



THE RECTOR AND VISITORS OF THE
UNIVERSITY OF VIRGINIA

December 8, 2017

MEMORANDUM

TO: The Academic and Student Life Committee:

Barbara J. Fried, Chair
Elizabeth M. Cranwell, Vice Chair
Mark T. Bowles
Whittington W. Clement
John A. Griffin
Robert D. Hardie
Tammy S. Murphy
Jeffrey C. Walker
Frank M. Conner III, Ex-officio
Margaret F. Riley, Faculty Member
Bryanna F. Miller, Student Member
Allison S. Linney, Consulting Member

and

The Remaining Members of the Board:

Robert M. Blue	Babur B. Lateef, M.D.
L.D. Britt, M.D.	John G. Macfarlane III
Thomas A. DePasquale	James B. Murray Jr.
Maurice A. Jones	James V. Reyes

FROM: Susan G. Harris

SUBJECT: Minutes of the Academic and Student Life Committee Meeting on December 8, 2017

The Academic and Student Life Committee of the Board of Visitors of the University of Virginia met, in Open Session, at 8:00 a.m., on Friday, December 8, 2017, in the Dome Room of the Rotunda. Barbara J. Fried, Chair, presided.

Present: Frank M. Conner III, Elizabeth M. Cranwell, Whittington W. Clement, John A. Griffin, Robert D. Hardie, Tammy S. Murphy, Jeffrey C. Walker, Margaret F. Riley, Bryanna F. Miller, and Allison S. Linney

Absent: Mark T. Bowles

Robert M. Blue, Thomas A. DePasquale, Maurice A. Jones, Babur B. Lateef, M.D., James B. Murray Jr., and James V. Reyes were also present.

Present as well were Teresa A. Sullivan, Patrick D. Hogan, Thomas C. Katsouleas, Melody S. Bianchetto, Susan G. Harris, Donna P. Henry, Patricia M. Lampkin, W. Thomas Leback, Craig K. Littlepage, Mark M. Luellen, David W. Martel, Barry T. Meek, Debra D. Rinker, Nancy A. Rivers, Roscoe C. Roberts, and Colette Sheehy.

Presenters were Elgin L. Cleckley, Linda Columbus, Miranda Gali, William H. Guilford, Richard Handler, Archie L. Holmes Jr., Christopher P. Holstege, M.D., John M. MacKnight, M.D., Michael S. Palmer, Josipa Roksa, Mark S. Sherriff, and Chad Wellmon.

Ms. Fried opened the meeting, reviewed the agenda, and introduced the consent agenda item.

Consent Agenda: Implementation of Suicide Prevention Protocols for Students

On motion, the committee approved the following resolution and recommended it for Board approval:

IMPLEMENTATION OF SUICIDE PREVENTION PROTOCOLS FOR STUDENTS

WHEREAS, Virginia Code § 23.1-802, when first enacted in 2007, required the governing boards of each public institution of higher education to develop and implement policies that advise students, faculty, and staff, including residence hall staff, of the proper procedures for identifying and addressing the needs of students exhibiting suicidal tendencies or behavior; and

WHEREAS, in 2008, the Board of Visitors of the University of Virginia approved the continuation of the University's Suicide Prevention Program, established in 1996, to comply with this requirement; and

WHEREAS, Virginia Code § 23.1-802 has since been amended to require the governing boards of each public institution of higher education to develop and implement (1) procedures for notifying the institution's student health or counseling center when a student exhibits suicidal tendencies or behavior, and (2) policies for ensuring that after a student suicide, affected students have access to reasonable medical and behavioral health services, including "postvention services" designed to facilitate the grieving or adjustment process, stabilize the environment, reduce the risk of negative behaviors, and prevent suicide contagion; and

WHEREAS, the University's Suicide Prevention Program and other existing protocols implemented by Counseling and Psychological Services in the Department of Student Health comply with these additional requirements;

