EDUCATIONAL POLICY COMMITTEE

Thursday, November 13, 2014
2:45 – 4:00 p.m.
Byrd Room, Harrison Institute

Committee Members:
Frank B. Atkinson, Co-Chair
Stephen P. Long, M.D., Co-Chair
L.D. Britt, M.D. Margaret N. Gould
Allison Cryor DiNardo George Keith Martin, Ex-officio
Helen E. Dragas Christopher P. Holstege, M.D.,
Frank E. Genovese Faculty Consulting Member

AGENDA

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Commission on Colleges; Quality Enhancement Plan (Mr. Atkinson and Dr. Long to introduce Mr. David A. Wolcott; Mr. Wolcott to report)

V. EXECUTIVE SESSION (to take place in separate session)
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UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: November 13, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: I. Opening Remarks by Committee Co-Chairs

ACTION REQUIRED: None

BACKGROUND: Committee Co-Chairs, Mr. Atkinson and Dr. Long, will provide an overview of the committee agenda.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: November 13, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: II.A. Renaming of the Frederic A. Berry, M.D. Professorship in Pediatric Anesthesiology to the “Frederic A. Berry, M.D. Professorship in Anesthesiology”

BACKGROUND: The Frederic A. Berry, M.D. Professorship in Pediatric Anesthesiology was established by the Board of Visitors at its June 11, 2010 meeting. Dr. Frederic Berry is a 1959 alumnus of the School of Medicine and is currently a Professor Emeritus in the Department of Anesthesiology. The professorship honors his 36 years of service to the University of Virginia and the Department of Anesthesiology, as well as his role as a model educator, clinician, and researcher who has shaped the careers of hundreds of residents while advancing the entire field of pediatric anesthesiology.

DISCUSSION: While the Department of Anesthesiology intends to continue giving preference to a scholar specializing in pediatric anesthesiology when selecting the chairholder of the professorship, the Department requires more flexibility to continue to utilize this professorship when an appropriate pediatric anesthesiologist is not available to fill the chair. The Department and Dr. Berry have mutually agreed that more flexibility with regard to selecting the chairholder will allow the Department to better utilize these resources.

ACTION REQUIRED: Approval by the Educational Policy Committee and by the Board of Visitors

RENAME THE FREDERIC A. BERRY, M.D. PROFESSORSHIP IN PEDIATRIC ANESTHESIOLOGY TO THE FREDERIC A. BERRY, M.D. PROFESSORSHIP IN ANESTHESIOLOGY

WHEREAS, on November 15, 2005, Frederic A. Berry, M.D. and Suzanne S. Berry executed with the University of Virginia Medical School Foundation an agreement setting forth the terms and conditions for an endowed fund at the Foundation that would be used to establish the Frederic A. Berry, M.D. Professorship in Pediatric Anesthesiology; and
WHEREAS, on June 10, 2010, the Board of Visitors established the Frederic A. Berry, M.D. Professorship in Pediatric Anesthesiology in the School of Medicine; and

WHEREAS, in 2014, the Department of Anesthesiology and Dr. Berry agreed that more flexibility is required in order to locate a chairholder for the Frederic A. Berry, M.D. Professorship, and therefore that the name and purpose should be changed to the Frederic A. Berry, M.D. Professorship in Anesthesiology; and

WHEREAS, the University of Virginia, the School of Medicine, the Department of Anesthesiology, and Dr. Frederic Berry and Suzanne Berry agreed to this change in a restated agreement on September 24, 2014;

RESOLVED, the Board of Visitors renames the Frederic A. Berry, M.D. Professorship in Pediatric Anesthesiology the Frederic A. Berry, M.D. Professorship in Anesthesiology.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: November 13, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: II.B. Renaming the Distinguished Professorship for the Director of the Center for Public Service to the Eleanor Gray Shea Professorship

BACKGROUND: Mr. A. Vincent Shea earned a bachelor’s degree from the University of Virginia School of Commerce in 1934 and a master’s degree in 1935 from U.Va.’s Graduate School of Arts and Sciences. In 1936, he joined the U.Va. faculty as a member of the Bureau of Public Administration. Mr. Shea served as the University’s chief financial officer from 1947-77, then returned to full-time teaching, retiring in 1982.

