MEMORANDUM

TO: The Educational Policy Committee:

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

and

The Remaining Members and Senior Advisor to the Board:

Frank M. Conner III
Kevin J. Fay
Barbara J. Fried
William H. Goodwin Jr.
John A. Griffin
Victoria D. Harker

Bobbie G. Kilberg
John G. Macfarlane III
Edward D. Miller, M.D.
John L. Nau III
Leonard W. Sandridge Jr.

FROM: Susan G. Harris

RE: Minutes of the Educational Policy Committee on September 11, 2014

The Educational Policy Committee of the Board of Visitors of the University of Virginia met, in Open Session, at 1:45 p.m., on Thursday, September 11, 2014, in the Byrd Room of the Harrison Institute; Frank B. Atkinson and Stephen P. Long, M.D., Co-Chairs, presided.

Present were George Keith Martin, L.D. Britt, M.D., Allison Cryor DiNardo, Helen E. Dragas, Frank E. Genovese, and Margaret N. Gould. Also present was Christopher P. Holstege, M.D., the Faculty Consulting Member.

Present as well were Teresa A. Sullivan, Ian B. Baucom, Susan Carkeek, Mark W. Clark, C. Thomas Faulders III, Cynthia S. Fredrick, Joe Garofalo, Susan G. Harris, Sean K. Jenkins, Richard C. Kast,
Dr. Long, Co-Chair, opened the meeting with brief remarks.

Consent Item

Dr. Long introduced David A. Wolcott, Associate Vice Provost for Academic Accreditation. Mr. Wolcott explained that the University’s academic policies on advanced examinations and military-related experience have to be revised to comply with guidelines issued by the State Council of Higher Education for Virginia (SCHEV). Although the Board has delegated authority for the curriculum to the faculty, the Code of Virginia and SCHEV require Board approval of these policies. On motion, the committee approved the following resolution:

REVISIONS TO ACADEMIC POLICIES ON ADVANCED EXAMINATIONS AND MILITARY-RELATED EXPERIENCE

RESOLVED, the Board of Visitors affirms the Revised Advanced Examinations and Military-Related Experience Policy, dated July 1, 2014; and

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

Report: College Advising Seminars

Dr. Long asked President Teresa A. Sullivan to give an overview of the College Advising Seminars (COLAs), which are one-credit classes that the College and Graduate School of Arts & Sciences began as a small pilot program in 2006. The program has expanded to 62 sections serving more than 1,000 first-year students. COLAs, which combine academics and advising, are part of the Total Advising strategy of the Cornerstone plan. They are taught by faculty and administrators with the instructors selecting the subject matter.

President Sullivan asked Mr. Sean K. Jenkins, Senior Assistant to the President, to give an overview of his COLA, Modern Topics in Higher Education. Mr. Jenkins outlined the course content and readings, and explained that COLAs provide students with a forum to discuss expectations and pressures, and expose students to resources, such as Career Services, the Study Abroad Office, and the library. COLA instructors are the advisors for their students for their first four semesters, or until a student declares a major. In one-on-one advising sessions, Mr. Jenkins and his students work on spring schedules, summer plans, and expectations for next year.
In response to questions, President Sullivan explained that COLA instructors receive training, enrollment in a COLA is voluntary, the program is managed on a first-come first-served basis with approximately 30% of first year students participating, and the University intends to expand the program to meet demand. This year, the School of Engineering and Applied Science decided to offer COLAs. President Sullivan noted that all first year students are assigned faculty advisors even if they are not participating in a COLA. Student and faculty feedback has been positive with surveys indicating that students enrolled in COLAs are more satisfied with advising.

Report: Discussion with Academic Analytics

Mr. Atkinson introduced Mr. Michael Monticino and Mr. David Ramsey from Academic Analytics, and asked Mr. Simon, Executive Vice President and Provost, to initiate the discussion. Mr. Simon noted that this year the Committee will focus on faculty performance and productivity and that the issue has to be framed in the context of academic excellence.

Mr. Simon offered a definition of academic excellence developed by Mr. Harry Harding, former dean of the Frank Batten School of Leadership and Public Policy: “Excellence is enabling young men and women to realize their full potential as human beings possessed of the knowledge, quality, and skills of the mind that have long characterized the educated person.” He said it also means excellence in preparing students for the professions including the academy itself. For U.Va., it means becoming engaged and responsible citizens or civic leaders.

Mr. Simon noted that the goal is to create critical thinkers who can write, who have communication skills, who can be leaders, and who have collaborative skills. The University seeks to create an environment that enables discovery, builds self-confidence, fosters creativity, and allows risk taking. All of this is done in the context of a research university. Research allows the University to spark curiosity in students, to immerse students in the sense of discovery, and to keep faculty current in their disciplines.

Faculty effort is grouped into three areas: research/scholarship, teaching, and service. Tenure track faculty are expected to perform in all three, but the weighting of their importance varies at the different career stages, such as mid-career (4th year) review, tenure review, and full professor review. Faculty duties can include teaching, mentoring and advising, publishing, participation in national and international thought leadership, raising extramural support for educational and research initiatives, engaging with industry, creating startups, development of intellectual property, consulting and advising, serving in clinics, contributing time and leadership to government agencies and scholarly organizations, and contributing to the advancement of K-12 education.
The challenge is how to assess these activities in faculty reviews. The Schools place different emphasis on these activities. The Batten School emphasizes public media presentations by its faculty. The Darden School places emphasis on corporate presentations and board memberships.

Mr. Simon noted areas where there is room for improvement. There should be common expectations for teaching, research, and service. The University should use performance analytics to strengthen its programs and to inform faculty searches. The program review process should be strengthened. Incentives need to be aligned to support teaching, learning, and engagement. While the credit hour is a common metric, the University should look beyond the credit hour because it does not give a complete picture of faculty work. For example, it does not capture time spent on independent one-on-one studies.

In response to questions from the Committee, Mr. Simon noted that there is no formal post-tenure assessment process and that there is no official sabbatical policy. The Committee asked that the sabbatical policy be a future agenda item.

Mr. Michael Monticino provided an overview of Academic Analytics, explained the importance of a faculty level analysis that accounts for departmental and discipline differences, and reviewed the insights from the firm’s early stage analysis of the University.

The early stage analysis indicates that nationally the University is in the 85th percentile of all research institutions, the middle of the public institutions in the American Association of Universities, and it is at the top of the Virginia schools. The University has 12 programs in the top 10 for scholarly activity and 26 programs in the top 20. It ranks 50th in terms of tenured/tenure track faculty and 30th for the number of books published. It is first among Virginia universities in the numbers of books published, the number of honorific awards, and number of citations; it is second in the number of journal articles. Mr. Monticino provided an overview of the initial analysis of the English and Economics departments.

Nationally, the English department is first in total number of honorific awards and is in the top 10 for the number of books published, the number of books published per faculty, the percentage of faculty with a published book, the total number of faculty with an honorific award, and the number of awards per faculty.

The Economics Department is in the top 10% in number of articles published, and is in the top 15% in the total number of honorific awards, the percentage of faculty with an article, articles per faculty, and the percentage of faculty with a citation. Mr. Simon noted that the Economics Department is not where it wants to be. Mr. Ian Baucom, Dean of the College and Graduate School of Arts & Sciences, stated that the College and department have the goal of strengthening the department’s reputation and that the data provided by Academic Analytics can be used to track the department’s success.
On motion, the Educational Policy Committee meeting was adjourned at 3:00 p.m.

SGH: wtl

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