MEMORANDUM

TO: The Educational Policy Committee:

Glynn D. Key, Chair
A. Macdonald Caputo
Allison Cryor DiNardo
Mark J. Kington
Randal J. Kirk
Stephen P. Long, M.D.
George Keith Martin
Jonathan B. Overdevest
Edward D. Miller, M.D., Ex Officio
Helen E. Dragas, Ex Officio
Gweneth L. West, Consulting Member

and

The Remaining Members of the Board:

Hunter E. Craig
The Hon. Alan A. Diamonstein
W. Heywood Fralin
Marvin W. Gilliam Jr.
Robert D. Hardie
Vincent J. Mastracco Jr.
John L. Nau III
Timothy B. Robertson

FROM: Susan G. Harris

SUBJECT: Minutes of the Meeting of the Educational Policy Committee on February 23, 2012

The Educational Policy Committee of the Board of Visitors of the University of Virginia met, in Open Session, at 2:10 p.m., on Thursday, February 23, 2012, in the Board Room of the Rotunda; Ms. Glynn D. Key, Chair, presided.

A. Macdonald Caputo, Ms. Allison Cryor DiNardo, Mark J. Kington, Randal J. Kirk, Stephen P. Long, M.D., George Keith Martin, Jonathan B. Overdevest, and Ms. Helen E. Dragas, Rector, were present.

The Consulting Member from the Faculty Senate, Ms. Gweneth L. West, was also present.

Present as well were Ms. Teresa A. Sullivan, Michael Strine, John D. Simon, Ms. Susan G. Harris, Paul J. Forch, Ms. Susan A. Carkeek, James L. Hilton, Ms. Patricia M. Lampkin, Marcus L. Martin, M.D., Simeon E. Ewing, Ms. Yoke San L. Reynolds, Ms. Colette Sheehy, Robert S. Kemp, and Ms. Debra D. Rinker.

Michael H. Levenson, Ms. Sophia A. Rosenfeld, Ms. Rebecca A. Dillingham, Richard L. Guerrant, and J. Milton Adams were also in attendance as presenters.

Report by the Chair of the Faculty Senate

Ms. Key introduced Mr. John D. Simon, Executive Vice President and Provost, to begin the meeting. Mr. Simon introduced Mr. Robert S. Kemp, Chair of the Faculty Senate, to report on the Senate’s accomplishments and plans for the remainder of the academic year.

Mr. Kemp stressed how the faculty members are not only great teachers but also learners. He said the Senate had a meeting in December 2011 of administrators and faculty to examine challenges and opportunities to enhance the University’s present and future. They also held a retreat of Senate leadership during the semester break to plan the Senate’s spring activities. During this meeting, the Executive Council discussed the faculty’s role in creating a culture of excellence. The world is changing, and the University must and will change, but how the University changes is yet to be decided. The faculty desire to participate in these decisions. The faculty would like to change in a way that would achieve and sustain world class greatness, and they recognize that it must start with them. He said the faculty are prepared, with support from the Board and the administration, to begin to fulfill Jefferson’s dream of a world class university that sets the standards and leads the world of academia.

Mr. Kemp described the spring Senate agenda, including a planned faculty survey which will examine University wide and school specific issues. Next fall, the Senate will create an action plan based on the results of the survey and it will be shared with the Board.

Mr. Kemp expressed his appreciation for the Board’s support and encouragement of the faculty.

Program Discontinuation

Mr. Simon explained that academic programs are reviewed on a five-year cycle for relevance and quality. The State Council of Higher Education for Virginia (SCHEV) also does a periodic review of
program productivity and viability. As a result of SCHEV's most recent review, and with approval of the Academic Affairs Committee of the Faculty Senate, the University proposes to close several degree programs. He asked the Board to approve the closure of the following programs: M.Ed. in Educational Policy Studies, Ed.D. in Educational Policy Studies, Ed.D. in Educational Psychology, Ed.D. in Kinesiology, and Ed.D. in Special Education. The Curry School is focusing its doctoral education in all of these areas in the corresponding Ph.D. program.

On motion, the committee approved the following resolution and recommended it for approval by the full Board:

APPROVAL TO DISCONTINUE THE FOLLOWING DEGREE PROGRAMS: M.ED. IN EDUCATIONAL POLICY STUDIES, ED.D IN EDUCATIONAL POLICY STUDIES, ED.D.IN EDUCATIONAL PSYCHOLOGY, ED.D. IN KINESIOLOGY, AND THE ED.D. IN SPECIAL EDUCATION

RESOLVED, after review by the University, the State Council of Higher Education for Virginia, and the Faculty Senate, the M.Ed. in Educational Policy Studies, the Ed.D. in Educational Policy Studies, the Ed.D. in Educational Psychology, the Ed.D. in Kinesiology, and the Ed.D. in Special Education, shall be discontinued because they are no longer viable.

