# UNIVERSITY OF VIRGINIA
# BOARD OF VISITORS

# Meeting of the Academic and Student Life Committee

# June 8, 2018

**ACADEMIC AND STUDENT LIFE COMMITTEE**

**Friday, June 8, 2018**
**8:30 – 10:30 a.m.**
**Board Room, The Rotunda**

**Committee Members:**

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
Brendan T. Nigro, Student Member
Margaret F. Riley, Faculty Member
Allison S. Linney, Consulting Member

**AGENDA**

**UNIVERSITY OF VIRGINIA**
**BOARD OF VISITORS AGENDA ITEM SUMMARY**

**BOARD MEETING:**        June 8, 2018

**COMMITTEE:**        Academic and Student Life

**AGENDA ITEM:**        I.  Opening Remarks by Committee Chair

**ACTION REQUIRED:**        None

**BACKGROUND:**  The Chair will provide an overview of the agenda.

**UNIVERSITY OF VIRGINIA**
**BOARD OF VISITORS CONSENT AGENDA**

## II. MASTER'S PROGRAM IN TEACHING AT THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

Compared to most of the state, southwestern Virginia has a low percentage of teachers holding graduate degrees. Graduate prepared teachers earn more, have greater potential for career advancement, produce better-educated students, and through their presence help to advance the wellbeing of the region. A UVA-Wise Master's program will promote all of these benefits while providing teachers with an affordable alternative to the more expensive programs currently available in the region.

This Master's degree would be the first graduate degree at UVA-Wise. This substantial change will require approval from the Board of Visitors, the State Council for Higher Education for Virginia, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the Virginia Department of Education. The College's Board approved the creation of the program on March 23, 2018.

**ACTION REQUIRED:** Approval by the Academic and Student Life Committee and by the Board of Visitors

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**MASTER'S PROGRAM IN TEACHING AT THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE**

WHEREAS, more highly educated teachers benefit students and the region; and

WHEREAS, opportunities for advanced education improve the capabilities of teachers and benefit them professionally; and

WHEREAS, offering graduate opportunities in teaching advances the College's mission of service to the region; and

WHEREAS, a UVA-Wise Master's program will offer a more affordable educational option for the region's teachers; and

WHEREAS, The University of Virginia's College at Wise Advisory Board approved the creation of a Master's program in Teaching on March 23, 2018;

RESOLVED, subject to approval by the State Council for Higher Education in Virginia, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the Virginia Department of Education, the Board of Visitors approves establishing a Master's program in Teaching at The University of Virginia's College at Wise.

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# UNIVERSITY OF VIRGINIA
## BOARD OF VISITORS AGENDA ITEM SUMMARY

**BOARD MEETING**:          June 8, 2018

**COMMITTEE**:              Academic and Student Life

**AGENDA ITEM**:            III.A  Commending Resolution for Allison Linney and the
                            Council of Foundations

**BACKGROUND:**  The Council of Foundations was created in 2005 as the Council of Chairs, with a mission to foster cooperation and collaboration among fundraising foundations, schools, units, and the University.  A significant objective of the Council was to help the University reach the $3 billion campaign goal of that period by maximizing efficiencies across the Advancement community, and by focusing the attention of Council membership and their deans on the impact of successful major gift contributions.

In September 2007, a Board of Visitors Special Committee on Foundations, charged with assessing the effectiveness of the University's decentralized advancement function, issued a report on its findings, and offered several recommendations to ensure more strategic coordination.  Placing a priority on communication and common goals, the report recommended the establishment of a Council of Foundations with three of its members serving as non-voting representatives to separate Board of Visitors Committees: External Affairs (now Advancement), Buildings and Grounds, and Finance.  The Board of Visitors voted to approve the Special Committee's report in October 2007, and in 2008 the Council of Foundations was formed from the structure of the Council of Chairs.  Council representatives began serving as Consulting Members to the Board in February 2008.  In November 2011, the Board approved the transition of the Buildings and Grounds Committee Consulting Member to the Student Affairs and Athletics (now Academic and Student Life) Committee.

As relationships between the University and its affiliated foundations have evolved since the Special Committee issued its report, and as we have embarked upon a new campaign with an updated structure, the Board of Visitors has decided to conclude the consulting roles of Council of Foundations members, and wishes to thank those Council representatives who for many years have given their time and talent to the University in these roles.

