



State Council of
Higher Education for Virginia

Agenda Book

July 16-17, 2012

Location:

SCHEV's Office
Richmond, VA



State Council of Higher Education for Virginia
Advancing Virginia through Higher Education

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

SCHEV Offices
101 N. 14th St., 9th floor
Richmond, Virginia
July 16, 2012
2:30 p.m.

Academic Affairs Committee

1. Call to Order
2. Approval of Minutes (May 21, 2012) [Page A1](#)
3. Liaison Report
4. Action on Programs at Public Institutions [Page A6](#)
5. Action on Private and Out-of-State Post-secondary Education Institutional Certifications [Page A25](#)
6. Action on Minor Revisions to SCHEV Organizational Change Policy [Page A29](#)
7. Update on ACT College [Page A42](#)
8. New Business/Old Business
9. Adjournment

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

SCHEV Offices
101 N. 14th St., 9th floor
Richmond, Virginia
July 16, 2012
4:00 p.m.

Economic Opportunity Metrics Task Force

1. Call to Order
2. Approval of Minutes (June 18, 2012) [Page TF1](#)
3. Staff Report on Recommendations from
June 18 Meeting [Page TF4](#)
4. Next Steps
5. New Business/Old Business
6. Adjournment

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

SCHEV Offices
101 N. 14th St., 9th floor
Richmond, Virginia
July 17, 2012
9:00 a.m.

Meeting Agenda

(Note: Some items from the July 17 meeting agenda may be addressed before adjournment of the July 16 meetings)

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|---|------------|--|
| 1. Call to Order and Announcements | 9:00 a.m. | |
| 2. Public Comment Period | | |
| 3. Approval of Minutes (May 22, 2012) | | Page 1 |
| 4. Introduction of New Members | 9:05 a.m. | |
| 5. Remarks from Beth Murphy, Campus Director,
Richmond Campus Bryant & Stratton | 9:10 a.m. | |
| 6. Action on Report from Nominating Committee/
Council Elections | 9:30 a.m. | |
| 7. Director's Report | 9:45 a.m. | |
| 8. Gaining Early Awareness and Readiness for
Undergraduate Programs (GEAR UP) Scholarship
Program | 10:00 a.m. | Page 13 |
| 9. Briefings and Discussion: | 10:20 a.m. | |
| a. Preliminary Discussion of Potential Budget
Amendments for the 2012-14 Biennium | | Page 15 |
| b. Update on Higher Education Advisory Committee
(HEAC) | | Page 20 |
| c. Update on Board of Visitors Orientation | | Page 23 |
| BREAK | 11:15 a.m. | |
| 10. Report from Economic Opportunity Metrics
Task Force | | Page TF4
(See Task
Force Agenda) |

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|-----|---|------------|---|
| 11. | Report from Academic Affairs Committee: | 11:30 a.m. | (See Acad. Affairs Agenda) |
| | a. Action on Programs at Public Institutions | | Page A6 |
| | b. Action on Private and Out-of-State Post-secondary Education Institutional Certifications | | Page A25 |
| | c. Action on Minor Revisions to SCHEV Organizational Change Policy | | Page A29 |
| | d. Update on ACT College | | Page A42 |
| 12. | Action on 2012-13 Full Cost Report | | Page25 |
| 13. | Discussion on Council Meeting Schedule for Calendar Year 2013 | 12:00 p.m. | Page 30 |
| 14. | Items Delegated to Staff | 12:10 p.m. | Page 32
(separate tab) |
| 15. | New Business/Old Business | 12:15 p.m. | |
| 16. | Adjournment | 12:30 p.m. | |

Next meeting: September 24-25, University of Mary Washington

NOTE: All meeting times are approximate and may vary slightly.

NOTE:

Materials contained in this Agenda Book are in draft form and intended for consideration by the Council at its meeting (dated above), and may not reflect final Council action. For a final version of any item contained in these materials, please visit the Council's website at www.schev.edu or contact Lee Ann Rung at LeeAnnRung@schev.edu.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
MAY 21, 2012
MINUTES**

Ms. Haddad called the meeting to order at 2:00 p.m. in the Kime Conference Room, Colket Center, Roanoke College, Salem, Virginia. Committee members present: Johanna Chase, Joann DiGennaro, Mary Haddad, and Julious Smith.

Committee member absent: Gilbert Bland

Other Council members present: Stephen Haner, Susan Magill

Staff members present: Peter Blake, Joseph DeFilippo, Paula Fisher, Lee Ann Rung, and Linda Woodley. Greer Saunders from the Office of the Attorney General was also present.

Ms. Haddad indicated that a quorum was not present at 2:00 but she opened the meeting to hear discussion of the closure of ACT College. A quorum was present by the time the action items were discussed.

APPROVAL OF MINUTES

On motion by Ms. Chase and seconded by Mr. Smith, the minutes from the March 19, 2012, meeting were unanimously approved as submitted.

LIAISON REPORT

Because of the limited time available, Dr. DeFilippo decided to forego his liaison report.

ACTION ON ANNUAL PROGRAM PRODUCTIVITY/VIABILITY REVIEW

Dr. DeFilippo reported that Mr. Ken Perkins has been appointed acting president of Longwood University, following the resignation of President Finnegan.

Dr. DeFilippo provided a brief review of the program productivity/viability review process and said staff was directed by Council to annually review programs completing their 5th year in the prior academic year. He explained the various SCHEV actions that may be taken if an institution does not meet the productivity/viability criteria. One program at Longwood University did not meet the eligibility criteria. However, Dr. DeFilippo explained that when the program

started in 2006, it was intended to be taught partially online and partially on campus. After an enrollment and demand analysis, the program was changed and is now conducted entirely online. Once this was done, the enrollment patterns immediately improved. If Longwood continues with these trends, it is expected that it will meet the SCHEV targets on the next review. Therefore, staff recommends the program be exempted from further review at this time. On motion by Mr. Smith and seconded by Ms. DiGennaro, the following resolution was unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following degree program action:

Grant exemption from any further review or action at this time for the Longwood University Master of Business Administration (M.B.A.), due to positive enrollment trends.

Dr. DeFilippo reminded members that staff was asked to report on programs recently approved and discontinued. A chart showing new degree programs approved between 2009-2011 was included in the agenda book beginning on page A9. He also distributed a summary of the programs but indicated that one Longwood University program inadvertently was listed twice.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Ms. Haddad introduced institutional representatives and Dr. DeFilippo provided a brief overview of each program. On motion by Mr. Smith and seconded by Ms. Chase, the following resolution was unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Master of Arts (M.A.) degree program in Communication and Advocacy (CIP: 09.0999), effective fall.

Ms. DiGennaro asked for clarification about the notation of advocating for causes and Dr. DeFilippo explained it further. The representative from JMU also provided an explanation, and Ms. DiGennaro was satisfied with the response.

Dr. DeFilippo provided a brief summary of the program and on motion by Ms. DiGennaro and seconded by Mr. Smith, the following resolution was unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Norfolk State University to initiate a Bachelor of

Science (B.S.) degree program in Information Technology (CIP: 11.0103), effective fall 2012.

ACTION ON RENEWAL OF APPROVAL FOR OLD DOMINION UNIVERSITY (ODU) ORGANIZATIONAL CHANGE (VIRGINIA BEACH HIGHER EDUCATION CENTER)

Dr. DeFilippo provided background information about this organizational change and distributed a revised resolution for the committee's consideration. Council rendered action in 2007 when ODU requested approval to offer lower division instruction at the Virginia Beach Higher Education Center (VBHEC) which was opposed by Tidewater Community College (TCC). After an analysis by SCHEV staff over a period of months, it was the consensus that ODU students would benefit from having four-year programming at the VBHEC. Council granted approval for ODU to offer four-year baccalaureate programming (including limited lower division instruction) at the VBHEC for a period of five (5) years. The five-year period is coming to an end, and therefore, Council action is required to continue ODU's authorization.

Dr. DeFilippo reviewed the revised resolution and assured the Committee that appropriate consultations have occurred with ODU, TCC, and NSU, including Chancellor DuBois (VCCS) and Interim President Spina (TCC). The Community College System and TCC have no objection to the ODU authorization being renewed according to the terms of the resolution.

On motion by Ms. Chase and seconded by Ms. DiGennaro, the following revised resolution was unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University (ODU) to offer 4-year baccalaureate programming at the Virginia Beach Higher Education Center (VBHEC), subject to the following conditions:

- 1. that 4-year baccalaureate programs and lower division courses at the VBHEC be available only to admitted ODU students;**
- 2. that the ODU 4-year baccalaureate programs available at the VBHEC be limited to those specified in Council's March 2007 approval (see Appendix);**
- 3. the number of sections of lower division courses offered at the VBHEC be kept to a maximum of 25 course sections per semester or summer session;**
- 4. that any future plans to alter the programming at the VBHEC beyond the conditions listed above be subject to (i) mutual**

consultation between ODU and Tidewater Community College and
(ii) the Council's authorization before implementation.

**Appendix: ODU programs authorized for 4-year format at the Virginia
Beach Higher Education Center (as per Council's March 2007
approval)**

Health Services

**BS Health Sciences (leading in the 5th year to MS Community Health)
BS Medical Technology
BSN Nursing**

Education & Counseling

**BS Human Services
BS Interdisciplinary Studies (Teacher Preparation track, leading in
5th year to the MEd)
BS Psychology**

Additional Applied

**BS Communication
BS Criminal Justice Studies
BS Interdisciplinary Studies (Work and Professional Studies and
Professional Writing tracks)
BS/BA Management**

**ACTION ON PRIVATE AND OUT-OF-STATE POSTSECONDARY
EDUCATION (POPE) INSTITUTIONAL CERTIFICATIONS**

Dr. DeFilippo provided brief comments and indicated that staff recommended approval. On motion by Mr. Smith and seconded by Ms. Chase, the following resolution was unanimously approved to be forwarded to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for
Virginia certifies Medical Solutions Academy to operate a postsecondary
institution in the Commonwealth of Virginia, effective May, 21, 2012.**

ACTION ON EXEMPT STATUS OF CENTURA COLLEGE

Dr. DeFilippo and Ms. Woodley provided information regarding Centura College and indicated that the institution has met the requirements for exemption. He indicated that as more schools become eligible for exemption, they will be brought before the Committee for approval. On motion by Ms. Chase and seconded by Ms. DiGennaro, the following resolution was unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that, pursuant to §23-276.4(C) of the Code of Virginia, the State Council of Higher Education for Virginia affirms that Centura College is

- (i) authorized to operate educational programs beyond secondary education in the Commonwealth of Virginia; and**
- (ii) exempt from the requirement of certification, effective May 22, 2012.**

REPORT ON CLOSURE OF ACT COLLEGE

Ms. Woodley updated the committee on the status of actions taken by the U.S. Department of Education Office of Inspector General with regard to ACT College. She indicated that her staff is in the process of sending out certificates and diplomas for students from the Alexandria campus, and it is hoped that Arlington and Manassas certificates and diplomas will be available soon. She reported that ACT College president indicated that he would be willing to work with SCHEV to get the information needed to assist the students. Approximately 300 students have been affected by the school's closure.

Ms. Woodley answered questions from members and indicated that the institution's difficulties that led to closure were administrative issues rather than problems with the academic programs as such. Ms. Woodley was commended for her efforts in caring for ACT students affected by the closure. It was requested that she provide an update on this item at the next meeting.

NEW BUSINESS

Ms. Haddad encouraged members to let her know of any questions relating to the agenda items in advance of the next meeting.

The meeting was adjourned at 2:50 p.m.

Mary Haddad
Chair, Academic Affairs Committee

Lee Ann Rung
Manager, Executive & Council Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee, Item #4 – Action on Programs at Public Institutions

Date of Meeting: July 16, 2012

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
JoeDeFilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Three public four-year institutions (Christopher Newport University, George Mason University and Virginia Polytechnic Institute and State University) are requesting Council action on five proposals for five new academic degree programs, Staff's review of the proposals finds that they meet the criteria established by Council for program approval.

Materials Provided:

- Christopher Newport University
 - Bachelor of Arts (B.A.) in Social Work (CIP: 44.0701).
- George Mason University
 - Bachelor of Fine Arts (B.F.A.) in Creative Writing (CIP: 23.1302).
 - Master of Arts (M.A.) in Middle East and Islamic Studies (CIP: 05.0108).
- Virginia Polytechnic Institute and State University
 - Bachelor of Arts (B.A.) in Religion and Culture (CIP: 38.0299).
 - Master of Arts (M.A.) in Material Culture and Public Humanities (CIP: 30.1201).

Financial Impact: The institutions both affirm that the proposed programs will be funded through tuition and other internal allocations and that additional state resources will not be sought to initiate and sustain the programs.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Christopher Newport University to initiate a Bachelor of Arts (B.A.) degree program in Social Work (CIP: 44.0701), effective spring 2013.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Fine Arts (B.F.A.) degree program in Creative Writing (CIP: 23.1302), effective spring 2013.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Arts (M.A.) degree program in Middle East and Islamic Studies (CIP: 05.0108), effective spring 2013.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Arts (B.A.) degree program in Religion and Culture (CIP: 38.0299), effective spring 2013.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Master of Arts (M.A.) degree program in Material Culture and Public Humanities (CIP: 30.1201), effective spring 2013.

Christopher Newport University
Bachelor of Arts (B.A.) in Social Work
(CIP: 44.0701)

Program Description

Christopher Newport University (CNU) is proposing the creation of a Bachelor of Arts (BA) degree program in Social Work to be initiated spring 2013. Located in the Department of Sociology, Social Work, and Anthropology, the proposed program builds on the existing BA in Sociology, major in Social Work. The program will provide a liberal arts foundation and prepare students to apply social work principles in practice in public and private businesses, organizations, and agencies. Students will gain foundational knowledge via completing coursework in the eight core social work areas: 1) policy; 2) social work practice; 3) human behavior and the social environment; 4) research methods; 5) diversity; 6) populations-at-risk; 7) social and economic justice; and 8) values and ethics. The curriculum will prepare students to: 1) apply knowledge of human behavior and the social environment; 2) engage, assess, and evaluate individuals, families, and groups; 3) advance human rights; 4) engage in research-informed practice and practice-informed research; and 5) engage in policy practice to advance social and economic well-being and deliver effective social work services. The program will expose students to content-specific coursework and classroom theory as well as require students to complete a field practicum and a capstone project.

The proposed curriculum was designed within the accreditation standards of the Council on Social Work Education (CSWE) and is consistent with the requirements of the Educational Policies and Standards of the CWSE. CNU anticipates the program will seek accreditation in 2013.

The BA in Social Work will require 120 credit hours for graduation: 44 credit hours of major coursework; 37 credit hours of university liberal learning coursework; and 39 credit hours of elective coursework or coursework in a minor.

Justification for the Proposed Program

CNU has offered the BA in Sociology, major in Social Work since fall 1981. Although students enrolled in the degree program complete a social work curriculum, graduates receive a BA in Sociology. CNU stresses that the expansion of the major to the proposed stand-alone degree program addresses new requirements of Virginia law. The 2011 "Social Work Truth in Title Act" (HB 2037) stipulates "It shall be unlawful for any person not licensed under this chapter to use the title "Social Worker" in writing or in advertising in connection with his practice unless he simultaneously uses clarifying initials that signify receiving a baccalaureate or master's degree in social work from an accredited social work school or program approved by the Council on Social Work Education or a doctorate in social work" (<http://lis.virginia.gov/cgi-bin/legp604.exe?111+ful+HB2037ER2>).

The proposed program will address the need for social workers in the Hampton Roads area. In 2009, it was noted that "nearly one fourth of the nation's active-duty military personnel are stationed in Hampton Roads" (<http://www.pbs.org/newshour/>

patchworknation/jan-june09/hamptonroads_06-05.html). In 2012, the National Director of Social Work, Department of Veteran Affairs wrote that a key component of transitioning injured and ill service-members and veterans are the VA (Veterans Administration) Liaisons for Healthcare, either licensed social workers or registered nurses. Social workers provide comprehensive and continuous care with ongoing assessments. Further, clinical social workers also provide specialized mental health and substance abuse treatments (<http://www.naswdc.org/pressroom/swMonth/2012/toolkit/military/Social%20Work%20in%20VA%20March%202012.pdf>).

Student Demand

In fall 2011, CNU surveyed undergraduate students enrolled in two courses – *Introduction to Social Work and Social Welfare*, and *Human Behavior in the Social Environment*. Of the 63 students, 39 had not declared a major. Of the 39 respondents, 23 (approximately 60%) indicated they were interested in earning the proposed degree.

Student enrollment in the BA in Sociology, Social Work major indicates student demand. Between 2006 and 2010, the number of students in the major has ranged between 50 and 67. In fall 2011, 73 students were enrolled in the major.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 50.0 in the program's first year (2012-13). The projections continue as follows: FTES 2013-14, 50.0; 2014-15, 50.0; and 2015-16, 50.0. CNU anticipates producing 25 graduates each year beginning in 2016-17. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

CNU affirms that ample career opportunities exist for graduates of the proposed program. Positions for graduates would be available in healthcare, government agencies, community organizations, education, and treatment centers. Graduates of the proposed program would also be prepared for graduate school. Letters of support indicate that students in the program would be recruited for internships and as full-time employees. In one letter, the director wrote "I firmly believe in the value of having a Social Work program in this geographical area. Without such, I would likely be reduced to hiring employees who do not have the solid educational foundation in social work." In another letter, it was noted that with the fast approaching aging of the 'baby boomers', the need for qualified Social Workers to work with the elderly and their caregivers is quickly increasing. Graduates of the proposed program would be qualified professionals "ready to make a difference in the lives of others." Employment announcements indicate demand for social workers in Virginia and nationally. The Bureau of Labor Statistics (BLS) projects that between 2010 and 2020 employment of social workers is expected to grow 25%; employment of healthcare social workers is expected to grow 34%; and employment of mental health and substance abuse social workers is expected to grow 31% (<http://www.bls.gov/ooh/Community-and-Social-Service/Social-workers.htm#tab-6>).