RESOLVED, the Board of Visitors approves the continuation of the University's Suicide Prevention Program, established in 1996, and other existing protocols, to comply with Virginia Code § 23.1-802; specifically:

1. The University's Department of Student Health shall continue to educate the University community, including Residence Life staff, regarding the manifestations of depression and risk of suicide; and

2. The University's Department of Student Health shall continue its comprehensive clinical assessment and treatment of students at risk of suicide; and
3. The University's Department of Student Health shall continue its professional education of its own staff and mental health trainees regarding the assessment and treatment of students at high risk of suicide; and
4. The University's Department of Student Health shall continue its provision of "postvention services," as needed; and
5. The foregoing being subject at all times to the ongoing authority and responsibility of the University's Vice President and Chief Student Affairs Officer to authorize any such improvements or revisions as may be desirable or necessary and in the best interests of the University.

Action Item: Establishment of the Donald McLean Wilkinson Jr. Research Professorship

Ms. Sullivan provided the background information for this item.

On motion, the committee approved the following resolution and recommended it for Board approval:

ESTABLISHMENT OF THE DONALD MCLEAN WILKINSON JR. RESEARCH PROFESSORSHIP

WHEREAS, Donald McLean Wilkinson Jr. has been a major contributor to the Darden School of Business in many ways, including serving in volunteer leadership positions; and

WHEREAS, in his will, Mr. Wilkinson's business colleague and friend, Paul Murphy, bequeathed funds to establish a research professorship in honor of Mr. Wilkinson;

RESOLVED, the Board of Visitors establishes the Donald McLean Wilkinson Jr. Research Professorship in the Darden School of Business in the field of investment management and traditional security analysis; and

RESOLVED FURTHER, the Board expresses its gratitude for the generosity of Paul Murphy, and for Mr. Wilkinson's philanthropy and service to the Darden School, and congratulates Mr. Wilkinson on this great honor.

Action Item: Curry School of Education Name Change to the Curry School of Education and Human Development

Ms. Sullivan said the name change more accurately reflects the scope and variety of academic work being done at the school.

On motion, the committee approved the following resolution and recommended it for Board approval:

CURRY SCHOOL OF EDUCATION NAME CHANGE TO THE CURRY SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

WHEREAS, the Curry Memorial School of Education was founded in 1905, with a focus on early and secondary education, to serve teachers and administrators in the development of general and specific methods as well as bolstering secondary education across the state; and

WHEREAS, the breadth of academic programs offered by the Curry School has grown to include specialized centers, such as the McGuffey Reading Center, partnerships, such as the Darden/Curry Partnership for Leaders in Education, and multiple departments focusing on human services and development, such as the Clinical and School Psychology Program and the graduate Athletic Training program in the Department of Kinesiology; and

WHEREAS, Curry School administrators, faculty, and staff have determined that the name Curry School of Education and Human Development more accurately represents and would better serve the School and its constituents;

RESOLVED, the Board of Visitors names the Curry Memorial School of Education the Curry School of Education and Human Development.

Action Item: Resolution Commending Craig K. Littlepage

Ms. Sullivan introduced this resolution.

On motion, the committee approved the following resolution:

RESOLUTION COMMENDING CRAIG K. LITTLEPAGE

WHEREAS, Craig Littlepage directed a comprehensive 27-sport athletics program for the University of Virginia that routinely competed for championships and national rankings while upholding the principles of integrity and uncompromised excellence under his leadership; and

WHEREAS, Mr. Littlepage guided the Cavaliers to 13 national championships since his appointment as athletics director in 2001; and

WHEREAS, Mr. Littlepage led the Cavaliers to 76 Atlantic Coast Conference championships since 2002, the most of any ACC member; and

WHEREAS, Mr. Littlepage guided the Cavaliers to 11 consecutive top-20 finishes and 16 consecutive top-30 finishes in the Learfield Directors' Cup, which measures overall excellence in collegiate athletics; and

WHEREAS, UVA student-athletes annually ranked among the top Division I-A public universities in the country in graduation rates under Mr. Littlepage's leadership; and

WHEREAS, Mr. Littlepage was the first African-American athletics director in ACC history;

RESOLVED, the Board of Visitors commends Craig Littlepage for his exemplary service over 16 years to the University and its athletics program; and

RESOLVED FURTHER, the Board offers its sincere wishes for future happiness to Mr. Littlepage and his entire family.

Executive Vice President and Provost Remarks

Mr. Katsouleas reported on the recent Higher Research and Development Expenditure Ranking, which showed the University moving from 62nd to 56th. This was the first time in 20 years the University's ranking had improved. Because the ranking is based on old data, Mr. Katsouleas said research awards are a better indicator of current activity. Awards increased from \$300 million in 2015 to \$372 million in 2017. The University expects this to continue. He said the University does not pursue rankings. It believes that if it pursues its values, the rankings will follow.

Mr. Katsouleas highlighted events from the fall semester. He thanked Mr. Jody Kielbasa for his work on the Bicentennial Launch Celebration and the Film Festival. He said the University hosted the first Global Women's Leadership Forum in November; participants included women leaders from around the country and the world including former Secretary of State Hillary Rodham Clinton. The Virginia Foundation for the Humanities hosted Ms. Ruby Sales, a renowned civil rights leader, for a public conversation on social justice and spirituality.

Mr. Katsouleas described a new master's of science degree in business analytics jointly led by the Darden School of Business and the McIntire School of Commerce. It was unanimously approved by the Academic Affairs Committee and the Executive Committee of the Faculty Senate, and will go to the full senate for approval. It will then go to the Executive Committee of Board of Visitors on January 31, 2018. So as to not lose a year, advertising for the program will begin in advance of Board approval. The advertising will say 'subject to approval of the Board of Visitors.'

Student Life at the University of Virginia

The Chair introduced Ms. Lampkin, Vice President and Chief Student Affairs Officer. Ms. Lampkin described the efforts by the Office of Student Affairs to provide appropriate services and programming. The office has focused on super-achievers, those who serve as student leaders, and on students whose behavior warrants discipline or remediation. It is now exploring ways to better serve the students in the middle.

Decisions are informed by experience and by interactions with students, as well as by data sources, such as national surveys. As an example, she reviewed 2016 data for first-year students developed by the Cooperative Institutional Research Program (CIRP). It showed University students exceeding many national norms in areas such as critical thinking and plans to engage in research and science. In terms of mental health, the numbers for University students mirror numbers across the country, except with regards to anticipating the use of counseling services. 55% of University students expected to use these services while the national rate is 47%. For several years, the University has seen an increasing demand for mental health services. Ms. Lampkin introduced Dr. Christopher Holstege, Executive Director of Student Health.

Dr. Holstege said there have been changes and growth in the department's clinical, educational, and research components. Its core units consist of (1) General Medicine, (2) Counseling and Psychological Services, (3) Health Promotion, (4) Gynecology, and (5) the Student Disability Access Center. Over the past decade, demand for these services has increased due to:

- an increase in the total student population served
- an increase in the number of students with chronic medical conditions
- a growing number of students with significant allergies

- an increase in students with the need for disability access services
- a growing trend of student anxiety and depression
- an increase in need for pre-travel assessment and vaccinations and post-travel surveillance
- an increase in health insurance costs
- a change in mission from student illness to overall student “wellness”
- a need for additional services such as substance abuse recovery programs, testing accommodations, nutrition education, and onsite sexual assault nurse examiners

The department is providing expanded health and wellness programs focusing on physical, psychological, and social well-being. It has expanded the use of multidisciplinary collaborative teams using personnel inside and outside the department. The eating disorder treatment team is an example of such a team. During the past five years, the department added eight psychologists and psychiatrists and now has 17. The Association of University and College Counseling Center Directors Annual Survey shows an average of 12 counselors at peer public universities of similar size. The department is embedding psychologists in the schools as a conduit to the counseling center. The first was piloted at the School of Law. Due to its success, psychologists are also embedded in the Darden School of Business and the School of Engineering & Applied Science. Discussions are underway with schools who want to follow suit.