**DISCUSSION:**  Representative to the Academic and Student Life Committee is Ms. Allison Linney.  Ms. Linney is an alumna of the University of Virginia's College of Arts & Sciences (B.A., 1995) and the Darden School of Business (M.B.A., 2001).  She is Founder and President of Allison Partners, an organizational development consultancy in Charlottesville established in 2000 that serves individual, corporate, nonprofit, and government clients.  Ms. Linney joined the Council of Foundations in the spring of 2010 as a representative of the School of Continuing and Professional Studies' Advisory Board.  As an undergraduate at

UVA, she served as the Student Member of the Board of Visitors.  As an alumna, Ms. Linney has served multiple times as a Reunions Giving and Planning volunteer.

**ACTION REQUIRED:**  Approval by the Academic and Student Life Committee and by the Board of Visitors

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**COMMENDING RESOLUTION FOR ALLISON LINNEY AND THE COUNCIL OF FOUNDATIONS**

WHEREAS, Allison Linney took an undergraduate degree from the University of Virginia's College of Arts & Sciences in 1995 and an M.B.A. degree from the UVA Darden School of Business in 2001; and

WHEREAS, Ms. Linney has served with great commitment on the Council of Foundations since 2010 as a representative of the School of Continuing and Professional Studies' Advisory Board, and has represented the Council as a Consulting Member to the Board of Visitors Academic and Student Life Committee; and

WHEREAS, Ms. Linney has been a dedicated alumna and has contributed considerable time and talent in various capacities across the University;

RESOLVED, the Board of Visitors offers significant thanks and appreciation to Allison Linney for her generous support and dedication to the University of Virginia, and for representing the Council of Foundations before the Board of Visitors Academic and Student Life Committee.

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**UNIVERSITY OF VIRGINIA**
**BOARD OF VISITORS AGENDA ITEM SUMMARY**

**BOARD MEETING**:          June 8, 2018

**COMMITTEE**:               Academic and Student Life

**AGENDA ITEM**:             III.B.  Establishment of the David C. Walentas Jefferson Scholars
                            Foundation Professorship at the Jefferson Scholars Foundation

**BACKGROUND:**  The Jefferson Scholars Foundation solicits donations to help bring outstanding faculty to the University.  When the Board of Visitors establishes a Jefferson Scholars Foundation professorship, the Jefferson Scholars Foundation ("the Foundation") provides funds annually to the University to support the professorship.

**DISCUSSION**:  The Foundation requests that the University name this professorship for David C. Walentas.  Mr. Walentas holds degrees from the School of Engineering (1961) and the Darden School (1964).  He is the founder and principal of Two Trees KG LLC in Brooklyn, New York.  Two Trees currently owns and manages more than 2,000 apartments and three million square feet of commercial and industrial real estate throughout New York City.  His signature development, DUMBO, transformed a neglected industrial waterfront into a vital multi-use community.

Mr. Walentas has been involved with, and a significant benefactor of, the Jefferson Scholars Foundation for 30 years.  He, along with Paul Jones, was the first benefactor to commit to a $5 million Jefferson Scholars Foundation Professorship.  He has also given generously to the Foundation's Undergraduate Scholarship Program.  Mr. Walentas and the Foundation request that in the selection of recipients, first preference be given to professors at the Darden School of Business.

**ACTION REQUIRED:**  Approval by the Academic and Student Life Committee and by the Board of Visitors

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**ESTABLISHMENT OF THE  DAVID C. WALENTAS JEFFERSON SCHOLARS FOUNDATION PROFESSORSHIP**

WHEREAS, alumnus David C. Walentas donated to the Jefferson Scholars Foundation to attract and retain outstanding professors on the University of Virginia faculty; and

WHEREAS, the Jefferson Scholars Foundation requests that the Board of Visitors establish a professorship in honor of Mr. Walentas;

RESOLVED, the Board of Visitors establishes the David C. Walentas Jefferson Scholars Foundation Professorship; and

RESOLVED FURTHER, the Board expresses its deep gratitude to Mr. Walentas for his generosity in providing the funds to the Jefferson Scholars Foundation for an endowed professorship at the University.

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## UNIVERSITY OF VIRGINIA
## BOARD OF VISITORS AGENDA ITEM SUMMARY

**BOARD MEETING:**     June 8, 2018

**COMMITTEE:**     Academic and Student Life

**AGENDA ITEM:**     III.C.  Establishment of the Distinguished Professorship in Anesthesiology in the School of Medicine

**BACKGROUND:**  In recent years, the academic, research, and clinical missions of the Department of Anesthesiology have advanced and added to the national and international stature of the University of Virginia while maintaining a strong and stable financial position.  An additional endowed professorship will enhance the department's medical reputation and its financial security.

**DISCUSSION**:  The Department of Anesthesiology wants to promote its academic advancement by funding the Distinguished Professorship in Anesthesiology to recruit and retain the most qualified anesthesiologists as professors in the department.  Funds were raised from the department's reserves for the purpose of supporting the academic, research, and clinical advancement of the department through the creation of an additional endowed chair.  This permanent endowment will provide long-term, consistent support for academic, research, and clinical advancement within the department.

**ACTION REQUIRED:**  Approval by the Academic and Student Life Committee and by the Board of Visitors

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**ESTABLISHMENT OF THE  DISTINGUISHED PROFESSORSHIP IN ANESTHESIOLOGY**

WHEREAS, the Department of Anesthesiology wants to promote academic advancement by funding the Distinguished Professorship in Anesthesiology to retain and recruit the most qualified anesthesiologists as professors in the Department of Anesthesiology; and

WHEREAS, funds were raised from the department's reserves for the purpose of supporting the academic, research, and clinical advancement of the department through the creation of an additional endowed chair;

RESOLVED, the Board of Visitors establishes the Distinguished Professorship in Anesthesiology in the Department of Anesthesiology in the School of Medicine.

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**BOARD MEETING:**    June 8, 2018

**COMMITTEE:**    Academic and Student Life

**AGENDA ITEM:**    III.D.  Establishment of the J. Sanford Miller Director at the
Fralin Museum of Art

**BACKGROUND:**  J. Sanford Miller is a Phi Beta Kappa alumnus of the College of Arts &
Sciences and earned his J.D./M.B.A. from Stanford University.  He has been a General
Partner of Institutional Venture Partners, or IVP, a venture capital firm, since April 2006.
At IVP, he focuses on later-stage technology venture capital.

Prior to joining IVP, Mr. Miller was a senior partner with 3i Corporation, a venture
capital firm, from July 2001 to April 2006.  Earlier in his career, Mr. Miller was a technology
investment banker, management consultant, and corporate lawyer.  He serves on the Board
of Directors of Sauce Labs Inc., and Care.com, Inc., which is an online marketplace for care
providers.

Mr. Miller has been involved in more than 100 initial public offerings and is one of
only eight venture capitalists to be included on all of the Forbes Midas Lists since 2007,
which recognize the top venture capitalists in the world.  He has served on more than 25
boards, including five public company boards.

He is a member of The Fralin Museum of Art Advisory Board, as well as a member
and former chair of the UVA Arts Council.  He served on the Campaign Executive Committee
and is a member of the Raven Society, as well as co-chair of the Arts Endowment and San
Francisco Region Jefferson Scholars Committee.

The largest gallery at The Fralin Museum of Art is named the J. Sanford Miller Family
Gallery, in honor of the Family's $1,000,000 gift to the Museum in 2011.

Mr. Miller's two adult daughters, Christine Miller Droessler (College, 2004) and
Charlotte Miller Russell (College, 2008) serve on the UVA Arts Council and The Fralin
Museum Advisory Boards, respectively, and work in the art field.

Mr. Miller and his wife Vinie are collectors of Chinese ink paintings and the parents
of eight-year old twin daughters.

**DISCUSSION**:  Through Mr. Miller's family gift of $2,000,000, in combination with a
$1,000,000 match from the Bicentennial Professors Fund, The Fralin Museum of Art
requests the establishment of the J. Sanford Miller Director at the Fralin Museum of Art to
honor J. Sanford Miller and the Miller Family.

Mr. Miller was inspired to fund this endowment on behalf of his family because his preference and priority is to strengthen The Fralin Museum of Art. His gift will enable the museum to reach even broader audiences and serve more students and faculty on Grounds and in the larger Charlottesville community.

Both Mr. Miller and The Fralin's current director and chief curator, Mr. Matthew McLendon, acknowledge that this endowment will leverage the Museum's work in profound ways. "The Fralin Museum of Art is central to the educational mission and values of inclusion and excellence of this great public university," said Mr. Miller. "The arts are essential to translate and humanize our shared experience in an increasingly technology-based society. Through this gift, we aim to support in perpetuity the leadership of The Fralin and their goal to foster meaningful engagement with the arts and culture for all students and visitors."

**ACTION REQUIRED:** Approval by the Academic and Student Life Committee and by the Board of Visitors

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**ESTABLISHMENT OF THE J. SANFORD MILLER DIRECTOR AT THE FRALIN MUSEUM OF ART**

WHEREAS, alumnus, venture capitalist, and member of The Fralin Museum of Art Advisory Board J. Sanford Miller and his family provided funding to endow the director position at The Fralin Museum of Art; and

WHEREAS, the University provided a match through the Bicentennial Professors Fund;

RESOLVED, the Board of Visitors establishes the J. Sanford Miller Director at The Fralin Museum of Art; and

RESOLVED FURTHER, the Board expresses its deep gratitude to Mr. Miller and his family for their generosity to The Fralin Museum of Art and the University.

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# UNIVERSITY OF VIRGINIA
## BOARD OF VISITORS AGENDA ITEM SUMMARY

**BOARD MEETING:**          June 8, 2018

**COMMITTEE:**          Academic and Student Life

**AGENDA ITEM:**          III.E.  Reclassification of Academic General Faculty Members

**BACKGROUND**:  Academic general faculty members, also known as non-tenure track faculty or tenure-ineligible faculty, play a critical role in the educational mission of the University.  In 2013, former Provost John Simon charged a task force with examining the policies concerning general faculty at UVA.  In response to its recommendations to better integrate said faculty into the governance structures of their departments and establish clearer career paths, the University established a new Academic General Faculty policy in 2015.  As a part of its implementation, the Provost Office worked with the schools to review all academic general faculty positions and propose reclassifications as appropriate.  The schools identified 113 positions (9% of all academic general faculty) to be reclassified from lecturer to an appropriate professorial rank to bring them into alignment with the new policy.  Once reclassified, these positions will carry professorial rank in accordance with policy.

**ACTION REQUIRED**:  Approval by the Academic and Student Life Committee and by the Board of Visitors

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**RECLASSIFICATION OF ACADEMIC GENERAL FACULTY MEMBERS**

       WHEREAS, the Office of the Executive Vice President and Provost has established a new academic general faculty policy to better integrate academic general faculty into the governance structures of their departments and establish clearer career paths; and

       WHEREAS, 113 academic general faculty positions need to be reclassified to bring them into alignment with the new policy;

       RESOLVED, the Executive Vice President and Provost is authorized and directed to reclassify 113 academic general faculty positions to bring them into alignment with new policy.

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# UNIVERSITY OF VIRGINIA
## BOARD OF VISITORS AGENDA ITEM SUMMARY

**BOARD MEETING:**         June 8, 2018

**COMMITTEE:**         Academic and Student Life

**AGENDA ITEM:**         IV.  Executive Vice President and Provost Remarks

**ACTION REQUIRED:**         None

**BACKGROUND**:  Provost Katsouleas will make brief remarks regarding recent noteworthy events and accomplishments, including highlighting new hires.

# UNIVERSITY OF VIRGINIA
# BOARD OF VISITORS AGENDA ITEM SUMMARY

**BOARD MEETING:**        June 8, 2018

**COMMITTEE:**        Academic and Student Life

**AGENDA ITEM:**        V.A.  Report on the Ad Hoc Committee for Innovation in
Curriculum and Curriculum Support

**ACTION REQUIRED**:        None

**DISUSSION**:  Vice Provost Archie Holmes will report on the work of the Ad Hoc Committee
for Innovation in Curriculum and Curriculum Support.

# UNIVERSITY OF VIRGINIA
# BOARD OF VISITORS AGENDA ITEM SUMMARY

**BOARD MEETING:**        June 8, 2018

**COMMITTEE:**        Academic and Student Life

**AGENDA ITEM:**        V.B.  Student Success Over the Longer Term

**ACTION REQUIRED**:        None

**DISUSSION**:  Although any one institution of higher education cannot be everything to everyone, the debate over whether the purpose of a college education is to learn work-related skills, or to grow intellectually and personally, sets up a false dichotomy.  Early adulthood is, by its nature, a time of intense growth and development.  The University of Virginia has long recognized that what happens during this period can have a positive impact on both a student's short and long-term career prospects, as well as their potential to lead a fulfilling life.  In the ideal world, students would acquire both the subject matter expertise and strong analytical capabilities provided through the formal academic curriculum, as well as develop a range of specific skills and qualities necessary for launching a career and achieving longer-term success.  In fact, these areas often mirror one another.

