MEMORANDUM

TO: The Educational Policy Committee:

Stephen P. Long, M.D., Chair
Frank B. Atkinson
A. Macdonald Caputo
Hunter E. Craig
Allison Cryor DiNardo
William H. Goodwin Jr.
George Keith Martin
Linwood H. Rose
Hillary A. Hurd
Helen E. Dragas, Ex Officio
Robert S. Kemp, Consulting Member

and

The Remaining Members and Senior Advisor to the Board:

The Hon. Alan A. Diamonstein  Edward D. Miller, M.D.
Marvin W. Gilliam Jr.            John L. Nau III
Victoria D. Harker              Timothy B. Robertson
Bobbie G. Kilberg              Leonard W. Sandridge Jr.
Vincent J. Mastracco Jr.

FROM: Susan G. Harris

SUBJECT: Minutes of the Educational Policy Committee on May 20, 2013

The Educational Policy Committee of the Board of Visitors of the University of Virginia met, in Open Session, at 4:00 p.m., on Monday, May 20, 2013, in Rouss and Robertson Halls, Room 123; Stephen P. Long, M.D., Educational Policy Committee Chair, presided.

Also present were the Honorable Alan A. Diamonstein, Marvin W. Gilliam Jr., Victoria D. Harker, Bobbie J. Kilberg, Vincent J. Mastracco Jr., John L. Nau III, Timothy B. Robertson, Leonard W. Sandridge Jr., Senior Advisor, and Blake E. Blaze, student member-elect.

Robert S. Kemp, the Consulting Member, was also present.

Present as well were Teresa A. Sullivan, John D. Simon, Patrick D. Hogan, Susan G. Harris, Paul J. Forch, Susan A. Carkeek, Steven T. DeKosky, M.D., Donna Price Henry, Patricia M. Lampkin, Marcus L. Martin, M.D., Colette Sheehy, Nancy A. Rivers, Anthony P. de Bruyn, Debra D. Rinker, McGregor McCance, Kristin Palmer, Billy Cannaday, Ed Murphy, Mark Hampton, Megan Lowe, Mike McPherson, Mike Skrutskie, Susan Barr, Virginia Evans, Maurie McInnis, and Ron Forehand.

George Cohen, James L. Hilton, Daphne Koller (via videoconference), Brandon Kist, and Matthew Hamilton, were also in attendance as presenters.

Dr. Long reviewed the agenda for the meeting and said a few words about each of the presenters. He said they would start with the presentations and do the business part of the meeting at the end because they started late.

James Hilton is finishing up his seventh year as Vice President and Chief Information Officer and as a Professor of Psychology. He received his B.A. from the University of Texas and his MA and PhD from Princeton University. Prior to coming to the University, Mr. Hilton was at the University of Michigan, where he served in a variety of roles including Undergraduate Chair for the Department of Psychology, Special Advisor to the Provost on IT and IP, Associate Provost for IT, and Interim University Librarian. Mr. Hilton has been writing and giving talks about the disruptive impact of technology on higher education for the past decade. He is an award-winning teacher and estimates that he has taught more than 10,000 students.

Daphne Koller is the Rajeev Motwani Professor of Computer Science at Stanford University and the co-founder and co-CEO of Coursera, a social entrepreneurship company that works with universities to connect anyone around the world with the best education, for free. She is the recipient of many awards, which include the Presidential Early Career Award for Scientists and Engineers (PECASE), the MacArthur Foundation Fellowship, the ACM/Infosys award, and membership in the US National Academy of Engineering. She is also an award winning teacher, who pioneered in her Stanford class many of the ideas that underlie the Coursera user experience. She received her BSc and MSc from the Hebrew University of Jerusalem, and her PhD from Stanford University in 1994.
Brandon Kist is a former Echols Scholar and Lawn Resident, and is a 2012 graduate of the University. Since October, he has worked for the Associate Dean for Graduate Academic Programs and Professor of History, Philip Zelikow, as the course developer and manager for The Modern World: Global History since 1760, a MOOC on the Coursera platform.