The Virginia Workforce Connection (VAWC) projects that between 2008 and 2018 employment of social workers, all other is expected to increase 16.7% or 1.6%

annually; employment of medical and public health social workers is expected to increase 26.2% or 2.4% annually; and, employment of mental health and substance abuse social workers is expected to increase 25.8% or 2.3% annually (available at <http://vawc.virginia.gov/analyzer>).

Issues of Duplication

Seven public institutions (GMU, JMU, LU, NSU, RU, VCU, and VSU) offer similar degree programs. Although all of the degree programs award a bachelor-level degree (BA, BS, or BSW) in social work, course requirements for the major curriculum vary, which results in a difference of the total credits required for the major. GMU's program requires 44 credit hours; JMU's program requires 42 credit hours; LU's program requires 69 credit hours; NSU's program requires 60 credit hours; RU's program requires 57 credit hours; VCU's program requires 46 credit hours; VSU's program requires 51 credit hours. The proposed program will require 44 credits for the major.

The Council on Social Work (CSWE) accredits social work degree programs. However, the CSWE does not mandate particular courses or a required curriculum. Accredited programs must meet CSWE standards and institutions determine which courses are needed to meet CSWE standards. Although some degree requirements may differ between bachelor-level social work programs, accredited degree programs must meet the same identified competencies.

CNU notes that the proposed program will be particularly attractive to students who are interested in a strong liberal arts education within a small academic environment. Further, the two closest schools to CNU (VCU and NSU) wrote letters of support for the proposed program and noted that initiation of the degree program would not negatively affect student recruitment in the programs at their respective institutions.

Resource Needs

The proposed program will be funded primarily through existing funds from the existing BA in Sociology, Social Work major and from departmental reallocations. CNU affirms that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The CNU Board of Visitors approved the proposed program on May 9, 2011.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Christopher Newport University to initiate a Bachelor of Arts (B.A.) degree program in Social Work (CIP: 44.0701), effective spring 2013.

George Mason University
Bachelor of Fine Arts (B.F.A.) in Creative Writing
(CIP: 23.1302)

Program Description

George Mason University (GMU) is proposing the creation of a Bachelor of Fine Arts (BFA) degree program in Creative Writing to be initiated spring 2013. The proposed program would provide a comprehensive and integrated approach to the study and understanding of creative writing, and the skills related to professional writing. Coursework in digital creative writing, literature, and popular literary and cultural traditions would provide a forum for students to develop creative thinking skills and abilities, critical thinking skills, and communication skills, written and oral. The program combines the study, elements, and practice of writing with critical analysis, practice in making and evaluating arguments, and the study of methods of persuasive communication skills. The curriculum would prepare students to write effectively for multiple purposes and modes in a variety of settings. The program will offer three tracks: 1) Poetry; 2) Fiction; and 3) Nonfiction. Through elective coursework, students would have an opportunity to gain practical experience by participating in an internship. To meet the curriculum requirements, GMU developed four new courses.

The BFA in Creative Writing would require 120 credit hours for graduation: 24 credit hours of major core coursework; three to six credit hours of major elective coursework; nine credit hours of coursework in a track; 44 credit hours of general education coursework; nine credit hours of coursework in the College of Humanities and Social Sciences; 12 credit hours of coursework in the English Department; and, 16-19 credit hours of elective coursework.

Justification for the Proposed Program

GMU asserts that the proposed degree is timely as there is a need for trained creative writers and thinkers to express complex thoughts and abstract concepts and contribute to teams to assist with problem solving. Creative writers are able to analyze documents well, communicate strengths and weaknesses in a respectable way, and have a clear and effective command over language (<http://voices.yahoo.com/pursuing-creative-writing-bachelor-fine-arts-3081488.html>). As trained communicators, creative writers are needed to encourage and produce creative expression and effectively communicate via “paper and digital communication” thoughts and concepts from various disciplines including science, technology, engineering, and mathematics.

In the book *A Whole New Mind*, it is noted that “knowledge workers” (primarily ‘left brain’ skills and capabilities) powered the Information Age. However, creators and empathizers (primarily ‘right brain’ skills and capabilities) will power the emerging Conceptual Age (Pink, D. *A Whole New Mind*. 2005, 2006). In 2010, the Federal government passed the Plain Writing Act to enhance citizen access to Government information and services by establishing that Government documents issued to the public must be written clearly. The Act requires each government agency to “train agency employees in “plain writing” (defined as writing that is clear, concise, well-

organized, and follows other best practices appropriate to the subject or field and intended audience)” (<http://www.govtrack.us/congress/bills/111/hr946>). GMU contends that the proposed program would produce graduates with advanced writing skills and problem solving skills and who are prepared to address workplace writing and editing needs. Additionally, in offering the BFA in Creative Writing, GMU would be able to offer a liberal arts based degree that gives “the state a higher visibility in writer training.”

Student Demand

Student enrollment in the current BA in English, Creative Writing concentration indicates student demand. In spring 2010, 91 students were enrolled in the concentration; in spring 2011, 102 students were enrolled in the concentration; and in spring 2012, 103 students were enrolled in the concentration.

In the summer 2011, GMU surveyed high school students participating in a Northern Virginia Writing Project Summer Institute. Of the 35 respondents (rising 10th, 11th, or 12th graders), 12 (approximately 34%) indicated they would “definitely” enroll in the proposed program; six (approximately 17%) indicated they would “very likely” enroll in the proposed program; and eight (approximately 23%) indicated they would “likely” enroll the proposed program.

In fall 2011, GMU surveyed high school students at a public school in Northern Virginia. Of the 34 respondents, 7 (approximately 21%) indicated that they would “definitely” enroll in the proposed program; 7 (approximately 21%) indicated that they would “very likely” enroll in the proposed program; and, 4 (approximately 12%) indicated that they would “likely” enroll in the proposed program.

Enrollment projections show a full-time equated student enrollment (FTES) of 132 in the program’s first year (2012-13). The projections continue as follows: FTES 2013-14, 133.0; 2014-15, 133.0; and 2015-16, 134.0. GMU anticipates 29 graduates each year beginning in 2016-17. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

Graduates of the BFA degree in Creative Writing would possess the knowledge and skills to address industry need for personnel who can write, edit, create, think critically, and communicate effectively in writing and orally. In Virginia and nationally, employment announcements indicate demand for bachelor-level personnel for entry-level positions as technical writers, copywriters, content coordinators, and site editors in a variety of settings. The Bureau of Labor Statistics (BLS) projects that between 2010 and 2020 employment of writers and authors is expected to grow 6% (<http://www.bls.gov/ooh/media-and-communication/ediotsr.htm#tab-1>); employment of technical writers is expected to grow 17% (<http://www.bls.gov/ooh/Media-and-Communication/Technical-writers.htm#tab-6>). The Virginia Workforce Connection (VAWC) projects that between 2008 and 2018 employment of writers and authors is expected to increase 20.0% or 1.8% annually; employment of technical writers is

expected to increase 24.5% or 2.2% annually (available at <http://www.vawc.virginia.gov/analyzer/default.asp>).

Issues of Duplication

GMU would be the first institution in the Commonwealth to offer a Bachelor of Fine Arts degree program in Creative Writing. GMU noted that no similar or related degree programs exist. Further, the closest BFA degree programs in Creative Writing are in Pennsylvania and North Carolina.

Resource Needs

The proposed program will be funded primarily through departmental and institutional reallocations with funding support reallocated from the existing BA in English, Creative Writing concentration. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The GMU Board of Visitors approved the proposed program on September 29, 2011.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Fine Arts (B.F.A.) degree program in Creative Writing (CIP: 23.1302), effective spring 2013.

George Mason University
Master of Arts (M.A.) in Middle East and Islamic Studies
(CIP: 05.0108)

Program Description

George Mason University (GMU) proposes the creation of a Master of Arts (MA) degree program in Middle East and Islamic Studies to be initiated spring 2013.

As an emerging area of study, the proposed program will focus on the analyses of Islamic thought and history, the influence of developments in the Middle East on followers of Islam (Muslims in the region and globally), and issues in the Middle East. The curriculum is multidisciplinary and will require students to complete coursework in history, religious studies, and government. The program will provide students with knowledge and competencies in the key ideas and influences of the Islamic religion coupled with the political, economic, social, and historical features of the Middle East. Students will examine the way in which societies in the Middle East and Muslim communities are affected by: 1) political changes (in the region and globally); 2) social change and movements; 3) social media; and 4) technology. Graduates will be able to analyze problems from multiple perspectives, develop policy recommendations regarding Middle East and Muslim societies, and provide risk-assessment analysis in relation to diplomatic and business opportunities. GMU developed two new courses for the program.

The program would require a minimum of 30 credit hours of coursework. Thesis and non-thesis options would be offered. To complete the thesis option, students will be required to complete: 18 credit hours of coursework in core courses; a minimum of six credit hours of elective coursework; and three or six credit hours of thesis research. To complete the non-thesis option, students will be required to complete: 18 credit hours of coursework in core courses; 12 credit hours of elective coursework. Students who select the non-thesis option would also be required to pass a comprehensive exam.

All students would be required to demonstrate a professional competency in reading, writing, and speaking a Middle Eastern language such as Arabic, Hebrew, Turkish, or Persian. Students will be assessed by the Foreign Service language proficiency exam. GMU will offer advanced language courses in Arabic and intermediate courses in Hebrew, Turkish, and Persian.

Justification for the Proposed Program

The proposed program represents GMU's commitment to address the need for graduate-level programs to educate individuals on the culture of Muslims and on the culture and languages of Middle Eastern countries. GMU asserts that "as globalization makes our world smaller, the need for foreign culture awareness continues to grow." In 2008, an Advisory Committee to the Departments of State and Homeland Security noted that challenges exist for industries and institutions that rely on international mobility to create jobs and economic growth in the United States. The committee stressed the need for increased knowledge and awareness of foreign culture and stated that both [Departments] should incorporate the use of cross-cultural tools and training offered by universities and private sector entities

(http://www.dhs.gov/xlibrary/assets/hsac_SBODACreport508-compliant_version2.pdf). In 2007 the committee to Review Title VI and Fulbright Hays International Education programs wrote that “a pervasive lack of knowledge about foreign cultures and languages threaten the security of the United States and its ability to compete in the global marketplace and produce informed citizenry” (http://www.nap.edu/openbook.php?record_id=11841&page=1). During the same year, Jill Capuzzo wrote that in 2005 military leaders began acknowledging the need for troops to become better educated in foreign cultures. By 2007, the US Air Force pushed to prepare its officers and personnel by offering instruction in foreign languages, history, philosophy and sociology as preparation for service in the Middle East and Asia (http://www.nytimes.com/2007/10/17/education/17military.html?_r=1&pagewanted=print). GMU contends that the priorities of the nation’s military and government provide guidance for America’s higher education needs. Moreover, it is essential that institutions of higher education offer comprehensive degree programs that address the need to ensure American professionals and citizenry have an understanding and knowledge of both the Middle East and Islamic society and culture.

Student Demand

In spring 2012, GMU surveyed undergraduates enrolled in courses with topics related to the Middle East or Islamic Studies and students in the Islamic Studies minor. Of the 248 students who responded, 98 (approximately 40%) indicated they would ‘very likely’ enroll in the proposed program; 69 (approximately 28%) indicated they would ‘likely’ enroll in the proposed program.

Emails from potential students indicate student demand. Students noted interest and wanted to know when the degree program would be available. One student wrote, “I am highly interested in getting into this program.” Another student declared, “I do believe that the MA program will greatly enhance my knowledge of the Middle East, and will give me a heightened awareness of Islam as well.” One student stated, “My interest is driven from personal ambitions as well as support and encouragement by my employer to seek higher education in a field that touches directly on my job as an analyst and consultant of the Middle-East.”

GMU enrollment projections show a full-time equated student enrollment (FTES) of 9.0 in the program’s first year (2012-13). The projections continue as follows: FTES 2013-14, 15.0; 2014-15, 18.0; and 2014-15, 18.0. GMU anticipates 13 graduates per year beginning in 2016-17. If these projections are met, this program will meet Council’s viability/productivity standards within five years, as required.

Market/Employer Demand

In a letter of support, the Chief of Staff and Special Assistant in the Office of the Assistant Secretary of State, Bureau of Near Eastern Affairs noted that the timing of the proposed program could not be better. Personnel are needed who possess an understanding of the changing and complex political landscape and who have skills to navigate regional and global challenges. GMU noted that there is an increasing expansion of organizations seeking candidates with graduate-level education, extensive knowledge of particular regions, and expertise in Middle East and Islamic

Studies. Graduates of the proposed program will be prepared for career opportunities in government, non-profit, security and private industry. Employment announcements in Northern Virginia and the Washington DC area and nationally indicate need for qualified personnel to fill positions as instructors, In a letter of support, the Chief of Staff and Special Assistant in the Office of the Assistant Secretary of State, Bureau of Near Eastern Affairs noted that the timing of the proposed program could not be better. Personnel are needed who possess an understanding of the changing and complex political landscape and who have skills to navigate regional and global challenges. GMU noted that there is an increasing expansion of organizations seeking candidates with graduate-level education, extensive knowledge of particular regions, and expertise in Middle East and Islamic Studies. Graduates of the proposed program will be prepared for career opportunities program specialists, political analysts, directors, program officers, and consultants. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Workforce Connection (VAWC) do not have a job category for policy analyst or a category specific to Middle East and Islamic studies. However, data from the BLS for related fields such as Political Scientist and Historian indicate demand is anticipated for professional occupations. The Bureau of Labor Statistics (BLS) projects that between 2010 and 2020 employment of political scientists is expected to grow 8% (<http://www.bls.gov/ooh/life-physical-and-social-science/political-scientists.htm>); employment of historians is expected to grow 18% (<http://www.bls.gov/ooh/life-physical-and-social-science/historians.htm>). The BLS notes that political scientists often work as policy analysts and most positions for historians require a Masters degree. The Virginia Workforce Connection (VAWC) projects that between 2008 and 2018 employment of political scientists is expected to increase 26.1% or 2.3% annually; employment of historians is expected to decrease 22% or 1.6% annually; employment of social scientists and related workers is expected to increase 28.4% or 2.5% annually (available at: <http://www/vawc/virginia.gov/analyzer>).

Issues of Duplication

GMU would be the first institution in the Commonwealth to offer a Master of Arts degree program in Middle East and Islamic Studies. GMU noted that no comparable degree program exists in the metropolitan Washington DC area.

Resource Needs

The proposed program will be funded primarily through reallocations within the College of Humanities and Social Sciences. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The GMU Board of Visitors approved the proposed program on August 20, 2010.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Arts (M.A.) degree program in Middle East and Islamic Studies (CIP: 05.0108), effective spring 2013.

Virginia Polytechnic Institute and State University
Bachelor of Arts (B.A.) in Religion and Culture
(CIP: 38.0299)

Program Description

Virginia Polytechnic Institute and State University (VA Tech) is proposing the creation of a Bachelor of Arts (BA) degree program in Religion and Culture to be initiated spring 2013. The proposed program adopts an innovative approach to the integration of religion and culture. Students would explore how religion and culture interact and influence values, customs, behaviors, and political systems and examine the impact of religion and religious practices on politics, economics, culture, and everyday life. The curriculum will emphasize the distinct characteristics of religion and culture, the humanistic and social scientific understandings of religion and culture, and the methods by which culture and religion are studied. Coursework with specific reference to modernity, American culture, and cultural difference and similarities in communication would be included. Students would also be required to complete coursework in a second major or university-approved minor. Graduates will understand the relationship between religion and culture and be prepared to: 1) address issues with a broader knowledge and understanding of the world's religious and cultural traditions; 2) address issues of cross-cultural respect and social justice; 3) communicate clearly and persuasively orally and in writing; and 4) lead initiatives that involve complex interactions of cultural and religious traditions. To meet the curriculum requirements, VA Tech developed two new lecture courses.

The proposed BA in Religion and Culture would require students to complete one university-approved minor or a second major to strengthen breadth of learning and prepare for a variety of vocations. The program would require a total of 120 credit hours: 33-36 credit hours of general education coursework; 21 credit hours of core major coursework; 12 credit hours in religion and culture electives; six credit hours in a foreign language; a minimum of 18 credit hours in an approved minor or second major; and 15-30 credit hours of coursework in general electives.

Justification for the Proposed Program

VA Tech contends that a need exists to “combine knowledge and outlooks from fields traditionally separated but increasingly drawn together because of emerging economic, political, social, and cultural developments.” Degree programs are needed that encourage critical thinking about the diverse manifestations, roles, and interrelations of religion and culture in human history and that educate professionals to understand, assess, and respond to cross-cultural and multi-religious issues that are emerging as a result of globalization. In 2007, researchers stressed that students must have skills, tools, and knowledge to function in a religiously diverse world (Rosenblith, S. and Baily, B. “Comprehensive Religious Studies in Public Education: Educating for a Religiously Liberate Society.” Educational Studies). In 2010, in the article “Religious Studies Revival,” it was noted that “in a world defined by religious conflict...and in culture wars at home, college and universities have come to consider religious studies increasingly important. Additionally, the number of bachelors' degrees conferred upon graduates in philosophy and religious studies has doubled since 1970s to nearly 12,000 a year, and has been rising steadily since

9/11" (<http://www.rowan.edu/colleges/las/departments/philosophy/ReligiousStudiesRevival.pdf>).

Student Demand

Student enrollment in the BA in Interdisciplinary Studies, religion and culture option demonstrates student demand. In spring 2011, 21 students were enrolled and in spring 2012, 35 students were enrolled in the option.