Mr. Holmes and Ms. Lampkin will use this time to engage in conversation with Board members about the variety of resources currently available to students, how these resources fit into the formal academic curriculum, and what additional types of support the University might consider going forward.

    I.      The University's Approach

The University of Virginia defines long-term success through the lens of an individual's career trajectory as well as their well-being and broader contributions post-graduation.  Equally strong curricular and cocurricular opportunities together create the student experience.

Of the 4664 institutions of higher education in the United States, UVA belongs to a relatively small group of 115 research-intensive doctoral granting institutions according to the Carnegie classification system.  The curriculum and instruction at these 115 schools have a history of being inquiry-focused.  In order to be successful at making the intellectual and creative leaps that meet the rigorous academic standards we set, students must be able to think, analyze, ask questions, write well, compare, and calculate.  They must also be able to communicate, relate to those with different views or backgrounds, and be resilient in the face of set-backs.  These "soft" skills are valuable not only in the classroom but also are increasingly sought and valued in the workplace.  To that end, UVA's curricula (the courses of study it offers), its pedagogy (the methods it uses to teach those courses of study), and the student experience outside the classroom, focus on these qualities as the benchmark

for success.  Outside the classroom, the student experience is distinguished in particular by the University's commitment to student self-governance.  As a philosophy and an approach, this aspect of UVA's model enables students to assume greater responsibility for themselves and their peers, resulting in the development of skills and qualities that complement their academic program.

Student expectations and opportunities for career success are not the same as 20 years ago.  Young adults face unprecedented workforce competition and a free-agent economy.  Today's graduates can expect to change jobs more frequently and are more likely to change professions altogether over the course of their careers.  Ideally, UVA students will graduate confident in their abilities to successfully compete for that first job, and then to move forward through a succession of jobs and possibly several careers over their lifetime.

How can we best position students to compete successfully for that first job?  Employers place a high value on soft skills.  The following table, from three recent studies, summarizes the top skills that employers seek:

**Table 1: Top Skills Sought By Employers**

| National Association of Colleges and Employers Job Outlook | Employability Skills 2000+ | The Role of Higher Education in Career Development |
|---|---|---|
| 1. Verbal Communication<br>2. Teamwork<br>3. Problem Solving<br>4. Organization<br>5. Critical Thinking | 1. Verbal Communication<br>2. Written Communication<br>3. Critical Thinking<br>4. Quantitative Analysis<br>5. Problem Solving | 1. Written & Oral Communication Skills<br>2. Analytical/Research<br>3. Problem Solving<br>4. Collaboration<br>5. Planning & Organization |

Experience, broadly defined, is also critically important, both for employers as well as the students.  Recent work by the Educational Advisory Board, the Chronicle of Higher Education, and American Public Media's *Marketplace* indicate that employers weight experience—in the form of internships and employment—over GPA and college major.

Hiring officials increasingly expect students to enter the job market with deep skills to accompany their strong educational base in the liberal arts.  Both breadth and depth are important to companies looking to hire "T-shaped" individuals.  With both horizontal and vertical dimensions, such individuals combine critical thinking, communication, problem-solving, and other foundational boundary-crossing skills with specialized functional and technical knowledge that employers value.

In addition to these well-rounded abilities, employers expect students to be able to communicate how their skills align with specific industries and employers.  To be able to tell a personal story and illustrate how one's background connects to a career is an aptitude that will serve students well not only during the job search but also over a lifetime of career

changes. Helping students develop this ability is woven into the Career Center's 90-plus professional development workshops on interviewing, job search strategies, and resumes.

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**UVA Gallup-Purdue Index Highlights**

- "*…the vast majority of UVA graduates (80%) are employed full time for an employer, exceeding levels reported by graduates of public AAU colleges (74%) and all AAU colleges (73%).*"

- "*Not only are UVA graduates more likely to be working full time for an employer, but they are also more likely to be engaged in their jobs (51%) than are alumni from all AAU colleges (43%) and public AAU colleges (44%).*"

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The Gallup-Purdue Index highlights specific types of experiences as some of the greatest indicators for long-term success. According to this research, an authentic learning experience with an emotionally supportive mentor are associated with significant increases in workplace engagement and well-being in graduates. In particular, if an employed graduate had a professor who cared about them as a person, one who made them excited about learning, and had a mentor who encouraged them to pursue their dreams, the graduate's odds of being engaged at work more than doubled. If these graduates are engaged at work, the odds are nearly five times higher that they will be thriving in the five elements of well-being defined by Gallup: purpose, social, financial, community, and physical.