Matt Hamilton hails from Charlotte, North Carolina and Richmond. He is a rising fourth year Mechanical Engineering & Economics student and one of the 2013-2014 Lawn Residents. He is co-chair of the Dean's Ambassadors for the Engineering School. He has an interest in high powered laser and simple mechatronics research, including electric cars, 3D printing, rapid prototyping, planes, and financial and economic decision making. In addition to his academic pursuits, he is a Pilot Candidate Select for the US Air Force and the student Commander of the Air Force ROTC.

Dr. Long said he asked Mr. Hamilton to give an honest appraisal from the student's perspective about what the impact of technology, the Internet, and the virtual world has on his life as a student.

Following the introductions, Mr. Hilton provided some background on the University's relationship with Coursera. He said the conversations with Coursera began with Darden and the College of Arts and Sciences. The interest was driven by a desire to experiment with MOOCs and because of alignment with Coursera's goals of access and a focus on new methods of teaching. They saw positive potential on global branding. There was strong enthusiasm for the impact MOOCs are having in re-imagining face-to-face teaching. The engagement has been about experimenting and learning. It has not, to date, been about revenue. He provided some numbers on classes offered, enrollments, and completion rates.

Daphne Koller gave a presentation, by video conference, on Coursera and online education. She said Coursera is a social entrepreneurship company that partners with the top universities in the world to offer courses online for anyone to take, for free. They envision a future where the top universities are educating not only thousands of students, but millions, thus providing everyone access to a world-class education that has so far been available only to a select few.

Ms. Koller said the courses are designed on sound pedagogical foundations, to help students master new concepts quickly and effectively. They offer a wide range of topics. The benefits to partner universities are that it is outward-facing with a global footprint and visibility. It is also inward-facing, improving learning for on-campus students.

The student experience in a Coursera course includes lectures, auto-graded assessments and mastery learning, peer assessments, and
community forums. There is a "signature track" that provides a certificate for the class. University of Virginia courses are seven at present and are very popular.

Ms. Koller spoke of a guided course model, which is similar to what University faculty have called flipped courses, or a flipped classroom. The guided course is a high-touch online or blended learning format, where a regular faculty member wraps additional interactions, classroom sessions, and possibly additional content around the MOOC format. Guided courses are provided to the academic institutions within a protected, private site, open only to enrolled students. The instructor has administrative privileges on the site, including but not limited to setting due dates, posting announcements, viewing the gradebook, moderating the forum, and adding extra content. Ms. Koller said there is data supporting the efficacy of the guided course model, which has a number of benefits for both students and faculty.

Mr. Kist presented a video that gives general background on MOOCs and online education, and details the process of creating a MOOC and "flipping the classroom." It included testimonials from on-Grounds students, and put the MOOC phenomenon in context. He said the MOOC concept is in its infancy, both at the University and generally, but it is being touted as being potentially transformative to the future of higher education. The video touched on how the University benefits from being involved in this space and what the future might look like.

The video can be found at the following address:
http://www.youtube.com/watch?v=tuDwKNgnSow&feature=youtu.be

Following the video, Mr. Kist fielded questions from committee members about the material presented in the video, as well as his personal MOOC experience.

Mr. Hamilton spoke about his experience with a flipped classroom. He said that although the technology is beneficial, there is no substitute for hands-on learning. In the Engineering field, a student must experience materials and processes personally, and video is not sufficient. He expressed concern about the value of his degree if others are able to obtain the same degree without ever stepping foot on Grounds.

Dr. Long asked Mr. George Cohen to give his report as chair of the Faculty Senate. This was Mr. Cohen's last address to the committee, as he will step down as chair on June 1. His remarks are reproduced verbatim:

It is my great honor and privilege to address you for the fifth time, and the final time as the Chair of the Faculty Senate, and I thank you for the opportunity. On June 1, Chris Holstege, from the School of Medicine, will assume the position
of Chair. Although I was a great admirer of Chris before this year, as I have worked closely with him throughout the year my admiration has only increased. Chris is smart, committed, fair-minded, caring, organized, and unflappable. And once you get to know him, you will find that he also has a wicked sense of humor. All these qualities, which make Chris a superb doctor and world-class academic, will serve him well as Chair.