Mr. Shea and his wife, Eleanor Gray Shea, were longtime donors to the University, and Mr. Shea requested complete anonymity during his lifetime with respect to their giving. In 1981, Mr. and Mrs. Shea began contributing to the University’s Pooled Income Fund. They intended that upon their death, the interest in the Pooled Fund attributable to their contributions would be transferred to the University, for the purpose of establishing an endowed Eminent Scholars professorship.

In 1989, following Mrs. Shea’s death in 1988, Mr. Shea renounced his interest in the Pooled Fund and requested that the funds be transferred to the University so that it could establish the professorship without delay. In an agreement executed on September 30, 1989, Mr. Shea stipulated that these funds should create a “Distinguished Professorship” in order to maintain his anonymity, with preference that the chairholder be the Director of the Center for Public Service. Mr. Shea also requested that following his death, the professorship be publicly known as the “Eleanor Gray Shea Professorship.”

DISCUSSION: The Board of Visitors established the Distinguished Professorship for the Director of the Center for Public Service on May 25, 1990. A. Vincent Shea died in May 2002 at 90 years of age.

ACTION REQUIRED: Approval by the Educational Policy Committee and by the Board of Visitors
RENAMING THE DISTINGUISHED PROFESSORSHIP FOR THE DIRECTOR OF THE CENTER FOR PUBLIC SERVICE TO THE ELEANOR GRAY SHEA PROFESSORSHIP

WHEREAS, A. Vincent Shea served the University as an administrator and faculty member for 46 years; and

WHEREAS, Mr. Shea and his wife, Eleanor Gray Shea, were longtime anonymous benefactors of the University; and

WHEREAS, Mr. Shea had requested in an agreement executed with the University on September 30, 1989 that the funds he and Mrs. Shea had contributed to the Pooled Income Fund be transferred to the University for the purpose of establishing a "Distinguished Professorship" in order to maintain his anonymity, with preference that the chairholder be the Director of the Center for Public Service; and

WHEREAS, Mr. Shea had also requested that upon his death, the professorship be publicly known as the "Eleanor Gray Shea Professorship"; and

WHEREAS, on May 25, 1990, the Board of Visitors established the Distinguished Professorship for the Director of the Center for Public Service from funds contributed by Mr. and Mrs. Shea; and

WHEREAS, Mr. Shea died in May 2002, allowing for the professorship to be publicly known as the Eleanor Gray Shea Professorship;

RESOLVED, the Board of Visitors renames the Distinguished Professorship for the Director of the Center for Public Service the Eleanor Gray Shea Professorship.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: November 13, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: II.C. Establishment of the Harrison Robertson Professorship in Law

BACKGROUND: Mr. Harrison Marshall Robertson Jr. was a Baltimore native who grew up in New York and Louisville, Kentucky. He was the oldest son of Harrison Marshall Robertson, of Louisville and later Charlottesville, and Mary Mackenzie Robertson France of Baltimore. Mr. Robertson received a B.A. from the University of Virginia in 1942 and a L.L.B. from the University of Virginia Law School in 1948.

Mr. Robertson enlisted as a private in the Army in 1942, and served in the 772 Tank Battalion in Europe. He was discharged in 1946 with the rank of captain. He received the Bronze Star for valor and an Army Commendation Ribbon.

Mr. Robertson began practicing law in Baltimore in 1948. He became a partner in the firm Brune, Robertson & Iglehart, and was a litigator and specialist in public utility law. In 1962 and 1963, he served as an Assistant Attorney General for the state of Maryland. Between 1963 and 1967, he served as People's Counsel before the Public Service Commission and the Metropolitan Transit Authority. After his retirement in 1987, he was counsel to the firm of Niles, Barton and Wilmer, where he had been senior partner.

Mr. Robertson was involved with numerous civic activities and organizations. In Baltimore, he was a member of the Citizen Planning and Housing Association and the American, Maryland, and Baltimore City Bar Associations. In Palm Beach, he served on the Palm Beach Landmarks Preservation Commission, the Town's Planning and Zoning Commission, and the Palm Beach Civic Association's Executive Committee.

Mr. Robertson was a member of the University of Virginia Board of Managers between 1961 and 1965 and President of the University of Virginia Alumni Association.

DISCUSSION: In 1996, Mr. Robertson created a Charitable Remainder Trust in which the remainder was to be used by the University of Virginia Law School Foundation to fund the
Harrison Robertson Professorship in Law in memory of his great-grandfather, his father, and himself. This professorship is intended to enable the University to attract and retain scholars of special eminence in law. Mr. Robertson passed away on December 16, 2013 at the age of 93.

