UNIVERSITY OF VIRGINIA
BOARD OF VISITORS
MEETING OF THE
EDUCATIONAL POLICY
COMMITTEE
SEPTEMBER 16, 2011
EDUCATIONAL POLICY COMMITTEE

Friday, September 16, 2011
10:30 – 11:30 a.m.
Board Room, The Rotunda

Committee Members:
Glynn D. Key, Chair
A. Macdonald Caputo
Allison Cryor DiNardo
Mark J. Kington
Randal J. Kirk
Stephen P. Long, M.D.

George Keith Martin
Edward D. Miller, M.D.
Jonathan B. Overdevest
Helen E. Dragas, Ex-officio
Gweneth L. West, Consulting Member

AGENDA

I. CONSENT AGENDA (Mr. Adams)
• Advanced Placement/International Baccalaureate/ Cambridge Advanced Examinations Credit Granting Policy

II. REPORTS BY THE INTERIM EXECUTIVE VICE PRESIDENT AND PROVOST (Mr. Adams)
A. Faculty Senate (Mr. Adams to introduce Mr. Robert S. Kemp; Mr. Kemp to report)
B. Dean’s Report on the School of Engineering and Applied Science Strategic Plan (Mr. Adams to introduce Mr. James H. Aylor; Mr. Aylor to report)
C. Dean’s Report on the McIntire School of Commerce Differential Tuition (Mr. Adams to introduce Mr. Carl P. Zeithaml; Mr. Zeithaml to report)

D. New Dual Degree Programs at the Frank Batten School of Leadership and Public Policy (Written Report)

III. EXECUTIVE SESSION (to take place in separate session)
• Faculty Personnel Actions
ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE/CAMBRIDGE
ADVANCED EXAMINATIONS CREDIT GRANTING POLICY: Approval of the
Policy Concerning the Granting of Advanced Standing or Advanced
Placement

BACKGROUND: During the 2010 General Assembly session, legislation was passed that requires institutional governing boards to implement policies to grant undergraduate course credit to entering first years who have successfully taken one or more International Baccalaureate (IB) or Advanced Placement (AP) examinations. During the 2011 General Assembly session, the legislation was expanded to include the Cambridge Advanced (A/AS) examinations (also known as British System Advanced Levels or A-Leves).

The policies are required to (1) outline the conditions necessary for the institution to grant course credit, including the minimum required scores on examinations, and (2) identify the specific course credit or other academic requirements that a student satisfies by completing the IB diploma program. The legislation also requires that policies for granting course credit for standard- and higher-level IB examinations be comparable to policies for granting course credit for AP examinations.

The University is compliant with the legislation. For many years, the University has granted advanced standing (course exemption and academic credits) or advanced placement (course exemption without credits) for qualifying scores on a variety of advanced examinations, including AP, IB, and British A-Leves. Minimum scores required for advanced standing or advanced placement are contained in the Undergraduate Record.

The awarding of advanced standing or advanced placement is determined by the faculty. Faculty members from the relevant academic departments regularly perform reviews of subject curricula, subject examinations, grade distributions, and marking schemes provided by various examination agencies. After reviewing such materials, and in consultation with the appropriate dean's office, faculty members make informed judgments about what credit, if any, is to be awarded. Faculty members verify such judgments through feedback provided from student performance in more advanced courses at U.Va.
To ensure compliance with the legislation, the Office of the Executive Vice President and Provost convened representatives from the College of Arts and Sciences, the School of Architecture, the School of Engineering and Applied Science, and the School of Nursing. Current practice and the current policy on advanced examinations, contained in the Undergraduate Record, were discussed. Minor modifications were made to the language in the Undergraduate Record to clarify current practice and clearly demonstrate compliance with the legislation.

Upon Board approval of the policy in the Undergraduate Record, the following will be transmitted to the State Council of Higher Education for Virginia: (1) the policy adopted to satisfy provisions of the legislation, (2) attestation that the policy has been approved by the Board of Visitors and that the policy is available on the University Web site, and (3) a brief description of the review process employed to develop the policy.

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

APPROVAL OF ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE/ CAMBRIDGE ADVANCED EXAMINATIONS CREDIT GRANTING POLICY

WHEREAS, in 2010 the General Assembly passed legislation requiring institutional governing boards to implement policies to govern the issuance of undergraduate course credit for successful completion of advanced examinations; and

WHEREAS, the University of Virginia has maintained such policies in the Undergraduate Record; and

WHEREAS, The Office of Executive Vice President and Provost reviewed existing policies with representatives of the Schools and has confirmed that University policies are in compliance with legislation;

RESOLVED, the policy concerning the granting of advanced standing or advanced placement is approved.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: September 16, 2011

COMMITTEE: Educational Policy

AGENDA ITEM: II.A. Faculty Senate

ACTION REQUIRED: None

DISCUSSION: Mr. Adams will introduce the new Chair of the Faculty Senate, Mr. Robert S. Kemp, who will summarize the Senate’s activities for the year.
Mr. Adams will introduce Mr. James H. Aylor, Dean of the School of Engineering and Applied Science (SEAS) and Louis T. Rader Professor of Electrical and Computer Engineering. Mr. Aylor will provide an overview of the SEAS strategic plan that has been developed during the past year by a committee composed of 30 faculty and staff. The planning activities were guided by a steering committee with representation from across the University as well as SEAS alumni.

Mr. Aylor will summarize the current state of SEAS, the challenges being faced today, and the vision for the SEAS of tomorrow. He will provide an overview of the process that has been used to develop the strategic plan in an open and transparent manner with engagement of all SEAS faculty and staff, as well as University leadership, alumni, and partners. The planning activity was divided into teams of faculty and staff focused on undergraduate programs, graduate programs, research distinctiveness, finance, and organizational alignment. Mr. Aylor will present the resulting goals for SEAS and the metrics that will be used to measure progress towards those goals.

The SEAS strategic plan is built on the mission to educate leaders in the application and development of engineering and scientific solutions that benefit the world. The mission is accomplished through the creation and transfer of knowledge and an unwavering commitment to a set of core values that include: (1) a fundamental focus on students, (2) promotion of innovation and collaboration in the pursuit of knowledge, (3) devotion to the development of faculty and staff, (4) enabling and practicing a culture of mutual respect, diversity, honor, and ethics, and (5) dedication to the public good.
DISCUSSION: Mr. Adams will introduce Mr. Carl P. Zeithaml, Dean of the McIntire School of Commerce. Mr. Zeithaml will report on the McIntire School of Commerce differential tuition. For 90 years, the McIntire School of Commerce has been regarded as one of the nation’s finest undergraduate business schools. The School is characterized by its relentless pursuit of excellence, ambitious goals and plans, tradition of innovation, dedication to integrity, and strong sense of community. In its 2011 ranking of undergraduate business programs, Business Week ranked the McIntire School of Commerce second in the nation with A+ grades in teaching quality, facilities and services, and job placement. In the six years that Business Week has ranked programs, the McIntire Undergraduate Program is the only program in the nation to be ranked either first or second all six years. The School’s Integrative Core Experience (ICE), six specialty concentrations, leadership minor, and career tracks are perhaps the most innovative and intensive in undergraduate business education. Students have multiple opportunities to study abroad, and the School routinely places 95 percent of its graduates in outstanding positions throughout the world.

This success involves a significant investment. For 2010-11, the School’s analysis indicates that total undergraduate expenses were $19.29 million, of which $7.43 million were met by a central allocation of undergraduate tuition and state general funds. For more than a decade, the additional investment required for excellence was generated from exceptional efficiency, graduate and executive program revenues, and funding derived from various forms of philanthropy. Unfortunately, repeated budget reductions and the loss of a custom graduate offering have placed continued excellence in jeopardy. Furthermore, the value-added services provided to students (e.g., Career Services, Student Services, technology support, international programs) require increased investment, particularly after successive years of limited or no new
investment. Finally, and perhaps most importantly, additional funds must be directed toward faculty and staff salaries, both to retain a world-class faculty and to recruit new colleagues to meet program needs. Very simply, a new financial model is required to sustain excellence.

In response to this situation, the Board of Visitors approved a $3,000 tuition differential for third-year students entering the Commerce School in 2011-12. In addition to a 10 percent indirect cost payment to the University, the School will continue to support the University’s undergraduate need-based financial aid program and expects that a portion of annual tuition revenues generated from the differential (estimated initially at 15 percent) will be allocated to the program on a per student basis, determined across the entire undergraduate population. The actual amount is still being determined. The funds that flow to the School will be used to maintain and enhance value-added student services and retain and recruit top faculty and staff.

Subsequent to BOV approval, applicants admitted to the Commerce School were informed of the tuition differential in their offer letters. They had the opportunity to decline the offer. The yield among 316 admitted applicants was 98 percent, actually higher than the 94 percent of the previous year. So, it appears that differential tuition had no adverse impact on the yield. Thousands of e-mails were sent to alumni and students explaining the tuition, and the initiative was widely publicized in School publications and the media. In response, the School received virtually no complaints; in fact, the School received an extraordinary number of messages in support of this move, including messages from parents who were willing to pay the increase to protect the Commerce School educational experience. They recognized the need to assume an increased financial burden to maintain and enhance the value of the B.S. in Commerce degree.
The Batten School has proposed dual degrees with five of the University’s schools.

The Interim Executive Vice President and Provost has approved the memoranda of understanding, creating dual degree programs, between the Batten School and the following University schools: the Curry School of Education (MPP/PhD), the Darden Graduate School of Business Administration (MPP/MBA), the Graduate School of Arts and Sciences (MPP/MPH), the School of Architecture (MPP/MUEP), and the School of Law (MPP/JD). Each of these dual degree programs will allow students to obtain both degrees in fewer years than if each degree was taken separately. The dual degree programs have been approved by the deans and the requisite faculty bodies in each school.