In spring 2012, VA Tech electronically surveyed undergraduate students registered for classes offered by the Department of Religion. Of the 178 respondents, 11 (approximately 6%) indicated they 'definitely would' enroll in the proposed program; 12 (approximately 7%) indicated they would 'highly likely' enroll in the proposed program; and 36 (approximately 23%) indicated they would "somewhat likely" enroll in the proposed program.

Emails from prospective students indicate student demand. Four students indicated that they were considering a double major and were interested in the proposed degree program. Six students indicated that they wanted to change their major to the proposed degree program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 14.0 in the program's first year (2012-13). The projections continue as follows: FTES 2013-14, 24.0; 2014-2015, 44.0; and 2015-16, 60.0. VA Tech anticipates 14 graduates per year beginning in 2016-17. If these enrollment and graduation projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

VA Tech noted that graduates of the proposed degree program will be prepared to enter a variety of positions. With a liberal arts degree, graduates will be prepared to read and think critically, communicate well orally and in writing, critically evaluate and integrate information, and form reasoned arguments on the basis of analytical research. Further, students will possess additional knowledge and skills based on coursework completed in a second major or minor. Graduates will also be prepared for positions that require working with culturally and religiously diverse groups of people. Employment listings indicate that personnel with liberal arts undergraduate-level education are needed in public and private industry to fill entry-level positions such as staff associate, project coordinator, and sales representative. The Bureau of Labor Statistics (BLS) projects between 2010 and 2020 employment of social and human service assistants is expected to grow 28% (<http://www.bls.gov/ooh/Community-and-Social-Service/Social-and-human-service-assistants.htm>); employment of social and community service managers is expected to grow 27% (<http://www.bls.gov/ooh/management/social-and-community-service-managers.htm>). Employment of directors, religious activities and education is expected to grow 10%-19% (<http://www.onetonline.org/link/details/21-2021.00#WagesEmployment>). The Virginia Workforce Connection (VAWC) projects that between 2008 and 2018 employment of social and human service assistants is expected to increase 26.9% or 2.4% annually; employment of social and community service managers is

expected to increase 20.6% or 1.9% annually (available at: <http://www.vawc.virginia.gov/analyzer/default.asp>). No data were available for directors, religious activities and education.

Issues of Duplication

VA Tech would be the first public institution in Virginia to offer a Bachelor's degree program in Religion and Culture. However, five public institutions (CWM, GMU, UMW, UVA, and VCU) offer related programs. All of the programs focus primarily on the religious traditions of the world and methods by which to study religious traditions. The proposed program differs in that it focuses on the interrelatedness of religion and culture. VA Tech notes that the proposed program will be "one of only two in North America."

Resource Needs

The proposed program will be funded primarily through reallocations in the Department of Religion and Culture. VA Tech affirms that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The VA Tech Board of Visitors approved the proposed program on June 4, 2012.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Arts (B.A.) degree program in Religion and Culture (CIP: 38.0299), effective spring 2013.

Virginia Polytechnic Institute and State University
Master of Arts (M.A.) in Material Culture and Public Humanities
(CIP: 30.1201)

Program Description

Virginia Polytechnic Institute and State University (VA Tech) is proposing the creation of a Master of Arts (MA) degree program in Material Culture and Public Humanities to be initiated spring 2013. The proposed interdisciplinary, cutting edge program combines the study of material or physical objects and the placement of those objects in a critical or historical perspective with the public humanities which seeks to encourage dialogue between scholars and communities on cultural and social issues. The curriculum will include coursework in: 1) material culture and humanities in the public sphere; 2) research methods; 3) preservation of historic interiors; 4) historical and theoretical frameworks of material culture and public humanities; and 5) exhibition, design, and display of visual art. Students will be prepared to interpret material culture to a general audience, conduct research, and be engaged with local community and in regional projects. Graduates will possess knowledge and skills to analyze and categorize “pertinent objects” within their social, political, and historical contexts. VA Tech has developed five new courses for the program.

The proposed degree program would require a minimum of 30 credit hours of graduate coursework. A thesis and a non-thesis option would be offered. To complete the non-thesis option, students would be required to complete: 15 credit hours in core coursework; nine credit hours of elective coursework; and a six credit hour practicum/internship. To complete the thesis option, students would be required to complete 15 credit hours in core coursework; nine credit hours of elective coursework; a six credit hour practicum/internship; and six credit hours for thesis research. Students who intend to pursue a doctoral degree will be required to complete a thesis.

Justification for the Proposed Program

In 2012, in its report “A Crucible Moment: College Learning and Democracy's Future,” the National Task Force on Civic Learning and Democratic Engagement reported that institutions of higher education can be critical sites for honing students' civic knowledge, skills, values, and actions, and for preparing them or lives of public purpose (http://www.civiclearning.org/SupportDocs/Crucible_508F.pdf). VA Tech asserts that there is a need for scholars in arts and humanities to develop new models of graduate education that go beyond traditional “domain-specific” approaches and “exemplify renewed commitment” to explore ways in which the humanities can best serve the public. In 2004, it was noted that “examining the relationship between civic responsibility and teaching about folklife, folklore, and material culture seems particularly important. [Further], research confirmed that communities with a lively and engaged constituency are more likely to successfully identify and solve problems of mutual concern” (Blandy, D. Folklife, material culture, education, and civil society. Visual Arts Research.). In 2011, Julie Ellison wrote that the “rising generation” of humanities scholars is eager to engage directly with publics and communities (www.humanitiesindicators.org/essays/ellison.pdf).

Public engagement with cultural artifacts is a primary interest for regional cultural institutions and VA Tech is well positioned to offer the proposed program. Resources such as the Taubman Museum of Art, Harrison Museum of African American Culture, Wilderness Road Regional Museum, Smithfield Plantation, and the Science Museum of West Virginia will be available to support the program. Moreover, Virginia has an array of historic sites and heritage trails that attract visitors to explore the history and culture of the state and have material culture assets to preserve and interpret (<http://www.virginia.org/directory/culturalheritage/> and <http://www.virginia.org/directory/historicsites/>).

VA Tech affirms that a need exists to train graduate-level professionals to "deal with the complex humanistic issues of preserving and interpreting to the public the rich material culture that forms the basis of successful asset-based economic development." In 2010, it was noted that to promote literacy and communication regarding material culture and public humanities, innovative and well-trained persons with master's degrees are needed in areas such as tourism, museum technology, archive management, and cultural advocacy (<http://chronicle.com/article/A-Useful-Crisis/64886/>). The proposed program meets this need.

Student Demand

VA Tech surveyed students enrolled in courses in the Art History degree program and in courses offered by the Department of Religion and Culture. Of the 175 respondents, 23 (approximately 13%) indicated that they would be 'very interested' in the pursuing the proposed degree; 32 (approximately 18%) indicated they would be 'interested' in pursuing the proposed program.

VA Tech provided data for student enrollment in two courses that will be options to fulfill core coursework: *Preservation of Historic Interiors* and *Public History*. In fall 2009 and fall 2011, four students enrolled in the Preservation of Historic Interiors course; in fall 2010, two students enrolled. In fall 2009, nine students enrolled in the Public History course; in fall 2010, eight students enrolled and in fall 2011, 10 students enrolled in the course. Although the numbers are somewhat low, VA Tech affirms that student enrollment will increase as a result of the initiation of the proposed degree program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 8 in the program's first year (2012-13). The projections continue as follows: FTES 2013-14, 13.0; 2014-15, 18.0; and 2015-16, 22.0. VA Tech anticipates having 12 graduates each year beginning in 2016-17. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

VA Tech affirms that graduates of the proposed program will be prepared for careers in community cultural organizations, museums, historical societies, historical sites, and tourism departments. Nine letters of support indicate the proposed program is valuable and needed. Letters note the need for "qualified professionals in the

workforce,” “graduates equipped to understand, interpret, and exhibit material culture,” and, “qualified candidates for new positions to support expansion” and “help advance the organization’s mission.” One letter noted that as volunteers or employees, “students would greatly enhance [the organization’s] ability to interpret the objects in the collection and develop programming and educational opportunities that explain [the] cultural artifacts to the greater public.” Employment announcements indicate demand (in Virginia and nationally) for graduate-level professionals to fill positions as directors, public program managers, facility managers, and education specialists. The Bureau of Labor Statistics (BLS) projects that between 2010 and 2020 employment of curators, museum technicians, and conservators is expected to grow 16% (<http://www.bls.gov/ooh/Education-Training-and-Library/Curators-and-museum-technicians.htm>); employment of archivists is expected to grow 12% (<http://www.bls.gov/ooh/education-training-and-library/archivists.htm>). The BLS notes that although some curator jobs require only a bachelor’s degree, many employers require curators to have a master’s degree combined with related work experience; conservators generally need a Master’s degree. The Virginia Workforce Connection (VAWC) projects that between 2008 and 2018, employment of curators will increase 21.2% or 1.9% annually; employment of archivists will increase 10.4% or 1.0% annually; and, employment of set and exhibit designers will increase 13.3% or 1.3% annually (available at: <http://www.vawc.virginia.gov/analyzer/>).

Issues of Duplication

VA Tech would be the first public institution in the Commonwealth to offer a Master of Arts degree program in Material Culture and Public Humanities. Although no identical program exists in Virginia, four institutions (CWM, GMU, UVA, and VCU) offer a related program. CWM’s program focuses on the fine arts and the aesthetic value of art work. GMU’s program is similar to the proposed program in that the curriculum focuses on material culture and public humanities. However, GMU’s program is concentrated on decorative and fine arts. UVA’s program focuses on Renaissance and modern European, American, and Asian art and architecture. VCU’s program emphasizes art historical theories and methods. VA Tech contends that the proposed program differs from existing programs in that it is “not oriented solely to art history or the decorative arts but is more directed toward design and its connections with the contemporary world, a position that provides vital links with the public humanities.”

Resource Needs

The proposed program will be funded through reallocations within the Department of Religion and Culture, and the School of Visual Arts. VA Tech affirms it will not seek additional state resources to initiate and sustain the program.

Board Approval

The VA Tech Board of Visitors approved the proposed program on June 7, 2010.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Master of Arts (M.A.) degree program in Material Culture and Public Humanities (CIP: 30.1201), effective spring 2013.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Item #5 – Action on Private and Out-of-State Post-secondary Education Institutional Certifications

Date of Meeting: July 16, 2012

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
JoeDeFilippo@schev.edu

Linda H. Woodley
Director, Private and Out-of-State Postsecondary Education
LindaWoodley@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

One postsecondary institution, the Institute for Statistics Education, is seeking certification to operate in Virginia.

Materials Provided:

- Institute for Statistics Education application summary

Financial Impact:

The institution has submitted the required certification fee to operate a postsecondary educational institution in Virginia.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies the Institute for Statistics Education to operate a postsecondary institution in the Commonwealth of Virginia, effective July 16, 2012.

Institute for Statistics Education **Application Summary**

School Overview

The Institute for Statistics Education, doing business as *statistics.com*, is a fully online institution offering courses in introductory and advanced statistics.

School Officer

President/Founder – Peter Bruce

School Mission Statement

The school's mission statement is as follows:

Statistics.com is a leading institute of online education in statistics, serving a world-wide community of learners. It provides undergraduate and graduate-level learning in basic statistics, advanced statistics, machine learning and business analytics. Its programs and courses are comprehensive, rigorous, affordable, available on a flexible schedule, and provide opportunities for interaction with distinguished experts on most subjects in statistics.

Proposed Educational Programs and Credentials Conferred

Certificate – Biostatistics (Controlled Trials)
Certificate – Biostatistics (Epidemiology)
Certificate – Business Analytics
Certificate – Data Mining
Certificate – Engineering Statistics
Certificate – Statistics for Environmental Science
Certificate – Statistics for Social Sciences
Certificate – Using R

Proposed Location

The Institute for Statistics Education will operate from the following address:

612 N. Jackson Street
Arlington, VA 22201

Financial Stability Indicator

Institute for Statistics Education submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 2.4 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Institute for Statistics Education submitted a \$68,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of

tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Institute for Statistics Education provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

<u>Virginia Administrative Code Citation</u>	<u>Area of Compliance</u>
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 and 150	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

Staff Recommendations

Institute for Statistics Education has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. Accordingly, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Institute for Statistics Education to operate a postsecondary institution in the Commonwealth of Virginia, effective July 16, 2012.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee, Item #6 – Action on Minor Revisions to SCHEV Organizational Change Policy

Date of Meeting: July 16, 2012

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
JoeDeFilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: October 25, 2005

Action:

Background Information/Summary of Major Elements: The Code of Virginia charges Council with responsibility to oversee “organizational changes” at Virginia public institutions of higher education. It specifies, in part, that Council shall:

Review and approve or disapprove the creation and establishment of any department, school, college, branch, division or extension of any public institution of higher education that such institution proposes to create and establish. This duty and responsibility shall be applicable to the proposed creation and establishment of departments, schools, colleges, branches, divisions and extensions, whether located on or off the main campus of the institution in question. (§ 23-9.6:1.7)

SCHEV’s policy—“Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-campus Organizational Changes”—was last updated following Council action at its October 25, 2005, meeting. As a result of a recent review of the policy by SCHEV staff, a number of potentially improving revisions have been identified. Staff is seeking Council approval of these revisions.

The proposed revisions are “tracked” in the appended copy of the policy, with deletions indicated by “strike-through” text and additions by underlining. In

substance, the revisions are minor and clarifying in nature, and are intended to facilitate the approval process for both SCHEV and the institutions.

Proposed revisions include the following:

- specification that “closures” of organizational entities are covered by the policy;
- timeline modifications for certain decision actions;
- clarification that organizational changes are subject to Council approval prior to initiation; and
- clarification of components of paperwork that must be submitted to secure SCHEV approval, particularly in the case of “simple” organizational changes.

Staff recommends that the Academic Affairs Committee adopt the resolution below and transmit it to the full Council for approval.

Materials Provided: The SCHEV policy, “Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-campus Organizational Changes,” is attached, with changes tracked.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts proposed revisions to the policy, “Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-campus Organizational Changes,” to take effect August 1, 2012.

State Council of Higher Education for Virginia
**ORGANIZATIONAL CHANGES AT PUBLIC INSTITUTIONS:
POLICIES AND PROCEDURES FOR INTERNAL AND OFF-CAMPUS
ORGANIZATIONAL CHANGES**

Effective: ~~January 1, 2006~~ August 1, 2012

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State Council of Higher Education for Virginia
**ORGANIZATIONAL CHANGES AT PUBLIC INSTITUTIONS:
POLICIES AND PROCEDURES FOR INTERNAL AND OFF-CAMPUS
ORGANIZATIONAL CHANGES**

Effective: ~~January 1, 2006~~ August 1, 2012

I. Statutory Obligations Related to Organizational Changes at Public Institutions

A. The Council of Higher Education’s Responsibility, Authority and Duty

1. Responsibility

“To review and approve or disapprove the creation and establishment of any department, school, college, branch, division or extension of any public institution of higher education which such institution proposes to create and establish. This duty and responsibility shall be applicable to the proposed creation and establishment of departments, schools, colleges, branches, divisions and extensions whether located on or off the main campus of the institution in question; provided, however, that if any organizational change is determined by the Council to be proposed solely for the purpose of internal management and the institution’s curricula offerings remain constant, the Council shall approve the proposed change. Nothing in this provision shall be construed to authorize the Council to disapprove the creation and establishment of any department, school, college, branch, division or extension of any institution which has been created and established by the General Assembly.” (*Code of Virginia*, §23-9.6:1.7)

2. Authority

“To adopt such rules and regulations as the Council believes necessary to implement all of the Council’s duties and responsibilities as set forth in this Code. The various public institutions of higher education shall comply with such rules and regulations.” (*Code of Virginia*, §23-9.6:1.14)

3. Duty

“The Council, insofar as possible, shall preserve the individuality, traditions and sense of responsibility of the respective institutions. The Council, insofar as practicable, shall seek the assistance and advice of the respective institutions in fulfilling all of its duties and responsibilities.” (*Code of Virginia*, §23-9.6:1)

B. Public Institutions’ Responsibility and Duty

1. Responsibility

“1. A public college or university seeking to create, establish, or operate an off-campus instructional site, funded directly or indirectly from the general fund or with revenue from tuition and mandatory educational and general fees generated from credit course offerings, shall first refer the matter to the State Council of Higher Education for Virginia for its consideration and approval. The State Council of Higher Education for Virginia may provide institutions with conditional approval to operate the site for up to one year, after which time the college or university must receive approval from the Governor and General Assembly, through legislation or appropriation, to continue operating the site.

2. For the colleges of the Virginia Community College System, the State Board of Community Colleges shall be responsible for approving off-campus locations. Sites governed by this requirement are those at any locations not contiguous to the main campus of the institution, including locations outside Virginia.

3. a. The provisions of this language shall not apply to credit offerings on the site of a public or private entity if the offerings are supported entirely with private, local, or federal funds or revenue from tuition and mandatory educational and general fees generated entirely by course offerings at the site.

b. Offerings at previously approved off-campus locations shall also not be subject to these provisions.

c. Further, the provisions of this language do not govern the establishment and operations of campus sites with a primary function of carrying out grant and contract research where direct and indirect costs from such research are covered through external funding sources. Such locations may offer limited graduate education as appropriate to support the research mission of the site.

d. Nothing in this language shall prohibit an institution from offering non-credit continuing education programs at sites away from the main campus of a college or university.