ACTION REQUIRED: Approval by the Educational Policy Committee and by the Board of Visitors

ESTABLISHMENT OF THE HARRISON ROBERTSON PROFESSORSHIP IN LAW

WHEREAS, Harrison Marshall Robertson Jr. took a B.A. from the University of Virginia in 1942, and a L.L.B from the University of Virginia School of Law in 1948; and

WHEREAS, Mr. Robertson enlisted as a private in the Army in 1942, and served in the 772 Tank Battalion in Europe. He was discharged in 1946 with the rank of captain. He received the Bronze Star for valor and an Army Commendation Ribbon; and

WHEREAS, Mr. Robertson had a long and successful career in law in Baltimore, Maryland, serving as a partner in the firm of Brune, Robertson and Iglehart, as a litigator and specialist in public utility law, as an Assistant Attorney General for the State of Maryland in 1962 and 1963, and as People's Counsel before the Public Service Commission and the Metropolitan Transit Authority between 1963 and 1967; and

WHEREAS, Mr. Robertson was involved in numerous civic activities and organizations in both Baltimore, Maryland and Palm Beach, Florida; and

WHEREAS, Mr. Robertson was a member of the University of Virginia Board of Managers between 1961 and 1965, and President of the University of Virginia Alumni Association; and

WHEREAS, Mr. Robertson provided the funding to create the Harrison Robertson Professorship in Law, in memory of his great-grandfather, his father, and himself, with the purpose of enabling the University to attract and retain scholars of special eminence in law;

RESOLVED, the Board of Visitors establishes the Harrison Robertson Professorship in Law; and

RESOLVED FURTHER, the Board is thankful for the generosity to the University and the School of Law of Harrison Marshall Robertson Jr.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: November 13, 2014
COMMITTEE: Educational Policy
AGENDA ITEM: II.D. Establishment of the Paul T. Jones Jefferson Scholars Foundation Professorship

BACKGROUND: Paul Tudor Jones II took a degree in economics from the University of Virginia in 1976. During his time at the University, he served as president of the Sigma Alpha Epsilon fraternity and was a welterweight boxing champion.

In 1980, Mr. Jones founded Tudor Investment Corporation, an asset management firm headquartered in Greenwich, Connecticut, and created The Tudor Group, which includes a number of affiliates. His extensive philanthropy includes the Robin Hood Foundation, which he founded in 1988 to assist programs to alleviate poverty in New York City; the Excellence Charter School in Brooklyn, New York; the Bedford Stuyvesant I Have a Dream Foundation, which helps young people to attend college, and many other organizations.

Mr. Jones’ generosity to the University of Virginia includes significant funding for the John Paul Jones Arena, which is named after his father, and, with his wife, Sonia Klein Jones, the Contemplative Sciences Center.

DISCUSSION: The Professorship Program at the Jefferson Scholars Foundation was created to bring outstanding professors to the University faculty. The Foundation desires that these professors be widely recognized scholars; that they be active participants in the Jefferson Scholars Foundation community; and that they, by their presence on the faculty, increase the University’s prestige and attract other outstanding professors.

Paul Tudor Jones has been a benefactor, board member, and committed volunteer of the Jefferson Scholars Foundation since the mid-1980s. He has frequently observed that the Foundation’s mission of attracting outstanding individuals is key to the University’s future. He has funded undergraduate Jefferson scholarships, graduate fellowships, and, recognizing that the Professorship Program can be transformative for the University, he was the first person to commit to funding a Jefferson Scholars Foundation professorship.
ACTION REQUIRED: Approval by the Educational Policy Committee and by the Board of Visitors

ESTABLISHMENT OF THE PAUL T. JONES JEFFERSON SCHOLARS FOUNDATION PROFESSORSHIP

WHEREAS, Paul Tudor Jones II took a degree in economics from the University of Virginia in 1976; and

WHEREAS, Mr. Jones founded Tudor Investment Corporation in 1980, an asset management firm headquartered in Greenwich, Connecticut, and created The Tudor Group, which includes a number of affiliates; and

WHEREAS, Mr. Jones’ generosity to the University of Virginia includes significant funding for the John Paul Jones Arena, which is named after his father, and, with his wife, Sonia Klein Jones, the Contemplative Sciences Center; and

