UNIVERSITY OF VIRGINIA
BOARD OF VISITORS
MEETING OF THE
EDUCATIONAL POLICY
COMMITTEE
JUNE 5, 2014
EDUCATIONAL POLICY COMMITTEE

Thursday, June 5, 2014
3:00 – 4:30 p.m.
Byrd Room, Harrison Institute

Committee Members:
Stephen P. Long, M.D., Chair
Frank B. Atkinson
Allison Cryor DiNardo
Marvin W. Gilliam Jr.
Victoria D. Harker
Bobbie G. Kilberg
Edward D. Miller, M.D.
Linwood H. Rose
Margaret N. Gould
George Keith Martin, Ex-officio
Christopher P. Holstege, M.D.,
Faculty Consulting Member

AGENDA

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II. NAMINGS (Dr. Long)
   A. Renaming of the Ethyl Corporation Professorship in Business Administration –
      Manufacturing and Operations to the “NewMarket Corporation Professorship in
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   B. Request from the Women’s Center to be Named the “Maxine Platzer Lynn Women’s Center”
   C. Request from the Darden School and Foundation to name the Darden School Center for Asset
      Management the “Richard A. Mayo Center for Asset Management” 6

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A. Limited Liability Company to Support the University of Virginia’s Wholly Owned Foreign Enterprise in Shanghai, China, and the University’s Global Initiatives Generally (Dr. Long to introduce Mr. Jeffrey W. Legro; Mr. Legro to report)
B. Curry Education Company Accelerator (Dr. Long to introduce Mr. Robert C. Pianta; Mr. Pianta to report)
C. Establishment of the Joseph W. Dorn Research Professorship in Law (Dr. Long)

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

BOARD MEETING: June 5, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: I. Opening Remarks by Committee Chair

ACTION REQUIRED: None

BACKGROUND: Dr. Long will provide an overview of the committee agenda.
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BOARD MEETING: June 5, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: II.A. Renaming of the Ethyl Corporation Professorship in Business Administration – Manufacturing and Operations to the "NewMarket Corporation Professorship in Business Administration"

BACKGROUND: In March 1983, the Ethyl Corporation pledged to the Rector & Visitors of the University of Virginia the sum of $250,000 to create an endowed professorship to be known as the Ethyl Corporation Professorship in Business Administration – Manufacturing and Operations. The Professorship was established in 1984 by the University’s Board of Visitors.

In 2004, the Ethyl Corporation changed its name to NewMarket Corporation, and by an email dated February 16, 2014, NewMarket requested that the name of the Ethyl Corporation Professorship in Business Administration – Manufacturing and Operations be changed to the NewMarket Corporation Professorship in Business Administration. This request was formalized in an addendum to the fund agreement by the NewMarket Corporation and the University of Virginia on April 9, 2014.

DISCUSSION: Mr. Long will propose the renaming of the Ethyl Corporation Professorship in Business Administration – Manufacturing and Operations to the NewMarket Corporation Professorship in Business Administration.

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

RENAME THE ETHYL CORPORATION PROFESSORSHIP IN BUSINESS ADMINISTRATION – MANUFACTURING AND OPERATIONS TO THE NEWMARKET CORPORATION PROFESSORSHIP IN BUSINESS ADMINISTRATION

WHEREAS, in March 1983, the Ethyl Corporation contributed the funding for an endowed professorship at the Darden School of Business; and

WHEREAS, in 1984, the Board of Visitors established the Ethyl Corporation Professorship in Business Administration – Manufacturing and Operations; and
WHEREAS, in 2004, the Ethyl Corporation changed its name to NewMarket Corporation; and

WHEREAS, NewMarket Corporation requested in February 2014 that the professorship created by the Ethyl Corporation be renamed to reflect the company’s present name; and

WHEREAS, the Darden School of Business and the University of Virginia agreed to this change by signed addendum to the fund agreement on April 9, 2014;

RESOLVED, the Board of Visitors renames the Ethyl Corporation Professorship in Business Administration - Manufacturing and Operations the NewMarket Corporation Professorship in Business Administration.
UNIVERSITY OF VIRGINIA
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COMMITTEE: Educational Policy

AGENDA ITEM: II.B. Request from the Women’s Center to be Named the “Maxine Platzer Lynn Women’s Center”

BACKGROUND: Maxine Platzer Lynn is a 1951 graduate of the Curry School of Education. Ms. Lynn takes great pride in having graduated from the University at a time when few women were enrolled. She credits Robert Hollingsworth, Dean of Women at the time, with providing support that enabled her to graduate. In recognition of Dean Hollingsworth’s concern and care, Ms. Lynn has consistently supported activities at the University related to the Women’s Center.

Inspired by the naming of Teresa Sullivan as the first woman president of the University, Ms. Lynn made a significant commitment to the Women’s Center, formalizing her gift in June 2013. The gift provides the donor with the opportunity to name the center, and Ms. Lynn has requested that the Center be named the Maxine Platzer Lynn Women’s Center. The University Committee on Names has approved this request.

DISCUSSION: Mr. Long will propose the naming of the Women’s Center as the Maxine Platzer Lynn Women’s Center.

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

NAMING THE WOMEN’S CENTER THE MAXINE PLATZER LYNN WOMEN’S CENTER

WHEREAS, the University of Virginia Women’s Center was founded in 1989 to educate students about creating change in self, community, and the world by providing programs and services that advocate gender equity; and

WHEREAS, Maxine Platzer Lynn is a 1951 graduate of the Curry School and the parent of an alumna of the College of Arts & Sciences and the Law School; and
WHEREAS, Ms. Lynn has been a generous benefactor of the Women’s Center, having given the Center the largest gift in its history;

RESOLVED, the Board of Visitors names the Women’s Center the Maxine Platzer Lynn Women’s Center.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: June 5, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: II.C. Request from the Darden School and Foundation to Name the Darden School Center for Asset Management the “Richard A. Mayo Center for Asset Management”

BACKGROUND: Launched in 2013, the Darden School Center for Asset Management advances the study and practice of asset management through top-quality research, regular conferences and activities, support for the students of Darden Capital Management, and the development of educational programs. The Center strives to be a global leader in the field of asset management by producing market-facing research and by preparing skilled future asset managers. It also serves as a hub of thought leadership and professional development for faculty, students, alumni, and business practitioners in the field of asset management.

The Darden School of Business has requested to name the Center in recognition of the extraordinary service of Richard A. Mayo, a 1964 graduate of the College of Arts and a 1968 graduate of the Darden School of Business, and specifically for his financial support of the Center.

Mr. Mayo is Chairman of Mayo Capital Partners in Boston. He began his investment career with the First Union National Bank in Charlotte, NC. In 1977, Mr. Mayo was a Founding Partner of the investment firm Grantham, Mayo, Van Otterloo & Co. LLC and remained with that firm until he founded Mayo Capital Partners in January of 2002.

A member of the Board of Trustees for the Thomas Jefferson Foundation, as well as a member of the University of Virginia Investment Management Company Board, Mr. Mayo has provided substantial financial support to the Darden School over a span of 44 years, both as an annual donor and a major donor. He and his spouse, Sara Page, are also supporters of University of Virginia Athletics and the College of Arts and Sciences, having gifted an endowed named professorship and supported two other established chairs.
The Committee on Names has approved this request.

DISCUSSION: Mr. Long will propose the naming of the Darden School of Business Center for Asset Management the Richard A. Mayo Center for Asset Management.

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

NAMING THE DARDEN SCHOOL OF BUSINESS CENTER FOR ASSET MANAGEMENT THE RICHARD A. MAYO CENTER FOR ASSET MANAGEMENT

WHEREAS, the Darden School Center for Asset Management was launched in 2013 to advance the study and practice of asset management through top-quality research, regular conferences and activities, support for the students of Darden Capital Management, and the development of educational programs; and

WHEREAS, Richard A. Mayo is a 1964 graduate of the College of Arts & Sciences and a 1968 graduate of the Darden School, currently serving on the University of Virginia Investment Management Company Board; and

WHEREAS, Mr. Mayo has been a generous supporter of the Darden School over a span of 44 years, including contributions to the Center for Asset Management, having established an endowed fund in 2011 to support the launch of the Center;

RESOLVED, the Board of Visitors names the Darden School Center for Asset Management the Richard A. Mayo Center for Asset Management.
UNIVERSITY OF VIRGINIA
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COMMITTEE: Educational Policy

AGENDA ITEM: III. Executive Vice President and Provost Remarks

ACTION REQUIRED: None

BACKGROUND: The Executive Vice President and Provost will provide a report on academic issues.
BOARD MEETING: June 5, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: IV.A. Faculty Senate Report