As I move from the Chair position to Immediate Past Chair, and to my consulting member seat on the Educational Policy Committee, I also want to take the opportunity to acknowledge the long and distinguished service of Bob Kemp, from the McIntire School of Commerce, who has represented the Faculty Senate on the Committee this year. As I remarked at our final Faculty Senate meeting last month, no faculty member I know is more dedicated to the Senate or to the University than Bob. We will miss his distinct voice on the Senate and wish him all the best as he moves on to other responsibilities.

Replacing Bob on the Faculty Senate leadership team will be Joe Garofalo, from the Curry School of Education, who was recently elected Chair-Elect of the Senate. Joe headed our Faculty Recruitment, Retention, Retirement, and Welfare Committee this year and, along with Chris, was responsible for compiling and reporting the results of our Faculty Senate Survey, a job that (like many on the Faculty Senate this year) turned out to be much more challenging and time-consuming than anyone anticipated. On the Faculty Senate Executive Council, Joe is best known for his repeated evocation of the famous Laurel and Hardy line: “Another fine mess you’ve gotten us into.” Joe also brings very relevant expertise to bear on current issues facing the University, including our main topic for today. His major interests are secondary school mathematics education and educational technology. Over the past 15 years, Joe and his colleagues have obtained more than $8 million in grants to support projects connected with technology in schools, and he consults with companies designing educational technologies.

I also want to take a moment to acknowledge and thank Steve Long for his work this year as chair of the Educational Policy Committee. Steve has been a true innovator, both in terms of topics for discussion and presentation style. Today’s session on massive open online courses is a perfect example. I also applaud and appreciate Steve’s efforts to reach out to the Faculty Senate leadership. And I want to thank the other Board members who have taken time to meet with us this year. We very much appreciate all that you have done to foster a positive working relationship between the Board and the Faculty Senate.

I believe the Board’s meeting after yesterday’s events is not only convenient; it is fitting. The events, which we refer
to in three different ways — commencement, graduation, and final exercises — are the only time in the year when students, faculty, staff, administration, alumni, parents, and the Board gather together as one — a university — to celebrate accomplishments, to recommit to goals and values, and to look to the future. In my twenty-one years on the faculty, I have not missed a single commencement, and I am moved to tears at every one. Commencement, with all its pomp and pageantry, symbol and ceremony, reminds me why I am here and why I do what I do.

Moreover, the three very different words we use to define yesterday’s events — commencement, graduation, and exercises — lead me to think about where we have come in the past year, and where we are going. Commencement, of course, means beginning, and many a commencement speaker has emphasized to departing students that the receipt of a diploma is much less the end of an academic experience than the beginning of a new chapter of education or employment. And we all know of Mr. Jefferson’s rejection of the idea of education ending, both architecturally in his original design of the Academical Village, and in the labeling of students by numerical year. What is true of academics, and for students, is also true of governance, and for us. We are at a commencement: a change not only in Senate leadership, but in Board leadership; the onset of a new fiscal year and financial model; the start of a new strategic direction; and the beginnings of a revised relationship between the faculty and the Board — for the better.

Graduation has a different meaning, with different implications. In addition to its academic connotation, another meaning of graduation is “marking with degrees of measurement.” Measurement and the accountability it seeks to foster has been a major theme this year. Professor Roksa taught us about the challenges of measuring student outcomes. Provost Simon launched an important faculty salary equity study. President Sullivan identified benchmark goals for faculty salaries, which the Board approved. At the same time, President Sullivan promoted peer review as a means of determining merit-based raises. The Board stressed the need for measurable goals and metrics in assessing both the president and the nascent strategic plan, and has just received news of our successfully completed capital campaign. Even our accreditation agency in placing us on probation identified a lack of demonstrated evidence of compliance with their standards. As Dr. Miller recently wrote, “At a complex institution such as the University of Virginia, there are many important areas to measure.”