WHEREAS, Paul Tudor Jones has been a benefactor, board member, and committed volunteer of the Jefferson Scholars Foundation since the mid-1980s. He has funded undergraduate Jefferson scholarships, graduate fellowships, and, recognizing that the Professorship Program can be transformative for the University, he was the first person to commit to funding a Jefferson Scholars Foundation chaired professorship; and

WHEREAS, the Professorship Program at the Jefferson Scholars Foundation was created to bring outstanding professors to the University faculty. The Foundation desires that these professors be widely recognized scholars; that they be active participants in the Jefferson Scholars Foundation community; and that they, by their presence on the faculty, increase the University’s prestige and attract other outstanding professors;

RESOLVED, the Board of Visitors establishes the Paul T. Jones Jefferson Scholars Foundation Professorship; and

RESOLVED FURTHER, the Board thanks Paul Tudor Jones for his generosity to the University and to the Jefferson Scholars Foundation.
BOARD MEETING: November 13, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: III. Executive Vice President and Provost Remarks

ACTION REQUIRED: None

BACKGROUND: The Executive Vice President and Provost will give introductory remarks on the reports.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: November 13, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: IV.A. Diversifying the Research Portfolio: Applied Research Institute

ACTION REQUIRED: None

BACKGROUND: With current research budgets at traditional federal agencies (NIH, NSF, etc.) flat or declining, the University has sought to more fully engage other avenues for developing research programs and increasing research awards. To take advantage of opportunities outside more traditional research funding streams, the Applied Research Institute (ARI) was created to leverage the University’s human and capital assets to support applied research, education, and training, with a focus on homeland security, national intelligence, and defense challenges. To this end, ARI supports faculty to: 1) identify opportunities to collaborate, team, and partner with both federal agencies and industry entities for new research opportunities; 2) develop proposal responses for Department of Defense and Intelligence Community opportunities that reflect the unique requirements of the entities; and 3) provide post-award program management support to enable faculty, staff, and students to exceed expectations for all research and development work. ARI serves as a service to enable better and more successful interactions between the University and the broad defense and intelligence communities.

DISCUSSION: Joan Bienvenue became Director of the ARI in June, 2013. Ms. Bienvenue will provide an overview of the Institute.

Ms. Bienvenue joined the University from Lockheed Martin, where she spent the prior five years and most recently served as Chief Scientist and Program Manager. Prior to her leadership and development experience at Lockheed Martin, she held research positions at the Armed Forces DNA Identification Laboratory (AFDIL) and the Federal Bureau of Investigation (FBI). Ms. Bienvenue received a B.S. in Chemistry from Rivier University, followed by an M.S. in Forensic Science at the University of New Haven, a Ph.D. in Chemistry from the University of
Virginia, and an M.B.A. from the University of Mary Washington.

The ARI was chartered to serve as a conduit between the university and the nation's defense and intelligence communities. It represents a single point of access to the university's human and capital assets to support applied research, education, and training programs focused on homeland security, national intelligence and defense objectives. ARI serves the entire university in this capacity, crossing boundaries between schools to engage the appropriate resources, talent, and expertise. For government and industry, ARI eliminates the need to sort through and identify the moving parts within the University required for a particular project. Instead, ARI serves as a concierge to personnel and resources available across departments and schools, and assists partners with the formation of the right project team to ensure success. For faculty, students, and staff, ARI provides unique services including identification of opportunities, proposal team development, requirements mapping and traceability, proposal submission support, and post-award program management. To this end, ARI's mission is to:

- Create additional unique, traditional and non-traditional research and development opportunities for faculty, staff and students
- Develop and provide education and training programs relevant to ARI partners
- Foster pan-University research initiatives
- Facilitate faculty/scientist exchanges with industry and government
- Raise government and industry awareness of the research and innovation taking place at U. Va.
- Provide industry standard program management in support of contracts

Additionally, the ARI secures and maintains a 3,000 sq. ft. facility at the University of Virginia Research Park at North Fork. Approximately 2,000 sq. ft. of this facility has been recently renovated to include the capacity to store Top Secret/Sensitive Compartmented Information (TS/SCI) and conduct TS/SCI research. This space is available for use by faculty, students, and staff to carry out classified research projects not previously possible on Grounds. Furthermore, the ARI can pursue and hold clearances for faculty, students, and staff, which
enable further collaboration with federal and industrial entities.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: November 13, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: IV.B. Enhancing Teaching Effectiveness and Student Learning: The Teaching Resource Center’s Course Design Institute