These areas—mentorship and experiential learning (both inside and outside the classroom)—are ones where the University already excels, and where UVA will devote more attention in the years to come.

More information about the programming available to students is in the appendices, which begin on the following page. Appendix A provides an illustrative (not exhaustive) selection of the types of programming UVA offers to help students prepare for life after college. Appendix B provides a list of Student Leadership Development Competencies that the Division of Student Affairs uses to assess its approaches and programs. Appendix C provides some highlights from academic year 2017-2018 Career Center programs.

II.     Opportunities & Challenges

Academic Affairs and Academic Outreach, both housed in the Provost Office, are collaborating with Student Affairs and other entities across Grounds to begin implementing a more robust and visible emphasis on experiential learning in the curriculum and to reward and encourage mentorship on the part of faculty and older students.

UVA must continue to address a number of challenges to help students on their paths to success. How do we scale programs to 17,000 undergraduates or 22,000 total students? How do we provide a sufficient number of experiential learning opportunities? How do we communicate these opportunities to students and help them choose or create the ones most useful to them? How do we help students and their parents differentiate between what they actually need and what they think they need? How do we partner with students to design and deliver these experiences?

# Appendix A. Examples of Interventions for Long-Term Student Success

On the following pages is an illustrative (not exhaustive) selection of the types of programming UVA offers to help students prepare themselves for life after college. These are divided into two categories: academic, meaning part of the curriculum that a student pursues as part of their degree, and non-academic.

For many of these opportunities, students will not receive a certification of any kind unless they are done in pursuit of a major or minor. This is for two reasons. First, shelf-life: a certain ability—for example, coding in a specific language, like Cobalt—becomes obsolete in a short amount of time, while the understanding of what code is, how it works, and why you would use it remains. Second, because there are very few professions requiring a specific credential, providing this documentation is best left to a résumé.

| UNITS(s) | ACADEMIC | NON-ACADEMIC |
|---|---|---|
| **Experiential Education** | | |
| Curry School of Education | <u>Practice-based Experiences</u>: Integral to Curry's curriculum, practice based experiences range from practicums and required internships to Curry's classroom simulator (a fully immersive virtual classroom). *In addition to Curry, all schools have required internship programs and/or other practice based components to their curriculum.* | |
| School of Engineering & Applied Science | | <u>The Lighthouse</u>: This unique entrepreneurial project workspace is dedicated to students who have shown high levels of engagement on an entrepreneurial project outside of formal programs like classes, competitions, or accelerators. |
| College of Arts & Sciences | <u>New College Curriculum – Engagement Classes</u>: These four first-year courses help students engage in innovative, creative, ethical, and critical thinking to frame their intellectual journey at UVA and to prepare them to succeed and thrive in the modern world. | |
| **Mentorship** | | |
| Provost, College of Arts & Sciences, Career Center, and Alumni Association | | <u>Virginia Alumni Mentoring (VAM)</u>: VAM provides a structured opportunity for motivated and career-focused students to connect with alumni who can provide insights about the process of choosing and starting a career in their specific field. |