4. The State Council of Higher Education shall establish guidelines to implement this provision.” (2003 Revision to the *Appropriation Act of 2002-04*, Section 4-5.05c)

2. *Duty*

“The various public institutions of higher education shall comply with such rules and regulations [as the Council believes necessary to implement all of the Council’s duties and responsibilities as set forth in this *Code*].” (*Code of Virginia*, §23-9.6:1.14)

The Council has established the following policies and procedures related to organizational changes at public institutions as part of its obligation “to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia.” (*Code of Virginia*, §23-9.3[a])

II. Policy Statements on Organizational Changes at Public Institutions

A. Overview

To ensure that the Council is duly apprised of organizational changes in or to academic structures/units at public institutions, and that institutions are not unnecessarily burdened with complex and lengthy procedures, the Council recognizes the following distinctions. [Note: The following distinctions are applicable to establishment, reorganization, and closure/termination of academic structures/units:](#)

1. *Types of Organizational Changes*

- a. *“Simple” Organizational Change*: a structural alteration (establishment, reorganization or termination), proposed solely for the purpose of internal management, that would not alter the institution’s mission or curricular offerings and would be executable within currently-authorized funds (e.g., re-naming an academic department or establishing a “fully-exempt” or “partially-exempt” off-campus instructional site—see **Operational Definitions** below).
- b. *“Complex” Organizational Change*: a structural alteration (establishment, reorganization or termination), not proposed solely for the purpose of internal management, that may alter the institution’s mission or curricular offerings and/or may not be executable within currently authorized funds (e.g., establishing a new unit—college, school, department—or a “non-exempt” off-campus site—see **Operational Definitions** below).

2. *Levels of Required State Action*

- a. *No Required State Action*: any “simple” organizational change made below the departmental level or involving only personnel matters within existing organizational units above the departmental level, including the establishment of a “fully-exempt” off-campus site.
- b. *SCHEV Staff Must be Notified in Writing*: any “simple” organizational change that involves the establishment, reorganization or termination of a subdivision of an institution at or above the departmental level (excluding personnel matters in units above the departmental level), including the establishment of a

“partially-exempt” off-campus site (see **Operational Definitions** below).

- c. *Council Must Review and Approve or Disapprove:* any “complex” organizational change that involves the establishment, reorganization or termination of a subdivision of an institution at or above the departmental level (excluding personnel matters in units above the departmental level), including the establishment of a “non-exempt” off-campus instructional site (see **Operational Definitions** below). For “complex” changes involving “non-exempt” sites, Council review and “preliminary” and/or “conditional” approval is required (see **Operational Definitions** below). “Preliminary” approval is an optional pre-approval step. “Conditional” approval is a mandatory step and is granted for a period of no more than one year. During the conditional period, the institution must seek and receive approval for long-term operation of the site from the Governor and General Assembly.

B. Operational Definitions of Key Terms

Organizational Change: an alteration—**establishment, reorganization or [closure/termination](#)**—in the organization and/or structure of one or more of an institution’s academic units.

“Simple” Organizational Change: a structural alteration (establishment, reorganization or [closure/termination](#)), proposed solely for the purpose of internal management, that would not alter the institution’s mission or curricular offerings and would be executable within currently authorized funds (e.g., re-naming an academic department or establishing a “fully-exempt” or “partially-exempt” off-campus instructional site).

“Complex” Organizational Change: a structural alteration (establishment, reorganization or [closure/termination](#)), not proposed solely for the purpose of internal management, that may alter the institution’s mission or curricular offerings and/or may not be executable within currently authorized funds (e.g., establishing a new unit—college, school, or department—or a “non-exempt” off-campus instructional site.)

Off-Campus Site: any location not contiguous to the approved, main campus(es) of an institution. These policies and procedures apply to **instructional** sites only.

“Fully-Exempt” Off-Campus Instructional Site: an instructional location, not contiguous to an institution’s approved, main campus(es), that is **not** subject to Council review and is **not** subject to Council approval or disapproval. As such, an “exempt” off-campus site is one for which either:

- the State Board of Community Colleges provides specific approval to a college of the Virginia Community College System; or

- the General Assembly, the State Board of Community Colleges, or the State Council of Higher Education has previously granted approval; or
- the primary function is the execution of grant and contract research where direct and indirect costs from such research are covered through external funding sources (and where limited graduate-level instruction may be offered); or
- the sole function is the provision of non-credit continuing education instruction.

The establishment of a “fully-exempt” off-campus site constitutes a “simple” organizational change of which Council staff need *not* be informed.

“Partially-Exempt” Off-Campus Instructional Site: an instructional location, not contiguous to an institution’s approved main campus, that *is* subject to Council staff review but is *not* subject to Council approval or disapproval. Such locations include all sites where the for-credit courses/programs to be offered are supported *entirely* with private, local, or federal funds *or* with revenue from tuition and mandatory educational and general fees generated *entirely* by course offerings at the site. The establishment of a “partially-exempt” off-campus site constitutes a “simple” organizational change of which Council staff *must* be informed using the procedures for such changes (see below). *Final authority for determining whether a proposed off-campus instructional site is “partially-exempt” rests with the Council.*

“Non-Exempt” Off-Campus Instructional Site: an instructional location, not contiguous to an institution’s approved, main campus, that *is* subject to Council approval. Such locations include all sites to be funded directly or indirectly from the general fund *or* with revenue from tuition and mandatory educational and general fees generated from credit course offerings provided at locations (including the main campus and other approved off-campus sites) beyond the sites in question.

“Preliminary” Approval: an action by the Council authorizing a public, four-year institution to continue development of plans for an off-campus instructional site that will ultimately require either the purchase, construction or receipt (as donation) of one or more buildings. A request for such an approval is an *optional* step that allows an institution to seek state (Council) scrutiny, input and permission to continue planning before it expends significant resources or enters into binding contracts/agreements. A request for a “conditional” approval (see below) must follow within one year of the State Council’s granting of a preliminary approval; all requests for extensions of preliminary approvals will be considered at the Council’s discretion. A request for a preliminary approval must address, clearly and completely, *issues of need* and, in at least a general way, *issues of cost*; the required documentation is detailed in Part III of Council’s “Proposal for Organizational Change” form, which appears at the end of this document.

“Conditional” Approval: an action by the Council authorizing a public, four-year institution to operate a non-exempt off-campus instructional site for up to one year, during which time the institution must receive final approval from the Governor and General Assembly—via legislation and/or appropriation—to continue to operate the site.

A request for a conditional approval is *mandatory* regardless of whether the institution previously requested a “preliminary” approval (see above). A request for a conditional approval is required to include specific, detailed and/or finalized documentation; the required documentation is detailed in Part III of Council’s “Proposal for Organizational Change” form, which appears at the end of this document.

C. “Simple” and “Complex” Organizational Changes

1. *Background*

The Council recognizes distinctions between “simple” and “complex” organizational changes (see **Operational Definitions** above). This distinction is intended to clarify and streamline the approval process for public institutions’ organizational changes. As a result, while the Council will continue to formally approve all institutional organizational changes at or above the departmental level, SCHEV staff have been delegated the responsibility and authority to approve “simple” organizational changes that meet the criteria specified in these policies and procedures. “Simple” and “complex” organizational changes must be submitted to SCHEV staff using the guidelines, instructions and forms contained herein.

2. *“Simple” Organizational Changes*

If SCHEV staff concurs with a public institution’s determination that a proposed organizational change fits the definition of a “simple” change (i.e., would be solely for the purpose of internal management, would not alter the institution’s mission and curricular offerings and would be executable within currently-approved funds), the Council delegates responsibility for the review and approval of such a change to SCHEV staff. Activities subject to such review and approval include institutional changes related to academic units/structures that are solely for the purpose of internal management in or out of Virginia, as well as the establishment of “partially-exempt” off-campus sites (see **Operational Definitions** above). SCHEV staff will respond within 30 calendar days of receipt of written notification of the proposed “simple” organizational change.

3. *“Complex” Organizational Changes*

If SCHEV staff and/or a public institution determine(s) that a proposed organizational change fits the definition of a “complex” change (see **Operational Definitions** above), the institution shall seek Council approval of the proposed change in accordance with these policies and procedures.

- a. For the purposes of these policies and procedures, “non-exempt” off-campus sites (see **Operational Definitions** above) shall be considered “complex” organizational changes.
- b. Within ~~60~~ calendar days of receipt of a proposed “complex” change, SCHEV staff shall prepare a report and recommendation for Council action on the proposed organizational change. The report shall be placed on the Council’s agenda as promptly as possible.
- c. When a proposed “complex” organizational change involves a “non-exempt” off-campus site, Council shall consider the proposal for “preliminary” approval (a pre-approval option for institutions) or “conditional” (required) approval. The granting of preliminary approval shall allow the institution to continue its development of plans for the site for up to one year, during which time the institution must finalize its request for a conditional approval. The granting of conditional approval shall allow the institution to operate the site for up to one year, during which time the institution must receive final approval from the Governor and General Assembly—via legislation and/or appropriation—to continue to operate the site.

D. Policies Relevant to All Organizational Changes

1. Public institutions shall inform SCHEV staff in writing ~~as soon as possible at least 60 days prior to initiation~~ of any proposed organizational changes at or above the departmental level, including the establishment of a school, college, branch, division, or extension, and the proposed creation of an institute or center if such institute or center is at or above the departmental level (only “fully-exempt” off-campus sites are excluded from this requirement). **All organizational changes must be submitted for Council consideration and approval prior to initiation.**
2. Public institutions shall also inform SCHEV staff in writing of any plans to offer a significant level of instruction or services out of the state through electronic delivery or physical presence in another state or country.
3. The Council does not possess the authority to disapprove an organizational change authorized by the General Assembly or an off-campus site authorized by the State Board of Community Colleges.
4. Approval of an organizational change does not obligate the Council to support capital or operating requests in excess of the amounts provided in the institution’s current appropriation.
5. Public institutions are prohibited from transforming “simple” organizational changes into “complex” changes and/or transforming “fully-exempt” or

“partially-exempt” sites into “non-exempt” sites subsequent to SCHEV staff notification and/or approval. Any and all subsequent organizational changes and sites must be submitted for Council consideration and approval prior to initiation.

6. If an organizational change is intended or implied in a request for a new academic degree program, the Council or its staff must approve the organizational change prior to initiation of the program. ~~In most cases,~~ Council action on a proposed organizational change ~~may~~will occur at the same time as action on the new program.
7. In accordance with the criteria of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as well as specialized and/or professional accrediting bodies, an organizational change may constitute a “substantive change” of which an institution must inform its accreditor(s).

III. Procedures for Submission of Proposals for Organizational Changes

A. General Guidelines for ~~Proposing~~ Organizational Changes (Establishment, Reorganization, Closure/Termination)

1. Proposals for “simple” and “complex” organizational changes must be submitted to Council at least 60 days prior to the date of proposed change in a timely manner and in accordance with these policies and procedures.
2. Proposals for “simple” changes may be submitted via the attached forms. ~~or via a narrative statement signed by the institution’s president or chief academic officer.~~ All requests must include:
 - A letter from the president or chief academic officer outlining the proposed change;
 - SCHEV's Organizational Change Cover Sheet, and Part II and III if the organizational change is "complex";
 - A narrative explaining the organizational change to include purpose, location, and resources;
 - Organizational charts of existing and proposed organization within the unit and/or institution;
 - Additional supplemental documentation as needed.

Regardless of its form, the proposal must include sufficient information, in sufficient detail and quantity, to permit SCHEV staff to readily and adequately determine that the proposed change fits the definition of a “simple” change and, thus, can be certified or approved at the staff level.

3. Proposals for “complex” changes must be submitted using the attached forms.

B. Specific Instructions for Organizational-Change Proposals (Establishment, Reorganization, Closure/Termination)

1. Complete all relevant parts of the “Proposal for Organizational Change” form and attach any necessary documents, narratives and/or supplemental information in the order requested on the form.
2. Provide a cover letter that summarizes the proposed organizational change. ~~For “simple” changes, a detailed cover letter may be substituted for the “Proposal for Organizational Change” form.~~
3. Complete the SCHEV Provide a Cover Sheet. The cover sheet must be signed and dated by the president or chief academic officer.
- ~~3.4.~~Provide a page containing a detailed table of contents. The table of contents should reflect the page numbers of all attached forms, documents, narratives and supplemental information.
- ~~4.5.~~Submit the proposal to the Director of Academic Affairs and Planning. For a “simple” change, submit ~~two~~ copies of the complete proposal (letter or form); ~~F~~for a “complex” change, submit two hard copies and one electronic copy on CD and two hard copies. One document must have an original signature
- ~~5.6.~~“Simple” organizational changes requiring staff approval must be submitted 60 days prior to the date the change is sought. SCHEV staff will respond within 30 days of receipt of notification of the change. Proposals for “complex” organizational changes must be submitted at least ~~60~~45 days prior to the Council meeting at which Council action is sought. It is recommended that proposals for "complex" organizational changes be submitted at least 90 days prior to the Council meeting to ensure a timely processing.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROPOSAL FOR ORGANIZATIONAL CHANGE COVER SHEET

Part I: General Information

1. Institution:

2. Nature of Proposed Change (i.e., to establish, reorganize or terminate an institutional unit).

Please summarize the change here and attach a detailed description of the change on a separate page, as well as copies of the institution's current and resultant organizational charts.

3. Purpose of Proposed Change. Please summarize the reason(s) for the change here and

attach a detailed description of the purpose for the change on a separate page.

4. Type of Proposed Change (check one).

SIMPLE _____

If simple, please explain how the submit

change fits with the institution's mission, curriculum and funding on a separate page. Part II is optional.

COMPLEX _____

If complex, please complete and

Part II of this form.

5. Does this proposed change involve the establishment of an off-campus instructional site?

NO _____ **YES** _____

If yes, does the proposal fit the criteria for a partially-exempt or non-exempt site?

PARTIALLY-EXEMPT _____

NON-EXEMPT _____

If partially-exempt, please attach documentation to support this status.

If non-exempt, please complete and submit Part II and Part III of this form.

6. Date of Approval by Board of Visitors.

[Check box if BOV approval is not needed.](#)

7. Proposed Effective-Date of Organizational Change.

Signed: _____
Title: _____

Date: _____
Phone: _____

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee, Item #7 – Update on ACT College

Date of Meeting: July 16, 2012

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
JoeDeFilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 21, 2012

Action: Council received a briefing on consequences of the closing of ACT College.

Background Information/Summary of Major Elements: On April 3, 2012, ACT College closed its three Virginia locations. Since that time institution records have been seized by officials of the US Department of Education's Office of Inspector General, and students have, as a result, faced challenges in receiving diplomas, credentials, and other records of academic progress. Ms. Linda Woodley, Director of Private and Out of State Postsecondary Education will provide an update on SCHEV efforts to secure student records and distribute credentials to students.

Materials Provided: N/A

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

SCHEV Offices
101 N. 14th St., 9th floor
Richmond, Virginia
July 16, 2012
4:00 p.m.

Economic Opportunity Metrics Task Force

1. Call to Order
2. Approval of Minutes (June 18, 2012) [Page TF1](#)
3. Staff Report on Recommendations from
June 18 Meeting [Page TF4](#)
4. Next Steps
5. New Business/Old Business
6. Adjournment

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ECONOMIC OPPORTUNITY METRICS TASK FORCE
JUNE 18, 2012
MINUTES**

Mr. Smith called the meeting to order at 9:30 a.m. in the SCHEV main conference room, James Monroe building, Richmond, Virginia. Council members present: Joann DiGennaro (by phone), Stephen Haner, Joey Smith, and Katherine Webb.

Staff members present: Peter Blake, Joe DeFilippo, Alan Edwards, Tod Massa, Kirsten Nelson, and Lee Ann Rung.

Mr. Smith indicated that the meeting was a follow-up to the presentation that was provided to the Council at its May meeting. The Council suggested that college presidents be involved in the process. In response to and some concerns expressed by members at the May Council meeting, the Council chair appointed this task force to provide guidance on the best way to roll out the data and to address the concerns raised by some of the private college presidents at the May Private College Advisory Board (PCAB) meeting.

Mr. Blake reviewed the agenda and Mr. Massa presented data limitations and the coordination of the message to colleges.

Ms. Webb asked for clarification on what the legislator was trying to accomplish with the bill that was introduced which prompted SCHEV's involvement. Mr. Massa explained that there was a concern among the legislature about student debt and the return on investment in higher education. Additionally, language in the TJ21 legislation asked that the data be compiled. Since SCHEV was developing data that could answer the questions without putting a burden on institutions, the statute was very specific about SCHEV's involvement.

Mr. Massa reviewed the new website and explained the framework of each of the pages. He also explained the data sets that will be available to the public once the website is live. He reviewed the limits of the data and explained why some information will remain incomplete for now. A question was raised about the value of including the highest (and lowest) wage data, and staff was requested to remove it.

Staff was asked to consider adding the percentage of part-time students that were currently not included in the data in order to show a total of 100%. Mr. Haner suggested that the term "economic opportunity" be changed to "post graduation employment" and Ms. DiGennaro agreed that for the data to be meaningful it must be extremely clear and understandable to anyone reviewing it. Ms. Webb suggested that the words "in Virginia" be added to the FTWE category and that an explanation be provided regarding the likely reasons that some of the information is not included. It should be made clear to the layman that all of the charts include 5 years of data.

Mr. Blake explained what has been done to date to involve the various constituencies. SCHEV staff met with institutional research staff, academic officers, and presidents of both public and private institutions. Mr. Massa and Mr. Blake will try to meet individually with selected presidents before the data is released. Ms. Webb suggested that staff develop a series of frequently asked questions raised by presidents to ensure a better understanding of the data.

Ms. Nelson provided information about a proposed communications plan to roll out the data. She said it was important to include quotes from institutional representatives. A white paper will be completed prior to the roll out and will be available on the website. A press release will also be developed before the roll out. A letter from the SCHEV Director, the Secretary of Education, and the Governor was proposed. An explanation of the web site and the data will be given to legislators during the summer legislative visits by staff. A link will be available on the SCHEV home page, and will be placed on the SCHEV Facebook page. Staff will also send the information to its existing listserv members.

It was decided that the task force would meet again on July 16 prior to the Council meeting. Mr. Massa agreed to find a way for task force members to have access to the new website prior to it being made public. Ms. Webb felt it was important to state the public policy purpose of publishing the data and remind the public that this has been in the works for many years. When developing the explanation, it should be assumed that no one knows the history.

Ms. DiGennaro suggested that the title of "institution comparisons" be changed to "institution summary."

Mr. Massa was complimented for his work on this project.

Sympathy was extended to staff on the recent passing of Tom Daley. Staff also extended sympathy to Mr. Haner on the loss of his father.

The meeting was adjourned at 10:45 p.m.

Joey Smith
Chair

Lee Ann Rung
Manager, Executive & Council Affairs

State Council of Higher Education for Virginia Agenda Item

Item: #TF3 – Report from Economic Opportunity Metrics Task Force

Date of Meeting: July 16, 2012

Presenters: Tod R. Massa
Policy Research and Data Warehousing Director
todmassa@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: May 2012

Action: **Presentation at PCAB meeting, decision to create task force**

Background Information/Summary of Major Elements:

SCHEV chairman Susan Magill appointed the Economic Opportunity Metrics Task Force following the discussion that took place at the May meeting of the Private College Advisory Board. The purpose of the task force is to provide guidance to staff regarding the release of employment and wage information of graduates of Virginia's public and private colleges and universities. Members include Joey Smith, Joann DiGennaro, Steve Haner, and Katie Webb.

Economic opportunity metrics have emerged as important measures of the return on investment of higher education. The Virginia Higher Education Opportunity Act of 2011 directed the Higher Education Advisory Committee to examine economic opportunity metrics,

such as marketplace demand, earning potential, and employer satisfaction, and other indicators of the historical and projected economic value of the degrees that can be used to assess degree programs in order to provide useful information on the economic impact of degrees to students as they make career choices and to state policy makers and university decision makers as they decide how to allocate scarce resources.

In addition, the 2012 General Assembly passed and the Governor signed House Bill 639, which directed SCHEV to

publish data on its website on the proportion of graduates with employment at 18 months and five years after the date of graduation for each public institution and each private nonprofit institution of higher education eligible to participate in the Tuition Assistance Grant Program. The data shall include the program and the program level, as recognized by the State Council of Higher Education, for each degree awarded by each institution and shall, at a minimum, include the percentage of graduates known to be employed in the Commonwealth, the average salary, and the average higher education-related debt for the graduates on which the data is based.

Not surprisingly, this initiative has generated lively discussion about its use and public perception. Most of the concerns have centered on the value of the data given the wide variety of possible choices of graduates (especially of four-year degree programs) that do not involve full-time employment in the first five years following graduation. These choices include graduate school, the Peace Corps, military service, religious mission, and other opportunities. In a similar vein, some graduates may pursue part-time employment to allow for other activities. Others may choose full-time employment in lower-paid positions in nonprofit organizations.

Still other graduates may start their own businesses, or work in positions that are not covered by unemployment insurance and are thus not part of the dataset available. Finally, many graduates may leave the state, either to return to their home of origin or pursue the other kinds of opportunities listed previously.

Staff agrees that these concerns are fair and accurately presented. The task force likewise concurs.

The task force met June 18 to consider these concerns and other matters related to the development and public release of the data. During the meeting of June 18, members made the following suggestions to improve the presentation of the data and to minimize potential misunderstanding and misuse. These suggestions were to make the following changes:

- 1) Remove the minimum and maximum wage columns on the reports as they added more confusion than value;
- 2) Include the percentage of graduates found to be employed part-time wage levels to ensure the columns add to 100%;
- 3) Change the titles of the report from “economic opportunity” to “post graduation employment”;
- 4) Make clear that the columns on full- and part-time wage employment and enrollment in higher-level programs are clearly identified as being “within Virginia”;
- 5) Change the representation of the years to make it clear that five years worth of data are represented in each row/cell;
- 6) Change the title of one report from “institutional comparisons” to “institutional summary”;
- 7) Develop a Frequently Asked Questions document to accompany the reports and used as a handout.

To date, items 1-6 have been completed. Item 7, the FAQ is under development.

In the intervening time staff has also presented a status update to Robert Lambeth (president of the Council of Independent Colleges in Virginia), the General Professional Advisory Committee, staff of the Council on Virginia's Future, and presidents of the Virginia Foundation for Independent Colleges. These discussions have gone well and outreach to our constituent groups continues. A frequent question in these meetings has been, "Why now, if the law (HB639) does not require publication until August 2013?" The answer is that HB 639 also requires that SCHEV publish the average debt of graduates by institution and program along with the wages. Given that these data represent a new endeavor for the state, we believe it is best to focus first on wages, adding the debt component next year.

The public announcement of the Economic Opportunity Metrics will include strategic outreach to higher education reporters with a proven ability to understand and explain complex projects in a fair and balanced manner.

In all discussions of these reports, there has been a strong interest in the language used to frame the data and explain its limitations. There also is recognition that few people will take the time read large amounts of text surrounding the data. Thus staff has drafted text components that are short and to the point. Draft versions of the language that will accompany the data are shown below.

Post-completion Wages of Graduates

There is unquestionably much more to life and education than getting a job. Individuals pursue postsecondary education for a variety of reasons, including lifelong learning and personal skills development. They pursue higher levels of education to benefit their community, the Commonwealth, and the nation, as well as themselves. There is also no question that some individuals pursue a career as the primary focus of their educational pursuit. This is especially true when one considers the breadth of degree and certificate opportunities the public and independent colleges and universities of the Commonwealth have to offer.

Through the development of the [Virginia Longitudinal Data System](#), guided by language in Virginia's [Higher Education Opportunity Act of 2011](#), and required by the passage of [HB 639 of 2012](#), SCHEV is now able to report wage and enrollment outcomes on a subset of graduates, at all levels of award, by institution.

Through the links below, users will be able to explore a variety of data about how much graduates earn 18 months following completion of a degree or certificate. In some cases we also have data on earnings at five years following completion.

In using the data contained within these reports, users should exercise great care to understand the limitations of the available data and their meaning. Wage outcomes of graduates **do not** measure the quality or effectiveness of any institution. Instead, they provide basic facts about the experiences of graduates after entering the workforce and indications as to broadest levels of outcome in the Commonwealth - full-time employment, part-time enrollment, and enrollment in higher-level programs.

SCHEV does not endorse or recommend using these data to evaluate program or institution quality.

Limits on the Display of Data

In order to protect confidentiality and to accommodate both the many small programs in the Commonwealth and the limits of the available data, these reports will display program-level data only under the following conditions:

- Single-year data will not be reported, only rolling five-year aggregates. For example, graduates of 2005-06 will be reported with those of 2004-05, 2003-04, 2002-03, and 2001-02.
- Cell-sizes of wage-reported graduates must be equal to 10 or greater with full-time wage equivalent (FTWE) reported wages of those graduates employed in Virginia.
- At least 30% of graduate the cohort of graduates must have been matched and reported with full-time wage equivalent (FTWE) reported wages, or 20% with a minimum cell-size of 200.
- The program must have produced a minimum of three graduates in each of the five successive years. The current definition of FTWE is \$13,195/year which represents 52 weeks of employment at 35 hours per week at \$7.25/hour.

The wage data included in these reports represent only the following individuals:

- Graduates successfully matched to the Unemployment Insurance Wage records collected by the Virginia Employment Commission (VEC).
- Graduates employed **in Virginia** by an entity that reports to the VEC. This excludes federal employees, including those within the Department of Defense.

What **employers** are subject to the Unemployment Tax and must be registered and file with the Virginia Employment Commission? They must have met one of the following criteria:

- One or more employees (ten employees if your operation is agricultural) for some portion of a day during any 20 different weeks in a calendar year

- A \$1,500 or more total gross quarterly payroll (\$20,000 if your business is agricultural; \$1,000 if domestic labor)
- Acquired a business subject to this tax*
- Been subject to the Federal Unemployment Tax
- You are a governmental operation or political subdivision
- A nonprofit organization under Section 501 (c)(3) of the Internal Revenue Code and had four or more employees for some portion of a day during any 20 different weeks in a calendar year*

These criteria mean that individuals working as consultants, independent contractors (including many psychologists, counselors, barbers, and cosmetologists) may be excluded, as are a list of others that may be found at <http://lis.virginia.gov/cgi-bin/legp604.exe?000+cod+60.2-219> .

Materials Provided:

- None

Financial Impact: None

Timetable for Further Review/Action: Staff recommends releasing the reports in mid-September.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

SCHEV Offices
101 N. 14th St., 9th floor
Richmond, Virginia
July 17, 2012
9:00 a.m.

Meeting Agenda

(Note: Some items from the July 17 meeting agenda may be addressed before adjournment of the July 16 meetings)

- | | | |
|---|------------|--|
| 1. Call to Order and Announcements | 9:00 a.m. | |
| 2. Public Comment Period | | |
| 3. Approval of Minutes (May 22, 2012) | | Page 1 |
| 4. Introduction of New Members | 9:05 a.m. | |
| 5. Remarks from Beth Murphy, Campus Director,
Richmond Campus Bryant & Stratton | 9:10 a.m. | |
| 6. Action on Report from Nominating Committee/
Council Elections | 9:30 a.m. | |
| 7. Director's Report | 9:45 a.m. | |
| 8. Gaining Early Awareness and Readiness for
Undergraduate Programs (GEAR UP) Scholarship
Program | 10:00 a.m. | Page 13 |
| 9. Briefings and Discussion: | 10:20 a.m. | |
| a. Preliminary Discussion of Potential Budget
Amendments for the 2012-14 Biennium | | Page 15 |
| b. Update on Higher Education Advisory Committee
(HEAC) | | Page 20 |
| c. Update on Board of Visitors Orientation | | Page 23 |
| BREAK | 11:15 a.m. | |
| 10. Report from Economic Opportunity Metrics
Task Force | | Page TF4
(See Task
Force Agenda) |

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| 11. | Report from Academic Affairs Committee: | 11:30 a.m. | (See Acad. Affairs Agenda) |
| | a. Action on Programs at Public Institutions | | Page A6 |
| | b. Action on Private and Out-of-State Post-secondary Education Institutional Certifications | | Page A25 |
| | c. Action on Minor Revisions to SCHEV Organizational Change Policy | | Page A29 |
| | d. Update on ACT College | | Page A42 |
| 12. | Action on 2012-13 Full Cost Report | | Page 25 |
| 13. | Discussion on Council Meeting Schedule for Calendar Year 2013 | 12:00 p.m. | Page 30 |
| 14. | Items Delegated to Staff | 12:10 p.m. | Page 32
(separate tab) |
| 15. | New Business/Old Business | 12:15 p.m. | |
| 16. | Adjournment | 12:30 p.m. | |

Next meeting: September 24-25, University of Mary Washington

NOTE: All meeting times are approximate and may vary slightly.

NOTE:

Materials contained in this Agenda Book are in draft form and intended for consideration by the Council at its meeting (dated above), and may not reflect final Council action. For a final version of any item contained in these materials, please visit the Council's website at www.schev.edu or contact Lee Ann Rung at LeeAnnRung@schev.edu.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
MAY 22, 2012
MINUTES**

Ms. Magill called the meeting to order at 9:10 a.m. in the Pickle Program Lounge, Colket Center, Roanoke College, Salem, Virginia. Council members present: Gilbert Bland, Johanna Chase, Whittington Clement, Joann DiGennaro, Jim Dyke, Mary Haddad, Stephen Haner, Susan Magill, G. Gilmer Minor, Julious Smith, and Katharine Webb.

Council members absent: none

Staff members present: Jim Alessio, Lee Andes, Peter Blake, Joseph DeFilippo, Alan Edwards, Dan Hix, Tod Massa, Kirsten Nelson, Lee Ann Rung and Diane Vermaaten. Greer Saunders from the Office of the Attorney General was also in attendance.

WELCOME

Ms. Magill introduced and welcomed Greer Saunders from the Office of the Attorney General. Ms. Saunders will serve as SCHEV Counsel, replacing Jake Belue.

PUBLIC COMMENT

No requests for public comment were received in advance of the meeting.

APPROVAL OF MINUTES

On motion by Ms. Chase and seconded by Ms. Haddad, the minutes from the March 20, 2012, meeting were unanimously approved as submitted.

REMARKS BY PRESIDENT MAXEY

Ms. Magill thanked President Maxey and the Council of Independent Colleges in Virginia for hosting the Council's meetings, including the collaborative Private College Advisory Board (PCAB) meeting on May 21.

President Maxey provided highlights about the student body at Roanoke College, including the fact that 54% of students enrolled are from Virginia. He also reported that 11% of students are classified as minority and represent 23 countries. The general education curriculum spans all four years and the average class size is 15. Currently, over 75% of students participate in at least one study abroad or internship opportunity. Dr. Maxey indicated that one out of five students serves in a leadership

role, chosen from approximately 140 leadership positions. President Maxey was proud to report that Roanoke College has been named an “Up and Coming Institution” by *U.S. News and World Report* and ranked 18th most attractive campus by the *Princeton Review*.

DIRECTOR’S REPORT

Mr. Blake distributed a copy of his report and highlighted the following items:

GEAR UP – Mr. Blake reported that SCHEV did not receive a renewal of the GEAR UP grant. Approximately six staff members will be affected, and the agency is exploring ways to incorporate elements of the program into current staff activities.

Military Education Advisory Committee (MEAC) – The first meeting of this newly formed committee took place on May 17. Members reviewed two pieces of legislation from the 2012 session, and established a work plan for the upcoming year.

Student Advisory Committee (SAC) – The April 15 meeting focused on the impact of drugs and alcohol on campus safety. Staff will be looking for ways in which the Council can be more engaged with this group. Suggestions are welcome and Mr. Blake indicated that one or two SAC members will be invited to upcoming Council meetings and other events.

Boards of Visitors Orientation (BOV) – Mr. Blake informed the Council that the orientation is being planned for October 23 in Richmond. Ms. DiGennaro will serve as the Council liaison to staff and the Governor’s office in planning the conference. Mr. Blake asked members to submit suggestions for possible speakers or the format for the BOV meeting to him or Ms. DiGennaro.

Marketing Virginia partnership – Staff assisted VEDP in completing an agreement with college and university presidents, in cooperation with the Virginia Economic Development Partnership, to increase the number of businesses that consider Virginia for expansion and growth. Next steps are to develop an action plan.

Longwood University President – Mr. Blake informed the members that Longwood University President, Patrick Finnegan, has stepped down due to health reasons. Dr. Ken Perkins, Longwood's interim vice president for academic affairs, has been appointed acting president. Dr. Perkins was present and was introduced. Ms. Brenda Atkins, Executive Assistant to the President for Governmental Affairs and Special Projects, was present and was thanked for her assistance during this difficult time.

Mr. Blake also reported on his recent meetings and travels in the Commonwealth on behalf of SCHEV. He also informed the Council of two recent agency-wide staff events, one of which celebrated Public Service Week.

BRIEFINGS AND DISCUSSIONS

Discussion of SCHEV's Involvement in Plan from Higher Education Advisory Committee (HEAC): Performance Measures Workgroup

Mr. Blake introduced Mr. Alessio who provided a brief presentation that included background information on the HEAC responsibilities. He also explained what HEAC requested of SCHEV staff, which included establishment of a work group to be responsible for making recommendations to the Advisory Committee by mid 2012 on performance measures. Mr. Alessio reviewed the work of the performance measure workgroup to date and lessons learned since higher education restructuring began. He also provided an abbreviated timeline for the work of the performance measures workgroup.

In response to a request by Council members, Mr. Blake agreed to keep them involved throughout the process before final recommendations are presented in October. Members also requested that staff keep the college presidents informed of the workgroup's progress.

Presentation on the Virginia Longitudinal Data System (VLDS)

Mr. Blake introduced Mr. Massa who provided an overview of the VLDS. The VLDS is a \$17.5M project funded by the U.S. Department of Education that will function as a partnership with education and workforce agencies to connect and share data that will allow researchers to assist in improving student outcomes. There are several facets to the data and Mr. Massa explained how the data will evolve.

The major outcomes of the project, as well as the key benefits, were reviewed. The Council felt this was an important initiative that is not fully understood by everyone likely to be affected. Ms. Magill indicated that she will be appointing a task force composed of members of the Council to work with staff to review and make recommendations to Council on matters related to the VLDS, institutional performance measures, and data analysis of higher education operations and outcomes. It was also suggested that a public and private college president be asked to assist the task force, if possible.

Discussion of Commonwealth Graduate Engineering Program (CGEP)

Mr. Blake reported that for the past several years, Council has been required to approve the CGEP annual report. However, as a result of a recommendation from the HEAC subcommittee, it was determined that the Council's approval of the planned expenditures was no longer necessary. This change was made in an effort to increase efficiency and due to the confidence in the program that has grown over the last decade. Ms. Vermaaten provided a few brief details about the program and introduced Dr. Rosalyn Hobson Hargraves, the current CGEP state chair, who provided a brief update. Dr. Glenda Scales, Virginia Tech CGEP director, was also present and was introduced. Dr. Hargraves highlighted the program activities over the last year and illustrated how the results are tied to the plan's strategic plan outcomes. Ms. Haddad and Ms. Vermaaten were thanked for serving on the CGEP

advisory board. Linda Vahala from Old Dominion University will serve as the CGEP state chair next year. Dr. Hargraves answered questions from members. Ms. DiGennaro volunteered to assist the state chair to find sustainable funding for the program.

Final Legislative Actions on 2012-14 Budget

Mr. Blake distributed a revised version of this item that was updated as new information from the Governor's budget became available. He addressed a few of the items of interest to Council. Mr. Hix provided additional details and answered questions. Mr. Haner asked that capital budget figures be provided to members. Mr. Blake agreed to send this information to the Council.

BREAK

The chairman called for a break at 10:55 a.m. The Council resumed the meeting at 11:05.

ACTION ITEMS

ACTION/DISCUSSION ITEMS FROM ACADEMIC AFFAIRS COMMITTEE

Ms. Haddad reported on the following items from the Academic Affairs Committee and asked Dr. DeFilippo to explain the following item:

Action on Annual Program Productivity/Viability Review

Dr. DeFilippo provided a brief review of the program productivity/viability review process and said staff was directed by Council to annually review programs completing their 5th year in the prior academic year. Longwood University's program did not initially meet the SCHEV criteria. However, after an enrollment and demand analysis, the program was changed and the enrollment patterns immediately improved. If Longwood continues with these trends, it is expected that it will meet the SCHEV targets on the next review. Representatives from Longwood were recognized and introduced. The following resolution was unanimously approved:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following degree program action:

Grant exemption from any further review or action at this time for the Longwood University Master of Business Administration (M.B.A.), due to positive enrollment trends.

Action on Programs at Public Institutions

Representatives from James Madison University were introduced and thanked for attending. Dr. DeFilippo provided a brief overview and the following resolution was unanimously approved:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Master of Arts (M.A.) degree program in Communication and Advocacy (CIP: 09.0999), effective fall.

Representatives from Norfolk State University were introduced and answered questions from members. It was mentioned that this is the only public historically black college/university to offer the program. The following resolution was unanimously approved:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Norfolk State University to initiate a Bachelor of Science (B.S.) degree program in Information Technology (CIP: 11.0103), effective fall 2012.

Action on Renewal of Approval for Old Dominion University Organizational Change (Virginia Beach Higher Education Center)

Dr. DeFilippo provided background information about this item and reminded the members that the Council endorsed a limited approval of the program five years ago which allowed ODU to offer four-year baccalaureate programming (including limited lower division instruction) at the Virginia Beach Higher Education Center (VBHEC). At the time, the proposal was opposed by Tidewater Community College (TCC). The five-year period is coming to an end, and therefore, Council action is required to continue ODU's authorization.

Dr. DeFilippo assured the Council that appropriate consultations have occurred with ODU, TCC, and NSU, including Chancellor DuBois (VCCS) and Interim President Spina (TCC). The Community College System and TCC have no objection to the ODU authorization being renewed according to the terms of the resolution. The following revised resolution was unanimously approved:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University (ODU) to offer 4-year baccalaureate programming at the Virginia Beach Higher Education Center (VBHEC), subject to the following conditions:

- 1. that 4-year baccalaureate programs and lower division courses at the VBHEC be available only to admitted ODU students;**
- 2. that the ODU 4-year baccalaureate programs available at the VBHEC be limited to those specified in Council's March 2007 approval (see Appendix);**
- 3. the number of sections of lower division courses offered at the VBHEC be kept to a maximum of 25 course sections per semester or summer session;**

4. that any future plans to alter the programming at the VBHEC beyond the conditions listed above be subject to (i) mutual consultation between ODU and Tidewater Community College and (ii) the Council's authorization before implementation.

Appendix: ODU programs authorized for 4-year format at the Virginia Beach Higher Education Center (as per Council's March 2007 approval)

Health Services

BS Health Sciences (leading in the 5th year to MS Community Health)

BS Medical Technology

BSN Nursing

Education & Counseling

BS Human Services

BS Interdisciplinary Studies (Teacher Preparation track, leading in 5th year to the MEd)

BS Psychology

Additional Applied

BS Communication

BS Criminal Justice Studies

BS Interdisciplinary Studies (Work and Professional Studies and Professional Writing tracks)

BS/BA Management

Action on Private and Out-of-state Postsecondary Education Institutional Certifications

Dr. DeFilippo explained the background on this request and the following resolution was unanimously approved:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Medical Solutions Academy to operate a postsecondary institution in the Commonwealth of Virginia, effective May, 21, 2012.

Action on Exempt Status of Centura College

Dr. DeFilippo explained the process required of institutions before they are eligible for exemption, which occurs after a ten-year period of meeting the SCHEV guidelines. Council is being asked to affirm the exemption in order to meet the Code of Virginia requirement that institutions be named specifically in order to retain eligibility for Title IV funding. The following resolution was unanimously approved:

BE IT RESOLVED that, pursuant to §23-276.4(C) of the Code of Virginia, the State Council of Higher Education for Virginia affirms that Centura College is

- (i) authorized to operate educational programs beyond secondary education in the Commonwealth of Virginia; and

- (ii) **exempt from the requirement of certification, effective May 22, 2012.**

Report on Closure of ACT College

The Council was updated by Dr. DeFilippo on the status of actions taken by the U.S. Department of Education Office of Inspector General with regard to ACT College. He provided information on staff's involvement in providing assistance to these students and reported that staff has been in constant contact with the college president, the Office of the Attorney General, and the U.S. Department of Education. The Academic Affairs Committee requested that an update be provided at the next meeting, which will also be provided to the full Council.

Mr. Dyke indicated that media coverage of the closure was intense in Northern Virginia, and he commended staff for staying on top of the situation. In response to questions raised by several members, Dr. DeFilippo agreed to explore additional administrative measures that could be taken to protect student records in future school closings.

Action on Request from Appalachian College of Pharmacy to Participate in the Virginia Tuition Assistance Grant (TAG) Program

Mr. Blake introduced Mr. Andes who provided information about the request. Mr. Andes reported that Appalachian College of Pharmacy meets all eligibility criteria and that it is an accredited, nonprofit college operating in Virginia. Two representatives from the college were introduced and answered questions from members. On motion by Ms. Haddad and seconded by Mr. Haner the following resolution was unanimously approved:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Appalachian College of Pharmacy's application to participate in the Virginia Tuition Assistance Grant Program beginning in the fall of 2013.

ITEMS DELEGATED TO STAFF

Mr. Blake noted the categories of recent actions taken by staff as delegated by the Council. Dr. DeFilippo provided an additional explanation about George Mason's title change request that was denied by staff. As required, a copy of these actions is attached to the minutes.

NEW BUSINESS

Action on Resolutions for Departing Council Members

Ms. Magill thanked Mr. Dyke for his service and read the following resolution which was unanimously approved by the Council. The official resolution was provided to Mr. Dyke:

WHEREAS, James W. Dyke, Jr. served as an exemplary member of the State Council of Higher Education for Virginia from 2004 to 2012; and

WHEREAS, Mr. Dyke ably served on various Council committees, including chair of the Resources Committee and as a member of the Executive Committee and various subcommittees; and

WHEREAS, Mr. Dyke further served the Commonwealth as Secretary of Education from 1990 to 1993; and

WHEREAS, his record of leadership and accomplishments in the legal profession and in community service enabled him to contribute significantly to creating policies to ensure the affordability, accountability, and accessibility of higher education in the Commonwealth; and

WHEREAS, Mr. Dyke consistently displayed a thoughtful approach as well as a deep and caring concern in his advocacy for making Virginia's outstanding system of public and private colleges and universities even better, particularly in the areas of financial aid for all students; and

WHEREAS, Mr. Dyke has worked tirelessly to maintain diversity and to champion the quality and unique missions of all of Virginia's colleges and universities, including his steadfast support for the Commonwealth's historically black colleges and universities; and

WHEREAS, Mr. Dyke has garnered the support and gratitude from fellow Council members who have had the honor and privilege of serving with him; and

WHEREAS, he will continue to work for the best interests of Virginia higher education and will remain a trusted friend and valued advisor as the Council continues its important work of advancing Virginia through higher education; now, therefore,

BE IT RESOLVED, that the State Council of Higher Education for Virginia expresses its sincere gratitude and appreciation to **James W. Dyke, Jr.** for his distinguished service and commitment to advancing the well-being of higher education in Virginia, and extends to him best wishes for continued success in all future endeavors.

Mr. Dyke said it was a privilege to serve on the Council and asked that the members continue to advocate for all of the things that have been important to him, including independent schools, community colleges, and HBCUs. He also extended his personal thanks to SCHEV staff, particularly Mr. Blake, Mr. Hix, and Ms. Rung.

Mr. Bland expressed his thanks to Ms. Magill and said the Council was lucky to have her experience in navigating the Council through tough times. He read the following resolution which was unanimously approved. The official resolution was provided to Ms. Magill:

WHEREAS, Susan Magill served as a tireless, active, and dedicated member of the State Council of Higher Education for Virginia from 2006 to 2012; and

WHEREAS, Ms. Magill also served with distinction as chair of the Council from 2010 to 2012 and as vice chair from 2009 to 2010; and

WHEREAS, she skillfully served as rector of the board of visitors of one of the Commonwealth's distinguished public colleges during a period of groundbreaking transition; and

WHEREAS, Ms. Magill was a strong advocate in working with the Governor, the Secretary of Education, and the Commission on Higher Education Reform, Innovation and Investment as it worked to improve an already robust system of higher education in Virginia; and

WHEREAS, her extensive experience in government and public policy matters helped lead Virginia higher education in forward-looking reforms to assist the students of Virginia; and

WHEREAS, Ms. Magill's creative leadership and strong example have generated respect among her colleagues and peers, and support and gratitude among fellow Council members who have had the privilege of serving with her; and

WHEREAS, she always conducted herself and the Council's business with dignity, understated resolve, and an inspiring desire to ensure that Virginia's colleges and universities maintain the highest standards of excellence in higher education; now, therefore,

BE IT RESOLVED, that the State Council of Higher Education for Virginia expresses its sincere gratitude and appreciation to **Susan A. Magill** for her commitment, distinguished service, and numerous contributions to higher education in Virginia, and extends to her best wishes for continued success in all future endeavors.

Ms. Magill expressed her joy in serving with each of the members and working with the SCHEV staff. She indicated that she is leaving the Council with regret but with a strong feeling that higher education in Virginia is in very good hands.

Mr. Blake expressed his appreciation to both Mr. Dyke and Ms. Magill for their service to the Council.

Dr. DeFilippo informed the Council of a one-day conference being planned for June 13. The topic will be "What it Means to be an Educated Virginian." Council members were encouraged to attend and will be sent additional information via email.

Report from Nominating Committee

Ms. Magill reminded the members that Mr. Dyke and Mr. Clement will serve with her on the Nominating Committee and indicated that a report will be provided at the July meeting, following the new appointments by the Governor.

It was announced that the next meeting will be held on July 16 and 17 in Richmond.

ADJOURNMENT

The meeting was adjourned at 12: 05 p.m.

G. Gilmer Minor
Secretary

Lee Ann Rung
Manager for Council and Executive Affairs

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were approved as delegated to staff:

Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Change the CIP Code of the Master of Science degree program in Environmental Science and Policy from 26.9999 to 03.0104.	Fall 2012
George Mason University	Change the CIP Code of the Doctor of Philosophy degree program in Environmental Science and Public Policy from 26.9999 to 03.0104.	Fall 2012
George Mason University	Change the program title from the Bachelor of Science degree program in Information Technology to the Bachelor of Science degree program in Applied Information Technology (11.0103).	Fall 2012

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following item was not approved as delegated to staff:

Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Title Change Not Approved: Doctor of Philosophy degree program in Earth Systems and Geoinformation Sciences, (40.0699), to the Doctor of Philosophy program in Geography and Geoinformation Science.	March 26, 2012

Governor's STEM Academies

Four (4) Governor's STEM Academy proposals were reviewed and approved as delegated to staff:

Title of Academy	Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies
Location	Landstown High School and Technology Academy, Virginia Beach City Public Schools
Name of Lead Entity	Virginia Beach City Public Schools
Date of Approval	March 15, 2012
Academy Initiation	2012-13

Title of Academy	The Grassfield High School Governor's STEM Academy
Location	Grassfield High School, Chesapeake Public Schools
Name of Lead Entity	Grassfield High School, Chesapeake Public Schools
Date of Approval	April 5, 2012
Academy Initiation	2012-13

Title of Academy	New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy
Location	Chantilly High School and Chantilly Academy, Fairfax County Public Schools
Name of Lead Entity	Fairfax County Public Schools
Date of Approval	April 15, 2012
Academy Initiation	2013-14

Title of Academy	Roanoke County Governor's STEM Academy at the Burton Center for Arts and Technology
Location	Center for Arts and Technology, Roanoke County Public Schools
Name of Lead Entity	Burton Center for Arts and Technology, Roanoke County Public Schools
Date of Approval	April 15, 2012
Academy Initiation	2012-13

State Council of Higher Education for Virginia Agenda Item

Item: #8 – Gaining Early Awareness and Readiness for Undergraduate Programs
(GEAR UP) Scholarship Awards

Date of Meeting: July, 17, 2012

Presenters: Lee Andes
Assistant Director for Financial Aid
leeandes@schev.edu

Tierney McAuley
GEAR UP Scholarship Administrator
tierneymcauley@schev.edu

Christina Hamm
GEAR UP Scholarship recipient
cmhamm@hotmail.com

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

This summer SCHEV is awarding more than 1,000 scholarships and grants through the GEAR UP program.

Scholarships are awarded based on a variety of factors including financial need, participation in GEAR UP activities, and academic preparation and performance. Annual awards will match the prevailing maximum Pell grant (currently \$5,550) for up to six years.

The GEAR UP Virginia Achievement Grant is a financial aid program available to approximately 400 eligible students who will receive a one-time \$2,000 award.

The presentation will describe the awards process and introduce one of the recipients. It will also explain how information gathered from applicants will be used for research by the College Access Challenge Grant (CACG) project.

Materials Provided:

- None

Financial Impact: None

Timetable for Further Review/Action: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #9.a – Preliminary Discussion of Potential Budget Amendments for the 2012-14 Biennium

Date of Meeting: July 17, 2012

Presenter: Dan Hix, Finance Policy Director, DanHix@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

- The State Council of Higher Education for Virginia (SCHEV) has statutory responsibility to make budget recommendations on systemwide higher education issues such as the base adequacy funding guidelines, faculty salaries and student financial aid.
- The attached document provides a list of budget items that have traditionally been the Council's focus, along with a brief summary of their current status, for possible consideration for recommendation to the Governor and General Assembly in the 2013 legislative session.

Materials Provided:

Overview of Potential Budget Amendments for Systemwide Items

Financial Impact: To be determined.

Timetable for Further Review/Action:

The Council will need to take final action on any SCHEV (agency) budget recommendations at its September meeting. Staff will provide preliminary recommendations on systemwide budget items for discussion at the September meeting, with final action to be taken at the October meeting.

Resolution: None.

OVERVIEW OF POTENTIAL BUDGET AMENDMENTS FOR SYSTEMWIDE ITEMS

Budget Item	Guideline Calculations and Current Funding	2012-14 Consideration
Base Adequacy/ Cost of Education	<ul style="list-style-type: none"> ▪ Based on the 2010-11 actual enrollment, the system was funded at an average of 93% of guidelines in 2011-12. ▪ The Council recommended additional funding of \$276.8 million (\$153.7 million in general fund and \$123.1 million from nongeneral funds) to support base operation needs in the 2012-14 biennium – the first part of a two-biennia phase in to full funding. ▪ The 2012 legislation provided \$65.3 million additional general fund support for E&G programs in FY 2013 and another \$17.7 million in FY2014 over the FY2013 level. 	<p>Adequate base funding is essential to ensuring both quality and affordability at our institutions. It is critical that we continue to work toward achieving this goal identified in the Virginia Higher Education Opportunity Act of 2011.</p>
Fund Share Equity/ Affordability	<ul style="list-style-type: none"> ▪ The 2011 base adequacy calculation revealed 3 institutions were at or above 100% of guidelines and another 4 institutions were above the average funding level for the system. These institutions reached funding primarily through tuition increases. Like other institutions, they also have a funding shortfall in terms of their general fund share. Funding for basic operation is not only an issue of providing adequate funding but also an issue of equity/ affordability that will allow institutions to mitigate the need of tuition increases. ▪ The Council recommended additional funding of \$13.8 million in general fund in the 2012-14 biennium to mitigate the need for tuition increases. The additional funding methodology was based on institutions at or above 100% of guidelines receiving additional state support to reduce their general fund shortfall by 5% over the biennium, and institutions currently above the system average of 93% of guidelines receiving additional state support to reduce their general fund shortfall by 2.5%. ▪ The Governor used a similar funding methodology in his introduced budget to propose \$25.5 million general fund for institutions' base operation in the 2012-14 biennium. ▪ The 2012 General Assembly provided no funding for this item. 	<p>Paragraph C of Section 23-38.87:13 of the Higher Education Opportunity Act says, "State general funds shall be allocated and appropriated to institutions in a fair and equitable manner such that, to the extent practicable, the percentage of the cost of education for Virginia students enrolled at an institution to be funded from state general funds is the same for each institution." Paragraph A of the same section says that 67 percent of an institution's cost of education for Virginia students should be funded by the state general fund.</p>
Faculty Salaries	<ul style="list-style-type: none"> ▪ Virginia T&R faculty at 4-year institutions ranked at 31st percentile of their national peers in FY2012 (60th percentile is the goal). ▪ The AAUP annual survey showed that the average 	<p>Continue seeking funding to raise the average Virginia faculty salaries to the 60th percentile goal.</p>