ACTION REQUIRED: None

BACKGROUND: Marva A. Barnett, Founding Director of the Teaching Resource Center (TRC), teaches in the Department of Drama. The TRC is a pan-University center for collegial community and committed conversation about teaching at all levels and in all academic disciplines. Since 1990, the TRC has promoted excellence in teaching, helped build community, and fostered innovation throughout the University of Virginia. Ms. Barnett’s current research centers on the work of Victor Hugo’s Les Misérables and the musical it inspired. She is the author of Victor Hugo on Things That Matter: A Reader, published by Yale University Press. She has been named Chevalier de l'Ordre des Palmes Académiques (2012) by the French Republic for her contributions to teaching and research on French culture and literature. She has also received the Thomas Jefferson Award (2011), the Excellence in Faculty Mentoring Award (2008), and the Elizabeth Zintl Leadership Award (2002). Ms. Barnett holds a doctorate in French Romance Languages and Literatures from Harvard University.

Michael S. Palmer, Associate Director and Associate Professor, joined U.Va.’s Teaching Resource Center in 2003. As an Associate Director, he presents interactive workshops locally, nationally, and internationally; he regularly consults with instructors, departments, and administrative units about teaching and learning matters; and he designs and directs a variety of programs, including the TRC’s graduate student professional development program, Tomorrow’s Professor Today, and the Center’s annual Course Design Institute (CDI). Mr. Palmer’s research centers on course design initiatives, teaching consultation techniques, graduate student professional development, and the impact these intense professional development activities have on teacher beliefs and practices. Published accounts of his work can be found in, among others, To
Improve the Academy, New Directions for Teaching and Learning, and Studies in Graduate and Professional Student Development. In 2012, he won one of U.Va.'s All-University Teaching Awards. Mr. Palmer holds a doctorate in Chemistry from the University of Wyoming.

The TRC has hosted the CDI since 2008. During this intensive, week-long Institute, an interdisciplinary group of instructors (approximately 40 per year) design or substantially redesign courses so that they promote significant, long-term learning. To date, 215 instructors have participated and developed learning-focused courses and syllabi grounded in evidenced-based principles of teaching and learning.

DISCUSSION: Ms. Marva Barnett and Mr. Michael Palmer will share with the Board: 1) goals of CDI; 2) what it looks like; 3) who participates; 4) what its impact has been; and 5) how it is being scaled.

For over two decades, the TRC has helped instructors create rich, active classroom environments which support meaningful student learning. The CDI provides them the opportunity to experience the iterative, dynamic, and scholarly process of learning-focused course design.

During a CDI, an interdisciplinary group of instructors explore learner-centered design principles in a large-group setting and then work on their individual course designs in small, discipline- or pedagogy-focused learning teams. Each learning team, led by an experienced facilitator, provides opportunities for brainstorming, individualized feedback, and on-going support. Participants are also invited to consult one-on-one with Institute faculty throughout the week. Participation in the CDI can help faculty become the teachers they dream of being, teachers who create truly transformative learning experiences for students.
BACKGROUND: The University has been an accredited member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) since 1904. Accreditation by a U.S. Department of Education-recognized accrediting agency is necessary for access to Title IV financial aid. The University receives approximately $130 million per year in Title IV financial aid. Accreditation also facilitates transfer of credit to, and degree recognition by, other institutions of higher education. For faculty, accreditation is necessary to access many sources of research funding.

DISCUSSION: Every 10 years, the University is required to document compliance with the totality – 90 standards – of the Principles of Accreditation. The University’s decennial compliance certification is due September 2016.

In addition to the compliance certification, a significant component of the decennial reaffirmation is the development of a Quality Enhancement Plan (QEP). According to SACSCOC, the QEP is “an opportunity for the institution to enhance overall institutional quality and effectiveness by focusing on an issue or issues the institution considers important to improving student learning.” The University’s QEP is due February 2017.

SACSCOC judges the sufficiency of the QEP on a variety of measures, including:

- Plan is directly related to institutional planning efforts. Selection of topic determined by representative process that considered institutional needs and viability of plan.
- A direct and strong relationship of QEP topic to institutional needs; how accomplishment of QEP
would directly improve institutional/student performance.

• Detailed student learning outcomes tied directly to institutional needs.
• A clear relationship between activities of QEP and the improvement of student learning, all tied to established institutional needs.
• All relevant constituencies have direct involvement in implementation.
• Assessment is based on clear outcomes, assessment methods related to outcomes, and that are direct measures of those outcomes.