Case managers coordinate care within the department, the health system, and the community. The department has opened online appointment scheduling. It has worked with the Health System to lower testing costs and is working with schools to leverage faculty expertise. The Parents Fund awarded a grant to the department for a pilot Exercise Referral Program to supplement mental health treatment. Trainees, such as medical, nursing, and psychology students, as well as medical residents, rotate in the department. There is an accredited psychology internship program with the Counseling Center. The department is working with career services to expand opportunities for undergraduate students to gain healthcare experience and mentorship.

The department is unique among student health centers because of its research efforts. This work involves faculty partnerships and has generated data that helps the University effectively focus its resources. Research data has been used for grant submissions and for testimony before the Department of Justice’s Sentencing Commission. The department has strategies to assist students with alcohol intoxication at the emergency department and to assure appropriate, confidential follow-up for those willing to seek help. It is expanding recovery programs and the use of programs, such as the Brief Alcohol Screening and Intervention in College Students. The department is working with Mr. Bob Klesges in the School of Medicine to implement evidence-based prevention strategies. It is looking into a residential recovery program for substance abuse. Dr. Holstege thanked Mr. DePasquale for his input on helping students in recovery. The department is partnering with the health department for disease surveillance to assure sentinel cases are caught early to avoid spread of diseases, such as mumps. The department houses the College Health Surveillance Network and receives student data from the 33 U.S. peer universities. It will partner next year with the American College Health Association to expand the dataset and monitor the prevalence of specific diseases.

The University has been working with architects to plan a Student Health and Wellness facility that will meet projected needs and include wellness programs. Dr. Holstege thanked Ms. Fried and Ms. Cranwell for touring Duke University’s new Student Health & Wellness Facility.

Athletics Approach to Holistic Care for Student Athletes

The chair introduced Mr. Littlepage, who thanked the Board, Mr. Conner, Ms. Sullivan, and Mr. Hogan for their support of the athletics program, and acknowledged his successor, Ms. Carla Williams. He said the University has been a leader in sports medicine and athletics training. The NCAA has modeled a comprehensive care program that includes mental health, sports psychology, sports nutrition, injury prevention, cardiac and sickle cell screening, alcohol and drug prevention and education, biometrics, and interpersonal relationships. He asked Dr. John D. MacKnight, the Medical Director for Athletics Sports Medicine, to review the department's program.

The department's mission is to provide high quality comprehensive care to ensure the health, safety, and well being of athletes, to contribute to academic and athletic success, and to minimize or eliminate the risks associated with elite athletics. New students go through a review of their medical histories and have detailed physical examinations which can include screenings, such as sickle cell trait testing, iron and vitamin D testing, baseline EKG testing, and echocardiograms. Upon arrival, every athlete completes a concussion assessment which includes a concussion history. Each student is given a baseline impact test, which is used to determine if the post-injury function is equivalent to the pre-injury function. There is pre-concussion counseling so athletes know the symptoms of concussions and the need to alert medical staff when symptoms exist. The department follows international guidelines and has an NCAA approved algorithm used to determine the ability to return-to-play.

Clinical operations include a primary care walk-in clinic, a pharmacy, and orthopedics. There are three sports nutritionists who handle body composition testing, meal plans, medical nutrition therapy, hydration, vitamins, and calorie supplements; they offer life skills training, such as cooking and grocery shopping. The injury management program includes preinjury screening, strength and flexibility, injury prevention, strengthening and conditioning, and injury therapy.

Athletes today are less prepared from a mental toughness standpoint and lack coping skills, because they are shielded by parents and coaches and rarely have to face challenges on their own. The department has two sports psychologists, who are utilized by nearly 50% of the athletes. The most common issues are anxiety and depression. While one-on-one sessions comprise 80% of their workload, the psychologists also have meetings with teams and coaches.