| UNITS(s) | ACADEMIC | NON-ACADEMIC |
|---|---|---|
| **Mentorship** *continued* | | |
| School of Engineering & Applied Science | <u>A. James & Alice B. Clark Scholars Program</u>: Launching summer 2018, selected scholars will be engaged in rigorous academic programming and receive other types of support (including mentoring) in preparation for tackling the 21st Century's most pressing challenges. | |
| School of Nursing | | <u>Nursing Career Counseling</u>: Includes annual & periodic career events with 20+ hospitals/health systems participating to place UVA nursing students in summer, RN and advanced practice nursing jobs. |
| College of Arts & Sciences | <u>COLA and ELA Classes</u>: COLA 1500 courses are one-credit, graded seminars open to all new first-year students, in a size-limited classroom setting. The instructor of a COLA course becomes the advisor for the students in the class until such time that those students declare a major.  Engaging the Liberal Arts (ELA) Classes provides students the opportunity to take courses on study skills, leadership, College resources, and making the most of a liberal arts degree. In fall 2017, The College launched a new class for students on probation – ELA 2559 (Academic Strategies). | |
| **Research** | | |
| McIntire School of Commerce | <u>Pan-University Entrepreneurship Minor</u>: Open by application to all undergraduates at UVA regardless of School, this minor prepares students to participate in the new venture community (whether as founders, funders, policy makers, technologists, or executives). | |
| School of Engineering & Applied Science | <u>Engineering International Programs and Daegu Gyeonbuk Institute of Science and Technology (DGIST) in South Korea</u>: This research exchange program is open to rising third- and fourth-year engineering students interested in Emerging Materials Science (Quantum Materials, Nano & Bio materials and Theoretical/computational materials), Robotics Engineering, Energy Systems Engineering and Brain & Cognitive Sciences. | |

| UNITS(s) | ACADEMIC | NON-ACADEMIC |
|----------|----------|--------------|
| **Research** *continued* | | |
| University Library | | Advanced Research Computing Services (ARCS): ARCS provides high-performance computing training, expertise and service to researchers across the University. |
| University Library | | StatLab: StatLab offers consultations, collaborations, and training in support of data science, applied statistics, and scientific computing. |
| **Career Credentialing/Online** | | |
| Curry School of Education | Online Certificate Programs: Adolescent Literacy, English Language Learning Endorsement; Gifted Education | |
| McIntire School of Commerce | McIntire Business Institute (MBI) Certificate Programs: business fundamentals, sustainability, or management. | |
| School of Continuing and Professional Studies | Online Certificate Programs: Accounting, Cybersecurity Management, eMarketing, Federal Acquisition, Health Sciences Management, Human Resources Management, Information Technology, Leadership, Leadership in Human Resources Management, Procurement and Contracts Management, Project Management, Public Administration, Public Relations | |
| University Library | | Lynda: Lynda.com is an online learning platform with a library of over 3,500 courses and video tutorials from which students can choose to develop and enhance their skills. For instance, students can take a course on a topic like public speaking or marketing or search for a short video that helps them with software from Adobe and Microsoft. |

**Appendix B: Student Leadership Development Competencies**

Division of Student Affairs

Self-Awareness – Recognizes and understands one's own experiences.
- Takes personal responsibility for individual actions and decisions
- Has awareness of beliefs, values, attitudes, emotions, strengths, and limitations
- Practices honesty with self and others.  Seeks advice and support appropriately
- Is receptive to constructive feedback
- Seeks congruence between values and actions

Complex Thinking and Balanced Decision-Making – Applies analytical skills to understand and solve problems.
- Makes effective decisions using a mixture of analysis, wisdom, experience, and judgment
- Generates a range of solutions using best available knowledge, facts, and data
- Makes timely decisions that improve or resolve issues
- Willingly accepts new ideas and perspectives of others and changes behaviors accordingly
- Looks beyond the obvious; doesn't stop at the first answer
- Willingly shares knowledge with others
- Tolerates and is able to navigate ambiguity
- Demonstrates originality and recognizes when innovation is necessary

Accountable for Outcomes – Takes responsibility for accomplishing goals and accepts consequences of outcomes.
- Leads by positive example
- Demonstrates integrity and ethical behavior
- Demonstrates clear standards for quality outcomes
- Makes realistic commitments and follows through
- Delegates/shares responsibility and accountability for tasks and decisions
- Acknowledges others' positive contributions
- Pursues work with energy, drive, and a need to finish

Equity and Inclusion – Advocates for and respects the rights, dignity, and differences of others.
- Works effectively with people of different characteristics, backgrounds, experiences, and perspectives
- Thinks critically and acts responsibly for equity and inclusion in a variety of settings (University, civic, local, global)
- Models equity and fairness by seeking out the ideas and talents of diverse individuals and groups
- Promotes fairness in discussions, deliberations, and decision-making
- Leads with others' perspectives in mind

Strategic Thinking and Action – Focuses on priorities and creates plans that are in line with a team or organization's goals.

