

**UNIVERSITY OF VIRGINIA
BOARD OF VISITORS**

**Meeting of the Academic and
Student Life Committee**

December 5, 2019

ACADEMIC AND STUDENT LIFE COMMITTEE

Thursday, December 5, 2019

3:30 – 4:45 p.m.

Board Room, The Rotunda

Committee Members:

Barbara J. Fried, Chair	Robert D. Hardie
Elizabeth M. Cranwell, Vice Chair	Maurice A. Jones
Mark T. Bowles	Angela Hucles Mangano
Whittington W. Clement	James B. Murray Jr., Ex-officio
Frank M. Conner III	Peter C. Brunjes, Faculty Member
Thomas A. DePasquale	Derrick Wang, Student Member
John A. Griffin	

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

BOARD MEETING: December 5, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: I. 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.A. RENAMING THE KAREN JARGOWSKY PROFESSORSHIP IN PEDIATRIC HEMATOLOGY/ONCOLOGY TO THE KAREN JARGOWSKY BICENTENNIAL PROFESSORSHIP IN HEMATOLOGY/ONCOLOGY

Karen Jargowsky was a high school senior when diagnosed with acute myelogenous leukemia in spring 1997. Having been accepted to matriculate at the University of Virginia that fall, she underwent treatment at the University Hospital. Following remission, Ms. Jargowsky attended UVA until her cancer returned. Sadly, Karen passed away on April 13, 1998.

Seeking to honor Ms. Jargowsky's memory and ensure her sustained impact on the University's pediatric cancer research, the late Dr. Daniel Fort and Robert Harman, DDS, co-chairs of an annual Children's Hospital fundraiser known as the Snowball, directed their event's proceeds towards the creation of the Karen Jargowsky Professorship in Pediatric Hematology/Oncology. In 2003, the University agreed to move these proceeds from the Medical School Foundation to the Charlottesville Area Community Foundation (CACF). CACF used these resources to create two funds: the Jargowsky Professorship fund and a second fund for pediatric cancer research support. In 2004, the School of Medicine created a quasi-endowment to generate matching income for the Jargowsky Professorship fund held at CACF. The Board of Visitors approved the creation of this professorship on February 4, 2005.

On the advice and request of the donor advisor Dr. Harman, and in alignment with current practice, the University now seeks to consolidate the two CACF held funds, move these resources to the University and change the professorship's name to the *Karen Jargowsky Bicentennial Professorship in Pediatric Hematology/Oncology*. This mutually beneficial outcome would bring this professorship into alignment with current practice, provide greater University oversight, and enhance the resources available to this professorship.

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

RENAMING THE KAREN JARGOWSKY PROFESSORSHIP IN PEDIATRIC HEMATOLOGY/ONCOLOGY TO THE KAREN JARGOWSKY BICENTENNIAL PROFESSORSHIP IN HEMATOLOGY/ONCOLOGY

WHEREAS, Karen Jargowsky was a University student who matriculated in fall 1997 while in remission from acute myelogenous leukemia; and

WHEREAS, the Board of Visitors approved the Karen Jargowsky Professorship in Pediatric Hematology/Oncology on February 4, 2005; and

WHEREAS, the donor advisor of the funds held at the Charlottesville Area Community Foundation wishes to move the funds to the University and consolidate them with the University-held funds; and

WHEREAS, the consolidated funds will provide greater resources to support the professorship in Karen Jargowsky's name;

RESOLVED, the Board of Visitors changes the name of the *Karen Jargowsky Professorship in Pediatric Hematology/Oncology* to the *Karen Jargowsky Bicentennial Professorship in Hematology/Oncology*.

II.B. RENAMING THE STEPHENSON CHAIR OF DATA SCIENCE TO THE STEPHENSON DEAN OF THE SCHOOL OF DATA SCIENCE

Scott G. Stephenson is a 1979 alumnus of the University of Virginia School of Engineering (Mechanical Engineering). Mr. Stephenson received an M.B.A. from Harvard University in 1983. He currently serves as the President & CEO of Versick Analytics, Inc., in Jersey City, NJ. Mr. Stephenson's wife, Elizabeth F. "Beth" Stephenson, is an alumna of Dartmouth College (1982, A.B., History) and Stanford University (1988, M.B.A.). Formerly, she was an executive managing director and founding partner of Chicago-based private equity firm Willis Stein & Partners.

Mr. Stephenson has experienced tremendous success in the field of data science, and his passion for data science is demonstrable. In April 2014, Mr. and Mrs. Stephenson made a commitment of \$3 million to establish a professorship in data science at UVA in honor of Mr. Stephenson's 35th reunion and in support of the University's pioneering initiative in the interdisciplinary field of data science. The Stephenson Chair of Data Science was established at the June 2015 Board of Visitors meeting. In July 2019, Mr. and Mrs. Stephenson agreed to make an additional \$3 million gift to the Stephenson Chair of Data Science.

Established in 2009, the Quantitative Foundation is a private nonprofit foundation located in Charlottesville. The Foundation has made multiple donations to the University, including the largest gift in the University's history, \$120 million, to establish a School of Data Science. The gift will support faculty and administrative positions for the School as well as doctoral and postdoctoral fellowships with matching funds from UVA's Bicentennial Professors Fund and Bicentennial Scholars Fund. The establishment of a School of Data Science was approved by the faculty and the Board of Visitors and received state approval from the State Council of Higher Education for Virginia in September 2019.

The Quantitative Foundation is funded by Jaffray and Merrill Woodruff. Jaffray Woodruff, a graduate of the McIntire School of Commerce, is trustee of the Foundation. His wife, Merrill, earned a bachelor's degree from the College and Graduate School of Arts & Sciences, and a master's degree from the Curry School of Education and Human Development, and serves as a Quantitative Foundation director. Jaffray Woodruff is co-founder and CEO of Quantitative Investment Management, a private investment firm based in Charlottesville.

A portion of the Quantitative Foundation's \$120 million gift was intended to support a dean's chair for the University of Virginia School of Data Science. The Foundation agrees to allocate \$5 million from this gift to the Stephenson Chair of Data Science. In addition, \$4 million in qualifying matching funds from the University will be applied to the endowed chair. Combined with the generous \$6 million commitment from Mr. and Mrs. Stephenson, this will create a \$15 million endowment that will enable the University to support a well-funded and highly esteemed position in the field of data science. The income generated from the endowment fund will be used to support a dean's chair in the University of Virginia School of Data Science. Mr. and Mrs. Stephenson and the University respectfully

request to change the name of the Stephenson Chair of Data Science to the Stephenson Dean of the School of Data Science.

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

RENAMING THE STEPHENSON CHAIR OF DATA SCIENCE TO THE STEPHENSON DEAN OF THE SCHOOL OF DATA SCIENCE

WHEREAS, Scott and Beth Stephenson made a commitment of \$3 million to establish a professorship in data science at UVA in April 2014, and the Stephenson Chair of Data Science was later established at the June 2015 Board of Visitors meeting; and

WHEREAS, Mr. and Mrs. Stephenson agreed to make an additional \$3 million gift to the Stephenson Chair of Data Science in July 2019; and

WHEREAS, a portion of the Quantitative Foundation's \$120 million grant to the University was intended to support a dean's chair for the School of Data Science; and

WHEREAS, the Quantitative Foundation agreed to dedicate \$5 million from its \$120 million gift to the Stephenson Chair of Data Science; and

WHEREAS, \$4 million in matching funds from the University will also be applied to the endowed chair; and

WHEREAS, the combination of support from the Quantitative Foundation, the University, and Mr. and Mrs. Stephenson will create a \$15 million endowment, which enables the University to support a dean's chair in the School of Data Science; and

WHEREAS, the donors and the University respectfully request to change the name of the *Stephenson Chair of Data Science* to the *Stephenson Dean of the School Data Science*.

RESOLVED, the Board of Visitors changes the name of the *Stephenson Chair of Data Science* to the *Stephenson Dean of the School of Data Science*.; and

RESOLVED FURTHER, the Board of Visitors thanks the Stephensons and the Quantitative Foundation for their generous contributions to a chair for the dean of the School of Data Science.

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

BOARD MEETING: December 5, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: III.A Establishment of Quantitative Foundation Professorships in Data Science

BACKGROUND: Established in 2009, the Quantitative Foundation is a private nonprofit foundation located in Charlottesville. The Foundation has made multiple donations to the University including the largest gift in the University's history, \$120 million, to establish a School of Data Science. The Quantitative Foundation shares the University of Virginia's belief that the School of Data Science will provide leadership in a field that already plays a central role in shaping the future. The School of Data Science will position the University as a global leader in efforts to improve society through teaching and research based on the powerful, emerging field of data science. The gift will support faculty and administrative positions for the school as well as doctoral and postdoctoral fellowships with matching funds from UVA's Bicentennial Professors Fund and Bicentennial Scholars Fund. The establishment of a School of Data Science was approved by the faculty and the Board of Visitors, and received state approval from the State Council of Higher Education for Virginia in September 2019.

The Quantitative Foundation is funded by Jaffray and Merrill Woodruff. Jaffray Woodruff, a graduate of the McIntire School of Commerce, is trustee of the Foundation. His wife, Merrill, earned a bachelor's degree from the College and Graduate School of Arts & Sciences, and a master's degree from the Curry School of Education and Human Development, and serves as a Quantitative Foundation director. