the Consent Agenda. He proposed three Consent resolutions, a Conflict of Interest exemption, a change in the name of a professorship, and the re-election of four members of the Miller Center Council.

The first of these, the Conflict of Interest exemption, involved a member of the faculty of the Curry School who has been contracted to work on a project with the National Aeronautics and Space Administration. The faculty member, Mr. Donald W. Ball, intends to use several subcontractors, including a consulting firm run by his wife. Under the terms of the Virginia Conflict of Interests Act, an exemption must be granted by the Board of Visitors.

Mr. Block proposed the following resolution, which was approved by the Committee and recommended to the full Board for approval: (See also the Minutes of the meeting of the Board of Visitors of May 31, 2003.)

CONFLICT OF INTEREST EXEMPTION (MARGARET TARPLEY)

WHEREAS, the University of Virginia wishes to enter into a consulting contract with Ms. Margaret Tarpley for educational research and evaluation; and

WHEREAS, University faculty member, Mr. Donald W. Ball, as the spouse of Ms. Tarpley, has disclosed an economic interest in the consulting contract; and

WHEREAS, the University of Virginia's entry into a contract with Ms. Tarpley would expose Mr. Ball to violation of the Virginia Conflict of Interests Act unless approved by the Board as permitted by §2.2-3106(c) (7) of the Code of Virginia;

RESOLVED that the conflict of interest of Mr. Donald W. Ball is approved by the Board of Visitors in order to permit the University to enter into a consulting agreement with Ms. Margaret Tarpley; provided, as required by the law, Mr. Ball files the required annual disclosure statement of personal interests, the University files the required annual report concerning the contracts with the Secretary of the Commonwealth, and the chair of the Department of Leadership, Foundations and Policy of the School of Education monitors the consulting contract in order to protect the interests of the University and to ensure compliance with policy.

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The endowment supporting the Lillian T. Pratt Professorship in Orthopaedics - a chair established by the Board in 1976 - has reached the level which allows the title "distinguished" to be added to the name of the professorship. Mr. Block proposed that the name be changed to the Lillian T. Pratt Distinguished Professorship in Orthopaedics, and the following resolution was approved by the Committee and recommended to the full Board for approval: (See also the Minutes of the meeting of the Board of Visitors, May 31, 2003.)

PROFESSORSHIP NAME CHANGE: LILLIAN T. PRATT
DISTINGUISHED PROFESSORSHIP IN ORTHOPAEDIC SURGERY

WHEREAS, the Lillian T. Pratt Professorship in Orthopaedics was established by the Board of Visitors in May 1976; and

WHEREAS, the endowment has now reached a level to be named a "distinguished" professorship;

RESOLVED that the Board of Visitors changes the name of the Lillian T. Pratt Professorship in Orthopaedics to the Lillian T. Pratt Distinguished Professorship in Orthopaedic Surgery. This professorship is held in the School of Medicine.

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The Miller Center Council has re-elected four members of the Council for terms of three years; elections and re-elections to the Council must be approved by the Board of Visitors. Mr. Block proposed the following resolution, which was approved by the Committee and recommended to the full Board for approval: (See also the Minutes of the meeting of the Board of Visitors, May 31, 2003.)

RESOLVED that Dr. Milton T. Edgerton, Mr. Daniel K. Frierson, Mr. Leigh B. Middleditch, Jr., and Ms. Sylvia M. Mathews be re-elected to the Governing Council of the Miller Center for three years. Their terms of office shall expire at the conclusion of the Spring Governing Council meeting in 2006.

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Mr. Block then presented a regular Action Item, a resolution creating the Carolyn M. Barbour Professorship in Religious studies. The proposed chair is to be supported by a bequest given to the University for that purpose in 1960 by Ms. Barbour. Ms. Barbour's endowment has now reached the level required for a professorship.

Mr. Block proposed the following resolution to establish the Carolyn M. Barbour Professorship in Religious Studies. The Committee approved it and recommended it to the full Board for approval. (See also the Minutes of the meeting of the Board of Visitors, May 31, 2003.)

ESTABLISHMENT OF THE CAROLYN M. BARBOUR PROFESSORSHIP IN RELIGIOUS STUDIES

WHEREAS, Carolyn M. Barbour of Charlottesville, Virginia, was a friend of the University; and

WHEREAS, Ms. Barbour died on September 13, 1960, leaving a bequest to the College and Graduate School of Arts and Sciences for the establishment of a professorship in religious studies; and

WHEREAS, the endowment has now reached a funding level to establish a professorship in the College and Graduate School of Arts and Sciences;

RESOLVED that the Board of Visitors establishes the Carolyn M. Barbour Professorship in Religious Studies, to be held in the College and Graduate School of Arts and Sciences, in memory of Ms. Barbour.

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Mr. Block then reported several miscellaneous items: University study abroad programs in China, Jordan and Morocco have been cancelled for this summer - the former because of the SARS epidemic and the latter two for security reasons. In spite of this, some 480 students from the University will be in study abroad programs this summer, a higher number than last year. A SARS task force has been formed to deal with SARS concerns at the University, these being chiefly any problems foreign students, home for the summer, might encounter on returning to the United States to resume their studies in the fall.

Mr. Block also reported that there is a committee studying possible changes in the Transition Program to serve at-risk students. A pilot program will be given this summer to incoming first-year students.

Dr. Charles E. Hamner, Jr., Chairman of the Board of the Directors of the University of Virginia Patent Foundation, then spoke to the Committee about technology commercialization activities at the University. He noted that the average annual income to the Patent Foundation from these activities has been \$6million for the last five years. About 60% of income is from the Medical Center, with about 25% from Arts and Sciences and 15% from Engineering. As is typical for most academic institutions, income has been mostly from one invention - in this case, adenocard for the treatment of heart attack victims. Dr. Hamner listed some recommendations for the Patent Foundation, based on the economic development activities he has been involved with in North Carolina. He also discussed Spinner Technologies, Inc., a relatively new undertaking whose primary function is to support faculty start-up companies at the University with business advice and incubation facilities.

Mr. Block next introduced Mr. Edward Ayers, Dean of the College and Graduate School of Arts and Sciences. Mr. Ayers led a discussion on several topics, principally the demand for and availability of courses in the College. By and large, he said, students get the courses they want though not always when they want the classes. He then described ways in which the College tries to meet the demand for popular courses.

Mr. Ayers emphasized the need for hiring more faculty for the most popular courses. Among these, he said, there are serious shortages in Economics, Politics, and Psychology. Faculty are working harder and without commensurate compensation. But there are serious problems of morale, particularly in regard to the lack of salary rises.

Mr. Wynne suggested that in requesting more money from the state for salaries, the efficiency and the quality of the faculty need to be emphasized.

Dr. Gomez, Interim Vice President for Research and Graduate Studies, spoke to the Committee on federal funding for research, having assembled his remarks under the heading "Federal Landscape for Research - National Institutes of Health." He discussed ways in which the University has benefited from NIH grants and how it can take better advantage these subventions for research.

Mr. J. David Smith, Provost and Senior Vice Chancellor at The University of Virginia's College at Wise, gave the Committee copies of the College's new mission statement. (A copy of this is appended to these Minutes as Attachment A.) He stressed the importance of the College to Southwest Virginia and discussed areas of academic growth. A greater variety of courses is needed, however, and the College has formed a commission to study the feasibility of an engineering program.

In reply to a question from Mr. Wynne, Mr. Smith said 75% of the College's graduates stay within fifty miles of their *alma mater*.

Mr. Michael J. Smith, outgoing Chair of the Faculty Senate, was to have given a year-end report on the activities of the Senate, but the Committee's meeting had gone over its allotted time by that point. (A copy of Mr. Smith's report is appended to these Minutes as Attachment B.) Mr. Block, however, expressed appreciation for Mr. Smith's outstanding service as Chair.

On motion, the meeting was adjourned at 3:35 p.m.

AGG:jb

These minutes have been posted to the University of Virginia's Board of Visitors website.

<http://www.virginia.edu/bov/educationalminutes.html>

MISSION STATEMENT

The University of Virginia's College at Wise, a public liberal arts institution, provides students with learning experiences that offer opportunities to develop the insight, competence, sensitivity, and integrity necessary for living enriched lives and for enriching the lives of others. Established in 1954 as a college of The University of Virginia, it is guided by the values of citizenship and altruism. Proud of its Appalachian heritage, the College continues to honor its commitment of service to Southwest Virginia, the nation, and the world. The College is guided by a legacy of teaching and scholarly excellence and by a dedication to quality in both the arts and sciences and professional programs. Above all, The University of Virginia's College at Wise is a diverse community of people who believe that information can be transformed into knowledge and that teaching and learning create a foundation for wisdom.

The University of Virginia's College at Wise:
A Scenario for Growth

The University of Virginia's College at Wise anticipates that there will be increasing interest in the liberal education opportunities it affords all of its students. There is a growing awareness by the public of the value of a liberal arts education in the creation of citizens and leaders. The value of a small publicly-supported liberal arts college as an affordable and accessible higher education option is being ever more widely recognized. The College anticipates that as the word about quality higher education at UVA's College at Wise spreads, the pool of highly qualified applicants will increase dramatically. The College plans, therefore, to maintain and strengthen its liberal arts core for all students while expanding the number of majors it offers in the arts, humanities, natural sciences and social sciences. The opening of the new Science Center this spring, for example, is providing enriched experiences for students majoring in the natural sciences.

At the same time, UVa-Wise anticipates growing interest in and demand for its specialized programs of study. In particular, the College plans to expand and strengthen its programs in business, nursing, and teacher education. These are programs that the Commonwealth and Southwest Virginia must support to help meet the need for economic development, improved health care and stronger public schools. The University of Virginia's College at Wise has strong programs in each of these areas and it is incumbent upon the institution to serve greater numbers of students in preparation for these professions.

The College has formed a commission to study the feasibility of engineering education at UVa-Wise. The commission has examined the implications of an engineering program for a "new economy" for far Southwest Virginia. It has also explored various routes for the establishment and phasing in of such a program. While the commission has not completed its work, preliminary discussions indicate that it may be advisable for the College to move toward an engineering program through strengthening faculty and programs in math, science and computer technology. The next step could be the establishment of a software engineering curriculum. With each of these steps it is anticipated that substantial student interest and applications would be generated.

MJS Report to the BOV Educational Policy Committee
May 29, 2003

Review of Senate activities of the past year

Our year began when the Provost asked me as Senate chair to convene a committee to advise him on the issues surrounding the University's participation in the Mt Graham Observatory. Members of the that committee were Ellen Contini-Morava (Anthropology), David Haberle, (Spanish) Steve Majewski (Astronomy) Carl Trindle (Chemistry) and with me serving as chair. The committee met twice with opponents of our participation, with members of the Astronomy Department, and sifted through many documents before offering its recommendation. We urged that University to address the concerns of Native Americans both in Arizona and here in Virginia, and we concluded that, provided these concerns could be met, the University should join the consortium of Universities participating in the telescope project.

This committee seemed to me to represent one of the ways a vital and active Senate can help: we heard and considered all the issues, debated them seriously within the committee, spent a great deal of time and effort on the report itself, and made a recommendation, which the Provost and President followed. Faculty members approached the issues with an open mind and understand that reasonable people differ; but a decision must be made. We were happy to serve as part of a transparent decision process that we could justify and defend.

Following this, of course, we became deeply involved in trying to address the state budget cuts, by urging this Board to consider phased and fair rises in all levels of tuition, accompanied by corresponding need-based financial aid. Here too I think it's fair to say that the Senate played an important role both in gathering and articulating faculty opinion, and then transmitting it, via my report to the full Board, to you. Here too we were happy to be part of a process that, as I said last time, avoided needless intra-university conflict and sought throughout to pursue the wider interests of the institution.

Last time, you all also heard about our efforts concerning our record on establishing diversity and respect on the faculty and within the student body. Today I will simply reiterate the Faculty's collective commitment to creating a university that looks more authentically like the community we serve, even as we continue our pursuit of excellence in teaching and research.

In line with the theme of today's meeting, I would like to point out that the Faculty's commitment to excellence in research and teaching has several components.

On the undergraduate level, we considered over 120 applications for 40 Harrison Research Awards; each year we notice improvement in both the quality and quantity of our applications. And starting next year we will team even more closely with the Office of Undergraduate Excellence to ensure that creative and energetic students are matched with great faculty member. On the graduate level, I am sorry to report that we had to suspend the Senate Dissertation Year Fellowship Award for budget reasons. We strongly hope to be able to resume this award next year.

As I mentioned at our last meeting, graduate funding remains a vital concern if we are to make a push to get to the next level of excellence as premier public institution. It cannot be emphasized too much that the quality of our graduate students impinges heavily on our whole mission of teaching and research. I had honor of speaking at the Seven Society graduate student teaching award ceremony, and there I pointed out that it has become virtually *de rigueur* to the point of cliché to declare that outstanding teaching and outstanding research, far from being in conflict, in fact reinforce each other. Today, I'd like to assert this even more strongly: not only do I think that outstanding graduate students and teachers, such as those whom we honored last month, and every year, embody the truth that superb teaching and outstanding research go hand-in-hand, but I also believe that only with extraordinary graduate teachers can the University succeed in its dual mission of research and teaching.

Graduate students join a university primarily to become the scholars of tomorrow by undertaking innovative research that pushes out boundaries, re-examines conventions, by aiding and learning from more established senior scholars. Ideally everyone benefits from this arrangement. The students deepen their own knowledge, and they become comfortable in their disciplines as they come to develop their own unique projects or contributions within larger projects or labs. They bring new energy, new ideas, fresh approaches as they absorb and integrate our graduate curricula. The restless pursuit of new knowledge can best occur when exceptional and dedicated students press their own questions and ideas from established scholars from whom they seek to learn. The quality of graduate students is a key marker of the excellence of any university.

We older professors of course gain from this infusion of energy, this questioning at high levels of sophistication, this quest to add to our existing body of knowledge. Our own research often enough cannot occur without this kind of prodding and help. So it seems obvious that superb graduate students are vital to the continuing pursuit of excellence in research.

But how does this aid the teaching mission of the university? First, excellence is contagious. The scholar who writes the books and papers has time to continue that research and prepare good lectures and classes. By entering the classroom, either as TAs in larger lecture classes or in courses they design themselves, graduate students enable undergraduates to discuss the books, lectures and materials in a small enough setting to make genuine discussion possible. TAs prepare questions to ponder in class, they set high expectations for papers, they meet undergraduates in way that, perhaps, mediates between (to deploy a delicate phrase of Shakespeare) "crabbéd age and youth." *[Which, as you'll remember, S. went on to say, "cannot live together." And even if 'youth is full of pleasure and age is full of care', the fact that all of the graduate students who receive the teaching awards are nominated by our youthful undergraduates demonstrates, perhaps, that 'pleasure' and the pursuit and appreciation of knowledge need not be mutually exclusive.]*

It simply would not be possible to attract the most interesting scholars without equally challenging graduate students. Most productive scholars could not manage the teaching load of a small liberal arts college and the demands of scholarly publication. For all the criticism it sometimes receives, courses on the lecture/discussion model remain an effective way to get two sets of great teachers—professors and graduate teachers—in classrooms with undergraduates. The large classes can be balanced with smaller seminars. More, and more varied, opportunities for learning are then possible. And because I am not grading 60-odd papers, I am free, in the rest of my time, to teach a smaller, focused seminar for graduate students (and a few advanced undergraduates) and, at least in the years when I'm not chairing the Faculty Senate, to proceed with my own program of research. I'm quite sure that my experience in this respect is not unique.

There are other benefits. Several years ago I converted my class on Ethics and Human Rights from a smaller class in twice weekly format without discussion to a larger class with sections, and I'm convinced that the learning has improved. With the feedback of the weekly staff meetings, I think my lectures have improved, and I have no doubt that more students get more opportunity to engage in the give-and-take of weekly discussions. Our meetings themselves present a kind of learning opportunity.

The Faculty, the administration, and I know all of you on the Board recognize that our graduate programs need greater resources and support. In the report prepared over three years and presented earlier this year to the Provost, the Senate challenged the university to improve its support for graduate students. Graduate students, the report asserted, "are at the very heart of the University's mission. [Our] underlying philosophy should be that graduate student support is part of the cost of maintaining a first-rate university and that this is a central responsibility of the University. [Financial] restructuring must significantly improve tuition coverage and stipends, toward the ultimate goal of providing full support for all graduate students."

I know that my successor, Prof. Bob Davis, will continue to make this an issue next year, and I know that the notion of funding graduate fellowships will remain a vital concern for all of us as we continue to pursue the goal of excellence.

Finally, I'd like to remind you of our appeal for greater direct participation on this Board. I know you are seriously considering the ways and means for this to occur; obviously I hope you will come to what seems to me the obviously correct conclusion—that our joint governance can only be improved by more systematic and regular participation by the faculty in your deliberations.

To end on a personal note, I am grateful for the opportunity to have presented these reports you and for the attention and care you have given to them. I might have wished for a less challenging year as Senate Chair, but frankly I am glad to have embraced the challenge. It's a little daunting to spend even one year as the spokesperson for our distinguished faculty. Following the lead of my distinguished predecessors in this position, I have sought consistently to make the Faculty Senate an articulate, thoughtful, and constructive voice for our faculty. In that endeavor, I have learned enormously from colleagues, from our senior administrators, and from all of you. And I look forward to continuing to serve in whatever way may prove to be helpful. Thanks again for your time and your attention.