- Collaborates with others toward shared goals (teamwork)
- Thinks about future implications when making plans, considering decisions, and taking action
- Able to be flexible in reaching an objective
- Actively supports a decision once it is reached
- Takes advantage of available resources to complete work efficiently and effectively
- Trusts people to perform and finish assignments
- Able to learn from prior experiences (historical, situational, contextual awareness)
- Able to apply lessons learned to current and future actions

Interpersonal Intelligence – Communicates and interacts effectively with a variety of people in a variety of situations.

- Involves and supports all team members
- Respects others' ideas and recognizes their accomplishments
- Presents truthful and honest information in a manner that is helpful
- Learns how to give constructive feedback to others
- Listens and observes more than talks; tries to understand others before responding
- Behaves with consistency and authenticity
- Notices and responds appropriately to others' behavior
- Finds common ground and settles disputes equitably without damaging relationships

Resiliency – Recovers appropriately after setbacks.

- Strives for healthy work-life integration
- Identifies opportunities for personal growth
- Effectively completes tasks even when obstacles come up
- Values failure as an important source of growth and learning
- Seeks greater clarity
- Remains optimistic and hopeful even during times of challenge
- Is persistent in attempting to solve problems
- Possesses an inner confidence that remains strong in the face of adversity

**Appendix C. Career Center Program Highlights AY 2017-2018**

Recognizing that alumni and corporate partners can teach pure industry-knowledge and many of the technical skills that employers are seeking, the UVA Career Center in 2017 introduced a series of one-day to one-week boot camps and symposia to address the skills gap, while also incorporating career development into the process. The table below highlights some of the offerings that were a part of this series.

| Focus Area | Description | Duration/Format | Key Skill Areas Addressed |
|---|---|---|---|
| **Business** | Students not only expand their business acumen in key skill areas, but also develop an understanding of how their liberal arts backgrounds have uniquely prepared them for business-oriented careers. Active engagement with alumni mentors, hands-on cases, and intensive career coaching sessions deepen their knowledge of business disciplines and equip them to communicate their personal story to prospective employers. | 1 week, residential<br><br>Hosted on employer sites<br><br>Curriculum delivered by alumni and employers | Principles of Accounting Introduction to Financial Markets Marketing Principles Design Thinking Project Management Presentation Skills Teamwork Data Analysis Microsoft Excel Tableau |
| **Analytics** | Introduces students to the analytics process from question formulation, through data gathering, data processing, and decision-making. Data and case studies from live employers across different industries provide students the opportunity to understand how analytics apply in a variety of contexts. Students work in teams to explore, summarize, and analyze data sets. | 2 weeks<br><br>Classroom delivery model with employer cases and capstone project<br><br>Curriculum delivered by SCPS faculty, but can be delivered by employers and alumni. | Basic Research Methods Hypothesis Formulation SAS Tableau |
| **Data Literacy** | Half-day boot camp focuses on developing and honing skills for gathering, analyzing, and collecting data. Provides an opportunity for students to gain crucial skills in data literacy and data analysis. Several experts from data collection, data analysis, and data presentation/ visualization lead students through hands-on, skill-building activities. | ½ Day Workshop | Data Literacy Data Analysis |
| **Software Development/ Coding** | Workshop series to educate students about fundamentals of software development. Includes introduction to Java | 2.5 hours<br><br>Delivered by alumni and employer partners | Coding Fundamentals in Java |

## UNIVERSITY OF VIRGINIA
## BOARD OF VISITORS AGENDA ITEM SUMMARY

**BOARD MEETING:**      June 8, 2018

**COMMITTEE:**      Academic and Student Life

**AGENDA ITEM:**      V.C  Athletics Director Report

**ACTION REQUIRED**:      None

**DISUSSION**:  Ms. Carla Williams will reflect on her first six months as Director of Athletics and introduce Mr. Bronco Mendenhall to report on the football program.

# UNIVERSITY OF VIRGINIA
# BOARD OF VISITORS AGENDA ITEM SUMMARY

**BOARD MEETING:**        June 8, 2018

**COMMITTEE:**        Academic and Student Life

**AGENDA ITEM:**        VI.  Student Comment Period

**ACTION REQUIRED**:        None

**DISUSSION**:  Mr. Nigro to introduce Ms. Francesca Callicotte.  Ms. Callicotte will discuss the UFUSED's CIO Accessibility Pledge to Low-Income Students and more generally, access for low-income students in activities at UVA (excluding financial aid).

     Ms. Callicotte is a rising fourth-year student and President of UFUSED (United for Undergraduate Socioeconomic Diversity).