Budget Item	Guideline Calculations and Current Funding	2012-14 Consideration
	<p>faculty salary increased 1.8% in 2011-12. Between 2008 and 2012 the average faculty salary across the country increased by 2.28%. Over the same period, faculty salaries in Virginia did not increase.</p> <ul style="list-style-type: none"> ▪ The Council recommended additional funding of \$48.6 million (\$24.6 in general fund and \$24.0 million from nongeneral funds) for a 2% annual faculty salary increase in the 2012-14 biennium. ▪ The 2012 General Assembly provided a 2% base salary increase for all state employees in FY2014 . 	
Projected Per-Student Enrollment Based Funding	<ul style="list-style-type: none"> ▪ The Council recommended additional funding of \$23 million in general fund for projected undergraduate enrollment growth in the 2012-14 biennium. ▪ The 2012 legislation provided additional funding of \$11.8 million per year in the 2012-14 biennium. However the funding is based on a mix of past and projected enrollment growth. 	Per-student enrollment-based funding is provided in the TJ21 legislation to incentivize future in-state undergraduate enrollment growth with funding equivalent to the amount of the Tuition Assistance Program (TAG).
Undergraduate Student Financial Aid	<ul style="list-style-type: none"> ▪ The Council recommended \$53.9 million in additional general fund support (\$18 million in FY2013 and \$35.9 million in FY2014) for the 2012-14 biennium in order to keep pace with the number of eligible students, higher tuition charges and other cost increases. ▪ The % of need met was estimated at 47.8% for FY2012. ▪ The 2012 legislation provided \$8.4 million in additional general fund in each year of the biennium. 	Continued use of the Partnership model as a recommendation and allocation formula with the goal to mitigate the rising cost of higher education. The Partnership model allocates financial assistance resources to institutions with the most student need.
Targeted Economic and Innovation Incentives	<ul style="list-style-type: none"> ▪ The Council recommended that a competitive funding pool of \$80 million be established for the 2012-14 biennium and be allocated to four-year institutions, Richard Bland College, and the Virginia Community College System based on an allocation methodology developed by the Council of Presidents with Council modifications. ▪ The 2012 legislation provided \$14.3 million each year in the general fund to support this initiative. 	Targeted economic and innovation incentives is one of the four components of the new funding model in the Higher Education Opportunity Act. The four include: 1) basic operations and instruction, 2) per student enrollment based funding, 3) need-based financial aid, and 4) targeted economic and innovation incentives.
O&M for New Facilities	<ul style="list-style-type: none"> ▪ Based on a SCHEV survey in early 2011, 51 new facilities are to be completed and open for use in the 2012-14 biennium. ▪ SCHEV staff worked with the institutions and estimated an additional funding need of \$33.5 million (\$16.5 million in general fund and \$17.0 million from nongeneral funds) in 2012-14. ▪ The 2012 legislation provided no additional funding for 	<p>As institutions are currently under-funded, without additional funding targeted to maintain new space coming online in FY2014, institutions must either raise tuition or divert money from their existing budgets (or do both) to support these new needs as they did for FY2013.</p> <p>SCHEV staff is currently surveying the institutions to determine the amount and</p>

Budget Item	Guideline Calculations and Current Funding	2012-14 Consideration
	this item.	cost of new space coming online in FY2014.
Higher Education Equipment Trust Fund (HEETF)	<ul style="list-style-type: none"> ▪ The Council recommended an additional appropriation of \$13.0 million from the general fund for the debt service necessary to finance \$164.8 million in equipment for the 2012-14 biennium, including \$36.4 million for sponsored research equipment, through the HEETF. ▪ The 2012 General Assembly provided a \$118.3 million authorization in the 2012-14 biennium, including an additional \$6.2 million for sponsored research equipment in FY2013, based on the same methodology used in the SCHEV recommendations, and provided \$9.7 million for debt service in FY2014. 	A consistent level of support is needed to replace current eligible equipment inventories as necessary and remain technologically competitive.
Student Success, Institutional Efficiency and Effectiveness	<ul style="list-style-type: none"> ▪ The Council recommended \$12.8 million in FY2013 and \$14.9 million in FY2014 from the general fund for five areas of state investment to support college degree attainment and encourage institutional efficiency and effectiveness. The funding areas are retention and completion, two-year transfer grant program, 4-VA partnership, ODU and VCCS partnership, and fund for excellence and innovation. ▪ The 2012 legislation provided \$7 million each year in general fund for retention and degree completion. 	Continue seeking funding for these areas to support college degree attainment and encourage institutional efficiency and effectiveness.
Commonwealth Graduate Engineering Program (CGEP)	<ul style="list-style-type: none"> ▪ Total appropriations are \$4 million (\$2.6 million in general fund and \$1.4 million from nongeneral funds) in each year of the 2012-14 biennium. ▪ Including institutional funding, total program spending is expected to be in excess of \$6.1 million in each year of the 2012-14 biennium. 	All of the participating institutions are continuing the initiative to transition the delivery of CGEP courses from videoconferencing to online delivery to the desktop. This change is critical in order to improve access to programs for the target audience—working professional engineers. A targeted increase in state support to help achieve this transition may be a good investment—if the goal is a significantly increased production of graduate level engineers.
Graduate Student Financial Aid	<ul style="list-style-type: none"> ▪ The Council recommended additional general fund support of \$10.7 million (\$3.6 million in FY2013 and \$7.1 million in FY2014) for the 2012-14 biennium in order to return to the 1995 award level that represented about 13% of the cost of tuition and fees. ▪ The 2012 legislation provided \$1.8 million additional funding in FY2014. 	Continue seeking increases in funding to this program to mitigate the rising cost of higher education.
Tuition Assistance Grant Program--TAG (Appropriated)	<ul style="list-style-type: none"> ▪ The maximum award amount was \$2,650 for undergraduate students and \$1,150 for qualified graduate and medical students in FY2012. ▪ The Council recommended \$21.1 million in additional 	Continue seeking increases in funding to this program to mitigate the rising cost of higher education.

Budget Item	Guideline Calculations and Current Funding	2012-14 Consideration
through the SCHEV Budget)	<p>general fund support (\$6.4 million in FY2013 and \$14.7 million in FY2014) for the 2012-14 biennium in order to raise the undergraduate and graduate maximum annual award to \$2,800 and \$3,000 respectively.</p> <ul style="list-style-type: none"> ▪ The 2012 legislation provided an additional \$5.8 each million general fund each year to increase the award level from \$2,650 to \$2,800. ▪ According to SCHEV projections, \$5.9 million in additional funding will increase the undergraduate award by about \$50 with undergraduate students projected to receive \$2,800 and graduate students \$1,300 in FY2013. 	
Maintenance Reserve	<ul style="list-style-type: none"> ▪ The Council adopted a ten-year Maintenance Reserve funding plan beginning in the 2004-06 biennium. The goal was to allow each institution to achieve a campus-wide Facility Condition Index (FCI) of "Good" over a ten year period through a series of scheduled appropriations. The "Good" designation applies to assets whose deferred maintenance requirements are five percent or less of the value of the asset. Since the inception of this ten-year phased approach to achieving a target FCI, actual funding has fallen short of Council's recommendations. The cumulative shortfall through four biennia is approximately \$501.5 million. ▪ The estimated funding need for normal facility maintenance is \$164. 2 million in the 2012-14 biennium. ▪ The council recommended a total of \$665.7 million for maintenance reserve program in the 2012-14 biennium. ▪ The 2012 General Assembly authorized \$34.5 million for higher education in the 2012-14 biennium. 	<p>Funding provided through the Maintenance Reserve Program constitutes a critical component of the Commonwealth's capital outlay support for its public colleges and universities. In fact, the Department of Planning and Budget requires that institutions make Maintenance Reserve requests their highest capital outlay priority.</p> <p>Adjustments to the calculation of the original need, based on institutional facility condition reports, will be made as well as a recalculation of the phased amounts for the remainder of the ten year target period. These estimates will be available for discussion and approval this fall.</p>

State Council of Higher Education for Virginia Agenda Item

Item: #9.b. – Update on Higher Education Advisory Committee (HEAC)

Date of Meeting: July 17, 2012

Presenter: James M. Alessio, Higher Education Restructuring Director,
JamesAlessio@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information:

The Higher Education Opportunity Act of 2011 created the Higher Education Advisory Committee (HEAC) with the responsibility to develop and review at least every five years

- state goals and objectives each public institution of higher education should be expected to achieve, and
- objective criteria for measuring educational-related performance with regard to those goals and objectives, including incentive performance, and
- the benefits or consequences for meeting or not meeting those goals and objectives, including incentive performance benefits.

At its November 7, 2011, meeting, HEAC asked SCHEV staff to form a workgroup to address the following these items. To this end, SCHEV staff formed a workgroup to accomplish these objectives. The workgroup is composed of the following members:

- Presidents
 - Keith Miller (Virginia State University)
 - Rick Hurley (University of Mary Washington)

- Chief Academic Officers
 - Sandy Huguenin (University of Virginia's College at Wise)
 - Susan Wood (Virginia Community College System)
- Chief Financial Officers
 - Bob Green (Virginia Military Institute)
 - Dwight Shelton (Virginia Tech)
- Directors of Institutional Research
 - Alona Smolova (Norfolk State University)
 - George Stovall (University of Virginia)
- Legislative Money Committee Staff
 - April Kees (Senate Finance Committee)
 - Tony Maggio (House Appropriation Committee)
- Planning and Budget Staff
 - Ruth Anderson
 - Scott Sandridge
- SCHEV Staff
 - Jim Alessio
 - Beverly Covington
 - Diane Vermaaten

The workgroup is in the process of developing revised state- and institution-level objectives, new Institutional Performance Standards (IPS) that will replace existing measures, and evaluation criteria/standards. The workgroup will make preliminary recommendations to HEAC on the afternoon of July 17. HEAC, in turn, is responsible for making recommendations to SCHEV. The timetable for review and recommendations is as follows:

- July 17 – SCHEV update/discussion
- July 17 – HEAC preliminary recommendations
- July 30 – IPAC update/discussion
- August 27 – HEAC final recommendations
- August 27 – GPAC update/discussion
- September 7 – HEAC final recommendations forwarded to SCHEV members
- September 12 – FAC update/discussion
- September 14 – IPAC update/discussion
- September 24 – SCHEV & GPAC review/discussion of HEAC recommendations
- September 25 – SCHEV review of HEAC recommendation
- October 12 – IPAC update/discussion
- October 22 – GPAC update/discussion
- October 24 – FAC update/discussion
- October 30 – SCHEV final recommendations to Governor and General Assembly

The workgroup surveyed the institutions in June to get their input regarding performance measures, certification, target setting, and fulfilling the requirements of the Higher Education Opportunity Act. The workgroup is in the process of reviewing the survey results and preparing a set of preliminary recommendations. Preliminary recommendations are scheduled to be presented to HEAC at its July 17 meeting.

A copy of the HEAC June 27, 2011 meeting agenda is attached. Copies of presentations from the meeting are available at:

<http://www.education.virginia.gov/Initiatives/HigherEducationAdvisoryCommittee/index.cfm>

Materials Provided:

- June 27, 2012 HEAC meeting agenda

Financial Impact: None

Timetable for Further Review/Action:

- Council will review HEAC recommendations at its September 24 meeting and act on final recommendations at the October 22 meeting.

Resolution: None.



COMMONWEALTH of VIRGINIA

Office of the Governor

Laura W. Fornash
Secretary of Education

Higher Education Advisory Committee Meeting

June 27, 2012

3:00-5:00 p.m.

Senate Room 3, Virginia State Capitol

1. ***Opening Remarks***-Ms. Laura Fornash, Secretary of Education
2. ***Budget Overview***- Mr. Peter Blake, Executive Director, State Council of Higher Education for Virginia
3. ***Overview of Performance Measures Workgroup***- Mr. Jim Alessio, Director of Higher Education Restructuring, State Council of Higher Education for Virginia
4. ***Demand for STEM-H Skills Outpace Overall Growth***- Dr. Chris Chmura and Ms. Leslie Peterson, Chmura Economics and Analytics
5. ***Panel Discussion- Credentials that Count for the Commonwealth: The Workforce Needs of Key Industry Sectors***
 - **Moderated by Elizabeth Creamer, Director of Education and Workforce Development**
 - Gay Plungas- Executive Director, Virginia Health Workforce Development Authority
 - Brett Vassey- President and CEO, Virginia Manufacturers Association
 - Ann Randazzo- Executive Director, Center for Energy Workforce Development
 - Leilani Todd- Vice President for Human Resources, Mecklenburg Electric Cooperative and Chair, Virginia Energy Workforce Consortium
 - David Wright- Senior Vice President, Capital One
 - Diane Miller- Director of Operation Cybersecurity Group, Northrup Grumman
6. ***Next Steps***- Ms. Laura Fornash, Secretary of Education

Next Meeting:

Tuesday, July 17th- 1:30-3:30 p.m.

Patrick Henry Building, West Reading Room

State Council of Higher Education for Virginia Agenda Item

Item: #9.c. – Update on Board of Visitors Orientation

Date of Meeting: July 17, 2012

Presenter: Joann P. DiGennaro
SCHEV Council Member

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

On October 23, 2012, SCHEV will host the annual Board of Visitors Orientation as charged by the General Assembly in the Code of Virginia (below):

§ [23-9.14:1](#). *Educational programs for governing boards.*

From such funds as are appropriated for such purpose, the Council shall develop, in consultation with public institutions of higher education and members of their governing boards, educational programs for the governing boards of such institutions. New members of such governing boards may participate in the programs, which shall be designed to address the role, duties, and responsibilities of the governing boards and may include in-service programs on current issues in higher education. In developing such programs, the Council may consider similar educational programs for institutional governing boards in other states.

(1996, cc. [868](#), [992](#).)

The orientation is being held at the Workforce Development Conference Center on the Parham Road Campus of J. Sargeant Reynolds Community College.

The agenda for the orientation will be developed over the next several months with input from Secretary of Education Laura Fornash, Secretary of the Commonwealth Janet Kelly, and the institutions.

Possible topics include effective board service, major issues in Virginia higher education, use of data for decision making and quality improvement, and perspectives on leadership from board members and presidents. Representatives from the Office of the Attorney General usually provide information on open

meetings, Freedom of Information Act requirements, and economic disclosure requirements.

Materials Provided:

- An Overview of the Duties of the State Council of Higher Education for Virginia and Governing Boards in Virginia
- Agenda from the October 2011 Board of Visitors orientation

Financial Impact: While there are no specific funds appropriated to support the orientation, SCHEV does incur costs associated with planning and executing the event. The total cost of the event depends on attendance and on travel and remuneration associated with guest speakers. We are fortunate that J. Sargeant Reynolds Community College is making its facility available at no charge.

Timetable for Further Review/Action: Planning will continue through the summer and fall. Council will receive an update at its September meeting.



State Council of
Higher Education for Virginia

An Overview of the State Council of Higher Education for Virginia and the Governing Boards in Virginia

An Overview of SCHEV

Established in 1956, the State Council of Higher Education is the Commonwealth's coordinating board for its system of over 100 colleges and universities. The Code of Virginia specifies that SCHEV must "provide, in consultation with public institutions of higher education and members of their governing boards, educational programs for the governing boards of such institutions. New members of such governing boards may participate in the programs, which shall be designed to address the roles, duties and responsibilities of the governing boards and may include in-service programs on current issues in higher education."

SCHEV's Mission:

Promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education.

SCHEV's Vision:

Be the recognized source for accurate information, meaningful innovation, and informed leadership in higher education.

SCHEV's Role in Virginia Higher Education:

- Provide coordination for the public and private colleges and universities that make up the system. SCHEV respects the distinct missions of each institution, yet works to bring them together to meet common systemwide challenges so higher education can effectively serve the Commonwealth. Such challenges include: resources, critical shortage areas, access, and student success.
- Present policy guidance and recommendations to the Governor, General Assembly, and the institutions. SCHEV advises on such key areas as systemwide operating and capital budget planning, and student financial aid.

- Serve as a catalyst for change, progress, and systemwide improvements. SCHEV produces reports, studies, and analysis on timely and emerging issues, such as the affordability of Virginia’s public and private institutions, institutional assessment, higher education funding, and research at Virginia colleges and universities.
- Be a reliable resource for accurate information and policy expertise. SCHEV is a reliable resource for accurate information and policy expertise for: institutions, legislators, the Governor’s Office, national organizations, media, and the public.
- SCHEV’s current annual appropriation is approximately \$91 million. Included in this amount: \$3.8 million for agency operations; \$70 million for student financial aid programs; \$7.7 million for programs that directly support students and faculty in Virginia’s system of higher education; and \$3.3 million in federal education-related grant programs.

SCHEV’s current roles and responsibilities can be categorized in 3 distinct ways:

- Ongoing duties specified in the Code of Virginia, including
 - ✓ Develop statewide strategic plan
 - ✓ Review and approve changes in “statement of mission” at public institutions
 - ✓ Evaluate proposals to change degree-granting levels
 - ✓ Review and approve enrollment projections
 - ✓ Review and approve all new academic programs
 - ✓ Review and require discontinuance of academic programs that are unproductive or unnecessarily duplicative
 - ✓ Review and approve organizational changes above the department level
 - ✓ Develop guidelines for the assessment of student achievement
 - ✓ Review and approve changes to the inventory of educational and general (E&G space)
 - ✓ Provide advisory services to accredited, nonprofit private institutions
 - ✓ Require the development of articulation, transfer, and dual enrollment admission agreements
 - ✓ Provide updates of base adequacy funding guidelines and calculate each institution’s basic operations and instruction funding need as specified in the 2011 Higher Education Opportunity Act
 - ✓ Monitor and report on tuition and fees

- ✓ Administer the Tuition Assistance Grant (TAG) program for Virginia residents attending in-state, nonprofit, independent institutions
 - ✓ Administer various state-level student aid programs
 - ✓ Regulate proprietary schools, for-profit institutions, and out-of-state institutions operating in Virginia
 - ✓ Administer federal programs, such as the College Access Challenge Grant program and the higher education component of No Child Left Behind
 - ✓ Determine eligibility for domicile status
 - ✓ Oversee the Outstanding Faculty Awards program
- One-time or short-term mandates and responsibilities specified in budget language, joint resolutions, or legislative requests
 - ✓ Creation of institutional performance measures and economic opportunity metrics as required by the 2011 Higher Education Opportunity Act.
 - ✓ Publication of data on the SCHEV website on the proportion of graduates with employment at 18 months and five years after the date of graduation for each public institution and each private nonprofit institution of higher education eligible to participate in the Tuition Assistance Grant Program. (HB639, 2012)
 - ✓ Development of guidelines for the awarding academic credit to students for educational experience gained from service in the armed forces of the United States. (HB195, 2012)
 - ✓ Development of guidelines that recognize the scheduling difficulties and obligations encountered by active duty members of the United States armed forces. (HB2012)
- Routine (non-codified) activities necessary to SCHEV's mission. Such responsibilities include:
 - ✓ Responding to Constituent inquiries
 - ✓ Serving as an unbiased information resource for the media and elected officials
 - ✓ Tracking higher education-related legislation
 - ✓ Providing testimony during the General Assembly session
 - ✓ Serving on external committees

An Overview of Governing Boards in Virginia

The governing boards for the public institutions of higher education in Virginia were created in the code sections of each individual institution. The language for Radford University is typical of this language and appears below.

§ 23-155.1. Corporation composed of board of visitors created; style.

The corporation composed of the board of visitors of Radford College, heretofore established by law, is continued as the board of visitors of Radford University under the style of "The Visitors of Radford University" in this chapter hereinafter referred to as the board. All laws relating to Radford College or the board of visitors of Radford College shall be construed as relating to Radford University or the board.

The rights and powers of the governing boards are also created in the code sections of each individual institution. The language for Virginia Commonwealth University is typical of this language and appears below.

§ 23-50.10. Rights and powers of board generally; appointment, etc., of president, faculty and staff; rules and regulations.

The board of visitors shall be vested with all the rights and powers conferred upon it by this chapter insofar as the same are not inconsistent with the general laws of the Commonwealth.

The board shall appoint the president, who shall be the chief executive officer of the University, and all professors, teachers, staff members and agents, and shall fix their salaries and shall prescribe their duties.

The board shall make all rules and regulations it deems advisable concerning the University and shall generally direct the affairs and business of the University.

General Information:

- There are 14 institutional governing boards in the Commonwealth.
- The State Board of Community Colleges governs the Virginia Community College System's 23 community colleges.
- The Board of Visitors at the College of William and Mary has authority over both the College and Richard Bland College.
- The Board of Visitors of the University of Virginia has authority over both the University and the University of Virginia's College at Wise.

Generally, institutional governing boards:

- Set institutional mission and purpose
- Control the funds of the institution and any appropriation provided, to include the salaries of the president, professors, teachers, and agents

- Serve as the final institutional authority
- Provide general policy direction and management oversight
- Select, monitor the performance of, and support, the president of the institution
- Monitor and assess the institution's performance
- Establish faculty personnel policies
- Establish policies for, and sometimes set, tuition and fees
- Set admission policies for the institution
- Regulate the government and discipline of students
- Care for, preserve, and improve property belonging to the institution
- Ensure an ongoing strategic planning process
- Preserve institutional independence
- Serve occasionally as a court of appeals

Examples of 2012 Legislation Affecting Governing Boards in Virginia

University of Virginia; board of visitors. Increases the size of the board of visitors from 16 to 17, of whom (i) at least 12 shall be appointed from the Commonwealth at large, (ii) at least 12 shall be alumni of the University of Virginia, and (iii) at least one shall be a physician with administrative and clinical experience in an academic medical center. (HB629)

Requires that governing boards of public institutions implement policies to award academic credit to students for educational experience gained from military service. With the consent of the patron, this bill was amended to allow SCHEV's Military Education Advisory Committee to address this issue when it begins holding meetings later this year. (HB195)

Directs the Joint Legislative Audit and Review Commission to study the cost efficiency of the Commonwealth's institutions of higher education and to identify opportunities to reduce the cost of public higher education in Virginia. The two-year study will conclude in November 2014. (HJ108)



Boards of Visitors Orientation

Patrick Henry Building, West Reading Room • 1111 East Broad Street • Richmond, VA 23219
October 17, 2011

8:00 a.m. [Registration and Continental Breakfast](#)

8:30 a.m. [Welcome & Introductions](#)

Susan Magill, Chair, State Council of Higher Education for Virginia

The Honorable Laura Fornash, Virginia Secretary of Education

9:00 a.m. [The Future of Higher Education in Virginia](#)

Thomas Farrell, II, Chairman, President, and CEO, Dominion Resources, Inc.,
Chairman of the Governor's Commission on Higher Education Reform, Innovation
and Investment, and Virginia Commonwealth University Board of Visitors

9:30 a.m. [Panel 1: Perspectives on Virginia Higher Education](#)

Gil Bland, Vice Chair, State Council of Higher Education for Virginia, *Moderator*

The Honorable Laura Fornash, Virginia Secretary of Education

Peter Blake, Interim Director, State Council of Higher Education for Virginia

The Honorable Tom Rust, Virginia House of Delegates, Chair of the Education
Committee's Higher Education Subcommittee

Jake Belue, Assistant Attorney General

10:30 a.m. [Break](#)

10:40 a.m. [Governor's Remarks](#)

The Honorable Bob McDonnell, Governor of Virginia

11:15 a.m. [National Issues in Higher Education](#)

Anne Neal, President, American Council of Trustees and Alumni

12:15 p.m. [Lunch and Keynote Address: Financial Issues in Undergraduate Education](#)

Mark Kantrowitz, Publisher, FinAid.org

1:35 p.m. [A Perspective on What Makes a Good Board Member](#)

The Honorable Janet Polarek, Secretary of the Commonwealth

1:45 p.m. [Panel 2: Trusteeship at Virginia's Colleges and Universities](#)

Gil Minor, Member, State Council of Higher Education for Virginia, *Moderator*

Helen Dragas, Rector of the University of Virginia Board of Visitors

Joseph Funkhouser, James Madison University Board of Visitors

C. Daniel Clemente, George Mason University Board of Visitors

Judi Lynch, Longwood University Board of Visitors

Jeff Ainslie, Old Dominion University Board of Visitors

Jim Rogers, Virginia Military Institute Board of Visitors

2:45 p.m. [Break](#)

3:00 p.m. [Panel 3: The Presidents' Perspectives](#)

Linwood Rose, President of James Madison University and Chair of the Council of Presidents, *Moderator*

Glenn DuBois, Chancellor of Virginia Community College System

Keith Miller, President of Virginia State University

Taylor Reveley, President of The College of William and Mary

Rick Hurley, President of University of Mary Washington

4:00 p.m. [Closing Remarks](#)

Electronic materials from today's meeting can be found at www.schev.edu/BOV/default.asp



State Council of Higher Education for Virginia Agenda Item

Item: #12 - Action on the 2012-13 Full Cost Report

Date of Meeting: July 17, 2012

Presenter: Dan Hix, Finance Policy Director, DanHix@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: 7/19/2011

Action: Approval of the 2011-12 Full Cost Report

Background Information/Summary of Major Elements:

- General Provisions language contained in the 1990 Appropriation Act made institutions aware that the objective of the Commonwealth was that nonresident students should pay no less than the full cost of their education by 1992-93.
- During the 1996 General Assembly session, the Council staff noted that substantial state general fund increases for the 1996-98 biennium would increase average educational costs and would result in large increases in nonresident tuition at some institutions if they were to continue to meet the 100 percent requirement.
- To address this concern, the General Assembly added language to the Appropriation Act that gave the Council the ability to approve exemptions, thus authorizing a phased approach to meeting the 100 percent requirement.
- In 2003, the Joint Subcommittee on Higher Education Funding Policies revised the 2001 funding guidelines and developed a fund-split model to be used in conjunction with the base adequacy guidelines for higher education institutions. This model identifies the cost of an institution's base operation and calculates the fund share of the cost by student level, domicile and program.
- As a result, the 2004 Appropriation Act includes the following revised tuition policy in Item 4-2.01.b.2:
 - *b) "The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges*

at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.”

- *c) “For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.”*

- Thus 2004-05 became the first year that the full cost study was based on the base adequacy guidelines. That is, the study examines the nonresident tuition and mandatory educational and general (E&G) fee rates as a percent of the guideline calculated cost per-FTE student rather than the E&G appropriations at an institution.
- Based on institutions’ 2012-13 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2011-12.
- Staff recommends that the Council of Higher Education approve the 2012-13 Full Cost Report.

Materials Provided: The 2012-13 Full Cost Report

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2012-13 Full Cost Report.

2012-13 Full Cost Report

The 1990 Appropriation Act states, “the objective of the Commonwealth is to ultimately charge nonresident students the full cost of their education.” By 1992, every Virginia state-supported college and university had come into compliance with the requirement that nonresident tuition equal or exceed 100 percent of average educational cost.

During the first half of the 1990’s, many institutions also relied heavily on double-digit increases in tuition and fees to pay for operations. These tuition increases, combined with meeting the requirement that nonresident students pay the full cost of their education, made a number of institutions less financially attractive to non-Virginians.

During the 1996 Session, the Council staff and the affected institutions noted that substantial state general fund increases for 1996-98 would increase average educational costs and result in large increases in nonresident tuition at some institutions if they were to continue to meet the 100 percent requirement. To address this, the General Assembly included the following language in the Appropriation Act:

“The determination of proper tuition, fees and charges shall be made by the Board of Visitors or other governing bodies of institutions of higher education provided, however, that the tuition and fee charges to nonresident students shall be not less than 100 percent of the average cost of education as calculated by the State Council of Higher Education in consultation with the Department of Planning and Budget. The State Council of Higher Education may authorize a phased approach to meeting this requirement when, in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.”

To examine institutions’ compliance with the policy, Council staff compared each institution’s nonresident tuition and mandatory educational and general (E&G) fee charges as a percent of its E&G appropriations per student.

In 2003, the Joint Subcommittee on Higher Education Funding Policies revised the 2001 funding guidelines and developed a fund-split model to be used in conjunction with the base adequacy guidelines for higher education institutions. This model identifies the cost of an institution’s base operation and calculates the fund share of the cost by student level, domicile and program.

As a result, the 2004 Appropriation Act includes the following revised tuition policy, *Item 4-2.01.b.2*:

b) “The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the

average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.”

c) “For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their encouragement.”

Based on institutions' 2012-13 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2011-12 (Table 1).

Table 1

**2012-13 Average Nonresident Tuition
As a Percent of Average Cost of Education**

Institutions	Average Guideline Calc. Cost Per Student ⁽¹⁾	Average Nonresident Tuition ⁽²⁾	% of Cost
GMU	\$15,460	\$25,094	162%
ODU	\$13,913	\$20,654	148%
UVA	\$19,040	\$30,800	162%
VCU	\$15,381	\$21,241	138%
VT	\$17,356	\$23,343	134%
CWM	\$19,470	\$28,393	146%
CNU	\$12,678	\$15,794	125%
UVAW	\$13,505	\$18,943	140%
JMU	\$12,518	\$19,305	154%
LU	\$12,700	\$18,592	146%
UMW	\$13,499	\$18,518	137%
NSU	\$12,136	\$17,267	142%
RU	\$11,797	\$17,040	144%
VMI	\$17,256	\$26,856	156%
VSU	\$11,671	\$13,914	119%
RBC	\$8,382	\$13,060	156%
VCCS	\$7,305	\$9,484	130%
TOTAL ⁽³⁾	\$12,039	\$22,050	153%

⁽¹⁾ Derived by dividing 2012-13 guideline calculated cost by 2011-12 projected enrollment approved by SCHEV in 2011.

⁽²⁾ Enrollment-weighted tuition averages of both undergraduate and graduate students.

⁽³⁾ Total percent of cost calculation has been weighted by level-specific (doctoral, comprehensive, and two-year) enrollments.

State Council of Higher Education for Virginia Agenda Item

Item: Item #13 – Discussion on Council Meeting Schedule for Calendar Year 2013

Date of Meeting: July 17, 2012

Presenter: Peter Blake
peterblake@schev.edu

Origin:

- No Action – Information Only
- Council review required by:
- State or federal law or regulation
 - SCHEV regulation/guideline
 - Other:
- Action requested at this meeting
- Action requested at future meeting, **Date:** September 25, 2012

Most Recent Review/Action:

- No previous Council review/action
- Previous review/action

Date:

Action:

Background Information: The Council has been formally meeting in the months of January, March, May, July, September, and October. Additional meetings may be held with reasonable public notice for ad hoc Committee meetings and/or retreats at the call of the Council chair.

Since 2009, the Council has included in its schedule, a meeting with the public college presidents. The date of that meeting will need to be coordinated with the Council of Presidents (COP) but would likely coincide with the regular Council meeting in September, as noted below.

The General Assembly session begins on Wednesday, January 9, 2013.

It should be noted that meetings are generally held on the third Monday/Tuesdays except as follows:

- The October date was chosen to allow staff additional time between the September and October meetings to prepare final budget recommendations.

Proposed dates for calendar year 2013:

Briefings on Monday Afternoon - Meetings on Tuesday

- January 14-15 – SCHEV Offices (Richmond)
- March 18-19 – travel to public institution
- May 20-21 – travel to private institution (TBD)
- July 15-16 – SCHEV Offices (Richmond)
- September 16-17 – (travel to public institution – September 16 would include a meeting with college and university presidents)
- October 28-29 – SCHEV Offices (Richmond)

Materials Provided: N/A

Summary of Major Elements: N/A

Financial Impact: None.

Timetable for Further Review/Action:

Once staff has been given direction as to preferred meeting locations, the schedule will be brought to the Council for action in September.

Staff Recommendation: N/A

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #14 – Items Delegated to Staff

Date of Meeting: July 17, 2012

Presenter: Peter Blake, Director
peterblake@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: March 20, 2002, July, 2002, September 2006

Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

Council delegated certain items to staff for approval and reporting to the Council on a regular basis.

Materials Provided:

- Program Actions (approved) – Old Dominion University
- Program Actions (reported) – George Mason University, James Madison University, University of Virginia
- Organizational Change/Off Campus Instructional Site (reported) – University of Virginia
- Organizational Change/Off Campus Instructional Site (approved) – James Madison University, University of Virginia
- Governor’s STEM Academy – Bridging Communities

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were approved as delegated to staff:

Program Actions

Institution	Degree/Program/CIP	Effective Date
Old Dominion University	Change the program title from a Bachelor of Science degree program in Recreation and Tourism Studies to a Bachelor of Science degree program in Park, Recreation and Tourism Studies (31.0301).	Fall 2012

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were reported:

Institution	Degree/Program/CIP	Effective Date
George Mason University	Discontinue the Master of Science degree program in Epidemiology and Biostatistics (26.1309). [Program Approved: Date: July 19, 2005].	Spring 2012
James Madison University	Initiate Undergraduate Certificate program in Autism Spectrum Disorders (13.1013).	Summer 2012
James Madison University	Initiate Graduate Certificate program in Autism Spectrum Disorders (13.1013).	Summer 2012
James Madison University	Initiate Certificate program in College Student Personnel Administration (13.1102).	Summer 2012
James Madison University	Initiate Certificate program in Gerontology (30.1101).	Summer 2012
James Madison University	Initiate Certificate program in Higher Education Assessment Specialist (13.0604).	Summer 2012

Institution	Degree/Program/CIP	Effective Date
James Madison University	Initiate Certificate program in Management of International Non-Governmental Organizations (44.0401).	Summer 2012
James Madison University	Initiate Certificate program Network/Information Security (11.1003).	Summer 2012
James Madison University	Initiate Certificate program in Secure Computer and Database System (11.0103).	Summer 2012
James Madison University	Initiate Certificate program in Strategic Planning for International Stabilization and Recovery (44.9999).	Summer 2012
University of Virginia	Discontinue the Master of Education (M.Ed.) degree program in Education Policy Studies (13.0701). [Program Approved: Date: July 28, 1997]	July 1, 2012
University of Virginia	Discontinue the Doctor of Philosophy (Ph.D.) degree program in Educational Policy Studies (13.0701). [Program Approved: Date: July 28, 1997]	July 1, 2012
University of Virginia	Discontinue the Doctor of Education (Ed.D.) degree program in Educational Psychology (42.1801). [Program Approved: Date: BCHE]	July 1, 2012
University of Virginia	Discontinue the Doctor of Education (Ed.D.) degree program in Health and Physical Education (13.1314). [Program Approved: Date: September 1977]	July 1, 2012
University of Virginia	Discontinue the Doctor of Education (Ed.D.) degree program in Special Education (13.1001). [Program Approved: Date: BCHE]	July 1, 2012

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Internal and Off-Campus Organizational Changes," the following items were reported:

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
University of Virginia	Close the Bechtel Conference Center site located at 1801 Alexander Bell Drive, Reston, VA 20191.	August 8, 2012
University of Virginia	Establish the Waterview Conference Center site located at 1919 North Lynn Street, Arlington, VA 22209.	August 9, 2012

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Internal and Off-Campus Organizational Changes," the following items were approved as delegated to staff:

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
James Madison University	Reorganize the College of Integrated Sciences and Technology and the School of Engineering to create the College of Health and Behavioral Studies and, the College of Integrated Science and Engineering .	July 1, 2012
University of Virginia	Rename the Department of Science, Technology and Society to the Department of Engineering and Society .	August 1, 2012

Pursuant to Council policy, one Governor's STEM Academy proposal was reviewed and approved as delegated to staff:

Governor's STEM Academy

Title of Academy	Bridging Communities Governor's STEM Academy
Location	New Kent, VA
Name of Lead Entity	Bridging Communities Regional Career and Technical Center (Middlesex County Schools, King William County Schools, King and Queen County Schools, New Kent County Schools, Charles City County Schools).
Date of Approval	May 10, 2012
Academy Initiation	2012-13