Although faculty are aware of the great benefits of measurement, we are also aware of its key limitations. Measurement can be costly in money, time, and effort and this cost must be weighed against the benefits. Peer review is a good
example. Not everything of interest or value can be measured numerically, a fact we on the Faculty Senate were reminded of this year when we faced the challenge of how to handle written comments in addition to numerical scores on our Faculty Survey. In addition, stressing measurable things to the exclusion of non-measurable things can lead to distorted incentives to focus too much on the measurable things, as those who spend time fretting about rankings know all too well.

Another meaning of graduation is "gradual change." For students, graduation is not a sudden transformation from uneducated to educated, like the Scarecrow in The Wizard of Oz, who, upon receipt of a certificate from the Wizard, suddenly is able to recite the Pythagorean Theorem, or Trinity in The Matrix, who instantaneously knows how to fly a military helicopter after having a computer program inserted in her brain. Rather, graduation marks an otherwise seamless transition from a period of sustained study to a new stage in which these gradually developed skills are applied. We are seeing a similar graduation in University governance. For example, we have spent many hours and much effort on the development of a strategic plan, a preliminary version of which will be a primary topic for discussion tomorrow. The next step in the plan's development will build on numerous discussions and intelligence gathered from many sources. Similarly, our experiments this year with both hybrid courses and MOOCs, about which we will hear shortly, will inform the next steps we take in integrating technology into our academic mission. Moreover, the Board's newly launched experiment with faculty consulting members on the standing committees builds on the Board's experience with the Faculty Senate's participation on the Educational Policy Committee, and draws on relevant expertise of some of our most prominent and respected colleagues.

The third term we use to describe yesterday's events - final exercises - is the most rarely used of the three, but adds an important dimension to the other two. Exercise has many meanings, including the most common physical activity variety, which, as our athletic office continually reminds us, Mr. Jefferson recommended as a crucial part of one's daily routine. I want to stress two other, though related, senses of the word, however. Exercise also means "the act of bringing into play or realizing in action," and the "regular or repeated appropriate use of a faculty." To the lessons of new beginnings, appropriate measurement, and gradual change, exercise adds one more: use it or lose it. Unused knowledge atrophies. Unremembered history repeats. And once again, the lessons we impart to our students are applicable to ourselves. To return to the strategic planning effort, whatever final form it takes, if it is not "realized in action" it will falter, as prior efforts did. The same is true of governance reforms realized, and perhaps yet to come. They
must be properly exercised. Certainly in my years at the University of Virginia, I have never seen a faculty more willing to realize our visions in action or prepared to be of regular and repeated use.

So let us emerge from this most challenging year, prepared to commence a new commitment to collaboration, cooperation, and engagement; to graduate to a shared and sustainable vision for the future; and to exercise our founder's dream of realizing America's great public university.

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Action Items

In the interest of time, Dr. Long asked that all action items be considered together. The committee approved the following action items:

APPROVAL TO ESTABLISH THE JAMES C. SLAUGHTER DISTINGUISHED PROFESSORSHIP IN LAW

WHEREAS, James C. Slaughter of New York took a degree from the College of Arts & Sciences in 1949, and a Juris Doctor from the School of Law in 1951; and

WHEREAS, Mr. Slaughter had a long and successful career in law and business in New York City, serving as a partner in the firm of Hahn & Hessen, vice president and director of Reeves Brothers, Inc., chairman and chief executive officer of the New York financial firm James Talcott, Inc., and chairman emeritus of Associated Metals and Minerals Corporation; and

WHEREAS, Mr. Slaughter was a patron and leader of a number of cultural institutions, both in New York and abroad. He was the managing director of The Horace W. Goldsmith Foundation and served on the boards of the Metropolitan Opera, Carnegie Hall, the Jerusalem Foundation, and the American Friends of the British Museum, and he was a member of the American Associates of the Royal Academy; and