ACTION REQUIRED: None

BACKGROUND: Dr. Long will introduce Mr. Joe Garofalo, Chair of the Faculty Senate. Mr. Garofalo will report on the faculty salary survey.
BACKGROUND: Continuing education at the University of Virginia was initiated by President Alderman in 1915 in an effort to remind the University of its public service mission. When introducing this initiative to the faculty, he stated, “Our Republic can no longer rely on an unlimited quantity of untouched wealth...not only to the fortunate few who can repair to its wall, but to all the people who constitute the life of the State. Universities must...in a peculiar sense, draw nearer to the people, young and old, in helpfulness and service.” The recent approval of the University’s Cornerstone Plan reveals a continued University commitment to serving the Commonwealth of Virginia and beyond.

Despite a long history of continuing education, the School of Continuing and Professional Studies (SCPS) experienced a significant enrollment decline over the past decade owing to many factors that included the changing nature of the adult student market, increased competition, a heavy reliance on programs offered by other units, and the increasing availability of online options. These factors are not unique in the continuing and professional education field, especially in public institutions. Faced with the opportunity to rethink our School’s mission and its strategic direction for the future, beginning in 2010, our staff engaged in an internal redesign of our School.

This change process began with an acknowledgement that tinkering around the edges would not lead to the discovery of a niche for the future. Staff spent time comparing and contrasting the School’s academic portfolio with peer institutions in the state and the nation. It became apparent that SCPS needed to identify and eliminate low performing programs and replace them with high demand degrees and professional certificates.
DISCUSSION: Mr. Billy K. Cannaday, Dean of the School of Continuing and Professional Studies and Vice Provost for Academic Outreach, will give a brief overview of rethinking the role of the School of Continuing and Professional Studies at the University of Virginia.

Mr. Cannaday will introduce the following student presenters: Ms. Marion Dobbins, a former student in the Bachelor of Interdisciplinary Studies (BIS) program, and Ms. Fran Marshall, a former student who received a certificate in Accounting. For most of her life, Ms. Marion Dobbins had set her heart on earning a degree from the University of Virginia. Ms. Dobbins will share her journey to pursue her long-deferred college education. After raising two daughters and caring for aging parents until their deaths, she embarked on her Bachelor of Interdisciplinary Studies in 2009 and finished in 2012. Ms. Dobbins will share how as a BIS student she shaped her program to learn more about her past. She will share how she used the BIS capstone project to find her beginnings so that she could move forward. Ms. Dobbins has begun graduate studies in African American History at George Mason University and hopes to teach at the college level one day.

Ms. Fran Marshall will provide a testimonial about her decision to pursue and complete a Certificate in Accounting through the School of Continuing and Professional Studies (SCPS). After graduating from George Washington University with a studio arts degree, she discovered an aptitude for accounting, which she says taps the same logical processes that guide her painting. Ms. Marshall began the 30-credit undergraduate Certificate in Accounting program in 2007 and finished in 2011. Ms. Marshall liked the idea that the program was developed with working adults in mind. She will share how the program’s broad focus and detailed treatment proved instrumental in helping her to prepare for and pass the Certified Public Accountant (CPA) exam.

Past efforts to demonstrate the value of academic outreach to public life through continuing education were often limited by the lack of a strong alignment between SCPS academic strengths and the state’s strategic priorities. This problem was ameliorated in part by the Virginia Higher Education Opportunity Act of 2011. The Higher Education Opportunity Act set reform-based investment incentives to increase college degree completion that might lead to greater economic opportunity. The Virginia Performance Management System reports progress being made toward meeting this goal and tracking the
number of individuals earning professional certificates. As the state made these strategic internal alignments, the School of Continuing and Professional Studies has positioned itself to assume a more pivotal role in assisting the Commonwealth in meeting these higher education goals.

Since 2010, SCPS has developed and received approval to offer a new undergraduate degree in Health Science Management and awarded over 5,000 professional certificates to adults, most of whom are already in the workplace or are attempting to make a career change. SCPS is no longer well known for its continuing education, but is positioning itself to create a unique niche as a professional school that serves a growing segment of the workforce who need high quality academic degrees or other professional credentials to gain a competitive edge in the workplace. The old School of Continuing and Professional Studies (SCPS) is evolving into the new School of Professional and Continuing Studies (SPCS).
UNIVERSITY OF VIRGINIA
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BOARD MEETING: June 5, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: V.A. Limited Liability Company to Support the University of Virginia's Wholly Owned Foreign Enterprise in Shanghai, China, and the University's Global Initiatives

BACKGROUND: The University is in the process of establishing a presence in Shanghai, China, to enhance its outreach to qualified students, establish logistics for study abroad programs in the region, engage in the recruitment of faculty, help in the establishment of research partnerships, and establish alumni programs. On advice of outside counsel with expertise in Chinese law, an LLC will streamline and facilitate the creation of the preferred type of legal entity in China for the University's purposes, a wholly owned foreign enterprise. An LLC is also the preferred vehicle for interacting with international programs at several peer institutions. Once created, we envision that the LLC will provide logistical support for, and coordination with, all of the University's global initiatives. The LLC will be created and registered in Virginia.

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

FORMATION OF A VIRGINIA LIMITED LIABILITY COMPANY TO SUPPORT THE UNIVERSITY’S ENTERPRISE IN CHINA AND GLOBAL INITIATIVES GENERALLY

WHEREAS, the University of Virginia is in the process of establishing a presence in Shanghai, China; and

WHEREAS, a Limited Liability Company will streamline and facilitate the creation of the wholly owned foreign enterprise in China that will be the legal entity constituting that University presence; and

WHEREAS, a Limited Liability Company is the preferred vehicle for interacting with international programs at several of the University’s peer institutions;
RESOLVED, the creation of a Limited Liability Company is approved to serve as logistical support to, and coordination with, the University’s wholly owned foreign enterprise in Shanghai, China, as well as with the University’s global initiatives generally; and

RESOLVED FURTHER, the Executive Vice President and Chief Operating officer is authorized to execute all documents pertaining to the creation and operation of the Limited Liability Company; and

RESOLVED FURTHER, the Executive Vice President and Chief Operating Officer is authorized to appoint such officers to the Limited Liability as may be required.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: June 5, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: V.B. Curry Education Company Accelerator

BACKGROUND: The need for innovation and reform in our education system is well known. We spend more per pupil than any country other than Switzerland, Norway and, Luxembourg; spend more on education as a percentage of our gross domestic product (GDP) than all but five other countries, but rank 48th out of 133 developed and developing nations in quality of math and science instruction; and our overall college success rate – just above 50% – is among the worst in the developed world.

Education technology-related products and services alone cannot solve all of our problems, but they have the potential to provide very substantial improvements in much the same way that they have revolutionized most other fields and professions that benefit from technological innovations. Connecting research-proven solutions to the needs of educators is a critical gap in the innovation-impact pipeline.

Total revenue for K-12 education companies is projected to grow from $23B this year to $28B by 2018, with the most effective education companies impacting student outcomes while making substantial profits. By way of recent example, firms invested over $500 million in “EdTech” companies in the first three months of 2014, and Renaissance Learning (the Google Capital-backed lesson plan analytics and assessment company) was acquired two months ago by private equity firm Hellman & Friedman for $1.1 billion.

Unlike many other industries, there is very little government support for education innovation and entrepreneurship. The National Institutes of Health (NIH), NASA and the Department of Defense provide tremendous amounts of dollars and expertise to drive basic research and innovation in the medical, aviation, aerospace, technology, and defense industries. Recent estimates suggest that over 90% of the Federal investment in education research and development (R&D) goes uncommercialized, with untold scalable solutions sitting on
the sidelines because of a lack of infrastructure to move promising solutions into the field at scale.

The U.S. Department of Education, by contrast, was never intended to play such a role, and with the notable exception of the i3 grant program that was part of the stimulus package, is not central to education company funding or evaluation.

Many growth-stage education companies find themselves stuck in a catch-22 in that they have invented innovative new ways to teach math or science or deliver professional development, but cannot get schools to beta-test (or consider purchasing) their services without sufficient proof that their services have measurable effects on student learning outcomes. Those who sell direct to consumers often struggle to make sales unless they have real proof that their products do what they say.

At the same time, however, many promising young companies cannot afford the cash outlay necessary to engage a top research university; most research universities are ill-suited organizationally to accept equity in lieu of cash for research; and growth-stage company executives have no interest in spending their precious bandwidth developing a specialized skillset they will likely only use once in their life—learning how to compare various research universities and then engage with one that is capable of studying (and hopefully validating) their services.