The chair asked for a follow-up presentation on the teaching of life skills. Mr. Katsouleas added that Micah Kiser had won the 2017 William V. Campbell trophy which recognizes the best football scholar-athlete in the nation.

Student Comment Period

Ms. Miller said today's session would focus on student efforts to combat alcohol and substance abuse. She introduced Ms. Miranda Gali, a fourth year student, who is one of the co-chairs for the Alcohol and Drug Abuse Prevention Team (ADAPT). ADAPT was founded in 1999 and focuses on teaching students safe drinking behaviors. ADAPT provides 50 presentations a year and partners with other organizations on Grounds, such as PEER Health Educators, the Student Athletes mentors, and HOOS in Recovery. Data collected from behavioral pledge initiatives shows students who sign pledges are more likely to engage in healthy behaviors. Ms. Sullivan said ADAPT's behavioral pledge has been helpful in the University's efforts to eliminate the Fourth Year Fifth.

Faculty Forum on Teaching and Learning

The chair introduced the moderator, Mr. Archie Holmes, Vice Provost for Academic Affairs. Mr. Holmes said the forum would focus on how the University develops students into responsible leaders, how faculty perceive their role, and how faculty teach. Mr. Holmes asked the panelists to introduce themselves and to talk about their goals.

Mr. Elgin Cleckley is an Assistant Professor of Architecture and Design Thinking. He wants students to love design and to apply design thinking to their own fields.

Ms. Linda Columbus is an Associate Professor of Chemistry and Molecular Physiology and Biological Physics. She wants students to understand they have to dig deep, to engage, to assume responsibility for their learning, to discuss, to be creative, and to embrace leadership, teamwork, and problem solving.

Mr. Will Guilford is an Associate Professor of Biomedical Engineering. He tries to teach students the skill to do new things.

Mr. Richard Handler is a Professor of Anthropology. His teaching goal is to get students to read, to think about ideas, to be able to analyze them, and to ask critical questions.

Mr. Michael Palmer is the Director of the Center for Teaching Excellence. He wants students to remember to learn through multiple lenses, to have a sense of wonder, to recognize the value of questions, and to have the knowledge and skills needed to lead a meaningful and purposeful life.

Ms. Josipa Roksa, a Professor of Sociology and a Professor of Education. She wants students to learn how to think, to evaluate evidence, to develop arguments based on evidence, to ask good questions, and to live with complexity.

Mr. Mark Sherriff is Associate Professor of Computer Science. He wants students to understand what problems can be solved by computing.

Mr. Chad Wellmon is Associate Professor of German Studies. He wants students to learn that education does not just inform or deliver inert facts, it forms students.

The panel discussion focused around questions posed by Mr. Holmes.

- How has your teaching evolved?
- How do students from underserved populations interact with the learning environment?
- What is the Center for Teaching Excellence doing to help new faculty?
- What are the challenges in moving from teacher centric model to a student centered one? What about for large lecture classes? Explain the use of undergraduate teaching assistants?
- Where does online education come into play? How does online learning impact underrepresented groups?

The panelists also responded to questions from the audience.

Mr. Holmes asked the panelists for closing observations.

There is inertia in higher education. There is a bias that favors research over teaching; when graduate students want to go into teaching, they can be ridiculed for settling for second best. We need to think about how to help students succeed. We must figure out what students are bringing and then determine how to help them. They may have excelled in high school, but this is a new environment. We need to institutionalize the true virtue of learning at the University and the importance of what happens outside the classroom, such as academic advising, undergraduate research, experiential education, and the maker movement. We need to lead by example.

Mr. Holmes closed with a quote by Ms. Patricia Cross, "Learning is not so much an additive process with new learning simply piling on top of existing knowledge, as it is an active, dynamic process in which the connections are constantly changing and the structures reformatted."

The chair adjourned the meeting at 11:25 a.m.

SGH:wtl

These minutes have been posted to the University of Virginia's Board of Visitors website:
<http://www.virginia.edu/bov/educationalminutes.html>