WHEREAS, Mr. Slaughter, personally and through the Horace W. Goldsmith Foundation, was a generous benefactor of the School of Law. He served as a trustee of the Law School Foundation and a member of the executive committee for two capital campaigns. He paved the way for the Law Grounds project by funding the acquisition of the former Darden School building, which was renamed and dedicated Slaughter Hall in November 1996. He created the Horace W. Goldsmith Research Professorship in Law, which now supports two chairholders; and

WHEREAS, Mr. Slaughter was a generous donor to other areas of the University and established, with the Horace W. Goldsmith Foundation,
the Horace W. Goldsmith Teaching Professorship in the Humanities in the College of Arts & Sciences; and

WHEREAS, Mr. Slaughter's nephew, William A. Slaughter, on behalf of the Horace W. Goldsmith Foundation, contributed funds to support a professorship in Mr. Slaughter's name, and together with the School of Law, agreed to reallocate gift principal from the Horace W. Goldsmith Research Professorship in Law to the new professorship;

RESOLVED, the Board of Visitors establishes the James C. Slaughter Distinguished Professorship in Law; and

RESOLVED FURTHER, the Board thanks William A. Slaughter and the Horace W. Goldsmith Foundation for their generosity to the University and to the School of Law.

COMMERCE COMMONWEALTH PROFESSORSHIPS AND THE ROLLS-ROYCE PROFESSORSHIPS IN ENGINEERING

WHEREAS, Rolls-Royce plc has major businesses in civil aerospace, defense aerospace, marine propulsion, and energy, with 40,000 employees worldwide, and opened a jet engine manufacturing plant in Virginia; and

WHEREAS, as part of a strategic education and research partnership among Rolls-Royce, the Commonwealth, the University of Virginia, Virginia Tech, Virginia State University, and the Virginia Community College System, the Commonwealth created nine endowed professorships distributed equally among the University's School of Engineering and Applied Science and McIntire School of Commerce, and Virginia Tech's College of Engineering; and

WHEREAS, the professorships in the McIntire School of Commerce and the School of Engineering serve to enhance the curriculum in areas of interest to Rolls-Royce and the Commonwealth;

RESOLVED, the Board of Visitors establishes three Commerce Commonwealth Professorships in the McIntire School of Commerce, and three Rolls-Royce Professorships in Engineering in the School of Engineering and Applied Science;

RESOLVED FURTHER, the Board thanks Rolls-Royce and the Commonwealth of Virginia for making these professorships possible.
APPROVAL TO ESTABLISH THE WILLIAM STAMPS FARISH ENTREPRENEURIAL RESEARCH PROFESSORSHIP IN THE SCHOOL OF COMMERCE

WHEREAS, William Stamps Farish II received a law degree from the University of Mississippi in 1900; and

WHEREAS, William Stamps Farish II was a pioneer in east Texas oilfield development, president of Standard Oil, and a founding member and president of the American Petroleum Institute; and

WHEREAS, his grandson, William Stamps Farish III, a businessman and entrepreneur in his own right, took a degree in 1962 from the College of Arts & Sciences; and

WHEREAS, in 1982, William Stamps Farish III created the William Stamps Farish Professorship in Free Enterprise in the McIntire School of Commerce; and

WHEREAS, in 1989, Mr. Farish III created the William Stamps Farish Entrepreneurial Research Professorship in the School of Commerce; and

WHEREAS, the entrepreneurial research professorship comes now to the Board of Visitors for formal establishment;

RESOLVED, the Board of Visitors establishes the William Stamps Farish Entrepreneurial Research Professorship to attract and retain an eminent scholar in entrepreneurial studies in the McIntire School of Commerce;

RESOLVED FURTHER, the Board thanks William Stamps Farish III for his generosity to the University and the McIntire School of Commerce.

APPROVAL OF NEW DEGREE PROGRAM: BACHELOR OF SCIENCE IN ASTRONOMY

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Bachelor of Science in Astronomy is established in the College of Arts and Sciences.