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The Global Humanities and the Public Good

Mr. Simon introduced Mr. Michael H. Levenson, Dr. Richard A. Guerrant, Ms. Sophia A. Rosenfeld, and Dr. Rebecca A. Dillingham to discuss global humanities and the public good as manifested in an institute and a center at the University: the Institute of the Humanities and Global Cultures, and the Center for Global Health.

Mr. Levenson described the beginning of the new Institute of the Humanities and Global Cultures, supported by the College of Arts and Sciences and the Clay Endowment. He described his plans to teach a graduate seminar next fall on Virginia Woolf and the Bloomsbury Group with a colleague at Delhi University. Students in the two countries will join in research partnerships through digital technologies. The intention is to regard the course as a basis for experiment in global education, where the interdisciplinary and the international will remain tightly connected. The Institute is also engaged in discussions on a revision of the humanities requirement for undergraduates, and on planning a new minor in Global Studies that would be offered to students across the schools.
Dr. Guerrant spoke about the Center for Global Health, which is a connected cross-disciplinary initiative.

Ms. Rosenfeld said the faculty advisory committee on the humanities decided early on to work toward expanding the mandate and reach of the humanities through breaking down longstanding boundaries—geographic and different kinds of audiences—perhaps in partnership with other entities at the University such as the Center for Liberal Arts or the Art Museum. They agreed they wanted to question as much as defend the place of something called “the humanities” in the world of knowledge production, advancement, and circulation today. She said they wanted to establish new contact zones between the study of cultures, on the one hand, and the natural and physical sciences, law and public policy, business, even engineering and medicine on the other, but they also wanted to question how and when the partnerships work and when they don’t. She likened this to the Enlightenment when “salons” were held to discuss issues of the day without distinction between the sciences and humanities.

Mr. Levenson said the planned Institute of the Humanities and Global Cultures will be faculty-to-faculty exchanges with foreign university faculty and these depend on maturing local ties with many areas within the University. He said the effects of the work in global humanities will enhance the University’s standing as a site of world-class research and teaching.

Ms. Rosenfeld mentioned the Pavilion seminars, which she directs. These are cross-disciplinary undergraduate seminars. The Institute is poised to be able to do something similar, but at a much wider variety of scales and with a more varied cast of participants.

Dr. Dillingham expanded on the work of the Center for Global Health, and focused on a collaboration with the University of Venda to educate black South Africans as future scholars. She explained the Water and Health in Limpopo project (WHIL). She said they gave people cameras to photograph the issues in the community. The biggest issue was access to clean water. Faculty and students developed a simulation model to improve access to water, and they partnered with a women’s cooperative on a ceramic water filtration product that was relatively cheap to make, easy to use, and effective in removing contaminants. Students from the College of Arts & Sciences, the Batten School, School of Architecture, School of Engineering, School of Medicine, and School of Nursing participated in WHIL.

Undergraduate Student Learning Outcomes and Assessment Practices

Mr. Simon introduced Mr. J. Milton Adams, Vice Provost for Academic Programs, to discuss student learning outcomes assessment. Mr. Adams explained the different ways outcomes are assessed at the
University. He said there is a continuous cycle of identifying learning outcomes, assessing outcomes, and implementing improvements. He gave some examples of assessment in different majors.

Mr. Adams said the State Council of Higher Education for Virginia (SCHEV) requires assessment of six undergraduate competencies and the Southern Association of Colleges and Schools (SACS) requires assessment reporting as part of the Quality Enhancement Plan (QEP). He said a writing assessment conducted in the College of Arts & Sciences found that of fourth years, 8% were highly competent, 61% were competent, and 99% were minimally competent. These were well below the goals of 40% highly competent and 85% competent. The weakest skill was counter-argument. They are looking at a second writing requirement where students will get feedback and re-submit papers. The undergraduate curriculum committees in all of the schools will review the results and determine course or curriculum changes to improve learning.

On motion, the meeting was adjourned at 4:00 p.m.

SGH:lah
These minutes have been posted to the University of Virginia’s Board of Visitors website.
http://www.virginia.edu/bov/educationalminutes.html