The end result is that too many growth-stage education companies fail to develop sufficient proof of their efficacy, fail to break through, and then fizzle out.

Because of these issues in the education marketplace, there is an ideal opportunity for the Curry School Foundation to create an education company accelerator that can provide the most promising education companies with access to University faculty who can provide analysis and research of those companies' pedagogy and efficacy, as well as a variety of other supports appropriate to growth-stage education companies.

The Curry School Foundation has been laying the foundation for this important project for more than 18 months and is now ready to take the next step and launch the venture. The Foundation has completed extensive internal and external diligence, collaborated with a wide variety of stakeholders, iterated the vision and expected parameters of the venture, and have identified a founding CEO to launch and lead the venture.
DISCUSSION: The Curry School Foundation intends to launch an education company accelerator in the form of a for-profit entity that will seek to (1) identify the most interesting, innovative, promising, and potentially game-changing growth stage education companies; (2) evaluate the pedagogy and efficacy of those companies' products, services, and processes; (3) mentor the leadership of those companies; (4) assist those companies with beta-testing at more than three dozen school systems; (5) co-invest in the most promising companies (through a captive venture fund); and (6) introduce those companies to other potential sources of investment capital.

The development of such an education company accelerator is likely to bring a variety of benefits to faculty, students, the Curry School, and the University:

(1) Providing Curry faculty and students with unique opportunities to work with some of the most promising education companies in the world.

(2) Helping to improve the American education system by assisting the most promising (and provably effective) education innovations.

(3) Raising Curry's profile nationwide as an example of the University's leadership in an area of strategic public value.

Pending final consensus between the University's Office of the General Counsel and a top outside law firm that is providing additional expertise on tax, corporate governance, employee compensation, and non-profit issues, the Curry School Foundation intends to create a for-profit entity by virtue of the Curry School Foundation providing seed funding, organizational support, and the bulk of the operational funds necessary to support the day-to-day operations of the Accelerator.

The Accelerator and co-investing venture fund will be operated in full compliance with relevant tax and non-profit laws and regulations. These details will be worked out once the Foundation has the support of the Board of Visitors to move forward to the next phase of the project.

In terms of risks and risk management, the Foundation has identified these as the four most important to carefully manage:
(1) If structural protections surrounding research are not properly established and followed, there could be allegations that the faculty research is not academically independent.

(2) Companies whose products and services receive favorable results from faculty research could still fail.

(3) The Foundation's focus on this project could cause it to neglect other important projects and priorities.

(4) The Accelerator could fail for any number of ordinary business reasons, which would deprive the University and the Foundation of the expected benefits of the Accelerator.

The Foundation forecasts that the Accelerator can be run successfully on a budget of approximately $880,000 per year, which breaks down as follows: $570,000 for personnel/legal, $110,000 for overhead including technology, materials, insurance, benefits, mentor support, and physical space, $150,000 for research-related expenses, and $50,000 for travel and conferences.

As the Accelerator grows in stature and develops a successful track record, it will see increasing dollars from these three sources:

(1) Sponsorship and partnership dollars from strategic partners

(2) A portion of the management fee charged at the venture fund level

(3) Returns from the investment management company, as participating companies go through the M&A or IPO process

(4) Returns from the co-investing venture fund.

The Accelerator is being designed to provide very high levels of protection against conflicts of interest. The academic independence and integrity of the faculty are paramount to the long-term success and credibility of the Accelerator.
The Accelerator’s activities also will be of great interest to (and may help recruit/retain) certain faculty members who want to help find and support the most promising education innovations, as well as many students who will want to be involved with the Accelerator’s mission of driving academic achievement through entrepreneurship and innovation combined with solid research.

The Accelerator is likely to bring very substantial positive attention to the Curry School and the University. No other university has yet managed to bring together the complex group of stakeholders and expertise necessary for a venture of this type. This is a differentiator.