APPROVAL OF NEW DEGREE PROGRAM: BACHELOR OF PROFESSIONAL STUDIES IN HEALTH SCIENCES

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Bachelor of Professional Studies in Health Sciences is established in the School of Continuing and Professional Studies.
APPROVAL OF NEW DEPARTMENT: DEPARTMENT OF KINESIOLOGY

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Department of Kinesiology is established in the Curry School of Education.

APPROVAL OF GUIDELINES ON PRIORITY COURSE ENROLLMENT FOR MILITARY-RELATED STUDENTS

RESOLVED, the Board of Visitors affirms the Guidelines on Priority Course Enrollment for Military-Related Students; and

RESOLVED FURTHER, the Guidelines shall be communicated to the State Council of Higher Education for Virginia and published in future editions of the Undergraduate Record and Graduate Record.

University of Virginia
Guidelines on Priority Course Enrollment for Military-Related Students

In accordance with §23-9.2:3.7 C of the Code of Virginia, the University establishes the following guidelines on priority course enrollment for military-related students.

Eligible Students
For the purposes of these guidelines, the following are defined as military-related students:

- Active-duty members of the uniformed services;
- Reservists;
- Members of the Virginia National Guard;
- Veterans of the uniformed services, with the exception of those separated through bad conduct discharge or dishonorable discharged; and
- Reserve Officer Training Corps (ROTC) cadets.

Demonstrating Eligibility
To demonstrate eligibility for priority course enrollment, a student must submit both the Military Priority Enrollment Request Form and proof of military-related status. Materials may be submitted in person, via e-mail, via fax, or via postal mail to the Office of the University Registrar (UREG). Students will be notified via e-mail as to the status of their eligibility.

Any of the following are sufficient to document proof of military-related status:

- DD Form 214 – Certificate of Release or Discharge from Active Duty
- DD Form 256 – Honorable Discharge Certificate
- WD AGO – Enlistment Record
- Military orders
- Military identification card
- Veteran identification card (Virginia)
- ROTC documentation
To demonstrate eligibility for the ensuing Summer Session or fall semester, documentation must be received by March 1. To demonstrate eligibility for the ensuing January Term or spring semester, documentation must be received by October 1. These deadlines apply to students in the undergraduate, graduate, and law careers within the Student Information System (SIS).

For students in the graduate business career, to demonstrate eligibility for the ensuing academic year, documentation must be received by June 30.

Priority Course Enrollment
For the purposes of these guidelines, the following constitutes priority course enrollment, for the fall and spring semesters, for each career within the Student Information System (SIS):

- For the undergraduate career, second-, third-, and fourth-year students are assigned priority enrollment appointment dates within their class year.
- For the graduate career, students are assigned enrollment appointment dates one day prior to other students within the graduate career.
- For the graduate business career, eligible students may request priority enrollment for elective courses.
- For the law career, eligible third-year law students may request priority enrollment for “graduation requirement courses.”
- For the medicine career, because enrollment is processed by the School of Medicine, on behalf of students, priority course enrollment is not necessary.

For January Term and Summer Session, military-related students are assigned enrollment appointment dates in the first enrollment group.

Communicating Eligibility
To ensure eligible students are aware of these guidelines, the University will communicate the availability of priority course enrollment through the following mechanisms:

- The Undergraduate Record;
- The Graduate Record;
- The Web site of the Office of the University Registrar (UREG);
- The Web site of the Office of the Dean of Students (ODOS); and
- E-mail communication to students who have self-reported veteran status in the Student Information System (SIS).

Students are responsible for demonstrating eligibility for priority course enrollment.

Responsible University Office
The Office of the University Registrar (UREG) is responsible for the oversight, maintenance, and application of these guidelines. For students in the undergraduate and graduate careers, UREG maintains the relevant student group in the Student Information System (SIS). For students in the graduate business, law, and medicine careers, UREG maintains communication with the relevant school officials to ensure proper application of the guidelines. Students who believe these guidelines are not properly applied should contact the UREG veterans’ affairs coordinator.
On motion, the Educational Policy Committee meeting was adjourned at 5:30 p.m.

SGH

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