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

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<tr>
<th>FORMATION OF A VIRGINIA TAXABLE SUBSIDIARY TO SUPPORT THE UNIVERSITY’S EFFORTS TO BRING EVIDENCE-BASED EDUCATIONAL SOLUTIONS TO SCALE AND TO FOSTER TRANSLATIONAL SCIENCE AND INNOVATION IN EDUCATION</th>
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<tr>
<td>WHEREAS, the University of Virginia, the Curry School of Education, and the Curry School Foundation have longstanding interests in fostering improvement in educational outcomes and practices; and</td>
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<td>WHEREAS, the University of Virginia and the Curry School of Education have interests in translational science, innovation, and entrepreneurship; and</td>
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<td>WHEREAS, conditions exist to indicate the need for and promise of a University-affiliated entity to provide business and evaluation support for early stage education companies with products and services to address challenges of education; and</td>
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<td>WHEREAS, a Taxable Subsidiary is the most suitable legal entity to address these aims of bringing proven solutions to the field of education.</td>
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<td>RESOLVED, the creation of a Taxable Subsidiary is approved to serve as the mechanism for fostering evidence-based solutions in education; and</td>
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<td>RESOLVED FURTHER, the Executive Vice President and Chief Operating Officer and Executive Vice-President and Provost are</td>
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authorized to appoint such officers to the Taxable Subsidiary as may be required; and

RESOLVED FURTHER, a written report will be provided to the University’s Board of Visitors regarding the status of the Taxable Subsidiary and the creation of the Curry Accelerator at the September 2014 meeting of the Board.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: June 5, 2014

COMMITTEE: Educational Policy

AGENDA ITEM: V.C. Establishment of the Joseph W. Dorn Research Professorship in Law

BACKGROUND: A member of the School of Law class of 1973, Joseph W. Dorn was active on the Virginia Law Review and the Student Legal Forum, and he was elected to the Order of the Coif. Mr. Dorn went on to found King & Spaulding’s International Trade Practice Group in Washington, D.C. His practice is focused in the area of international trade disputes in the United States, foreign countries, and before the World Trade Organization.

Mr. Dorn has been recognized as a leading practitioner in the field of international trade by a number of publications, and he was listed in The Best Lawyers in America. He has handled a wide variety of trade remedy investigations, including antidumping and countervailing duty cases, safeguard cases, and patent and trademark infringement cases, on behalf of a wide array of industries. Mr. Dorn also has successfully handled North American Free Trade Agreement (NAFTA) and World Trade Organization (WTO) dispute settlement proceedings and argued numerous appeals before the U.S. Court of International Trade and the U.S. Court of Appeals. He has also testified in front of Congressional committees regarding international trade legislation.

Mr. Dorn lives in Washington with his wife, Palmer. They have three children.

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

ESTABLISHMENT OF THE JOSEPH W. DORN RESEARCH PROFESSORSHIP IN LAW

WHEREAS, Joseph W. Dorn took a B.A. degree from the University of North Carolina in 1970, where he was a Morehead Scholar and a member of Phi Beta Kappa, Phi Delta Theta, the varsity tennis team, Gorgon’s Head Lodge, and the Society for the Preservation of Buck Taylor’s Mutton and Shoates; and
WHEREAS, Mr. Dorn took a Juris Doctor from the School of Law in 1973, and was active on the Virginia Law Review, the Student Legal Forum, and was elected to the Order of the Coif; and

WHEREAS, Mr. Dorn has had a long and successful career in the law of international trade, founding King & Spaulding’s International Trade Practice Group in Washington, D.C.; and

WHEREAS, Mr. Dorn has been recognized as a leading practitioner in the field of international trade by a number of publications, and was listed in The Best Lawyers in America; and

WHEREAS, Joseph Dorn has handled a wide variety of trade remedy investigations, including antidumping and countervailing duty cases; safeguard cases; and patent and trademark infringement cases on behalf of a wide array of industries. Mr. Dorn has also successfully handled NAFTA and WTO dispute settlement proceedings, argued numerous appeals before the U.S. Court of International Trade and the U.S. Court of Appeals, and testified in front of Congressional committees regarding international trade legislation; and

WHEREAS, Mr. Dorn’s wife, Palmer Dorn, funded the research professorship to express her affection for her husband and to honor his success and service to the profession. She asks that, when possible, the Dorn professorship be awarded by the dean of the School of Law to a faculty member with expertise in the area of international trade;

RESOLVED, the Board of Visitors establishes the Joseph W. Dorn Research Professorship in Law; and

RESOLVED FURTHER, the Board thanks Mr. Dorn’s wife, Palmer Dorn, for her generosity to the University and to the School of Law.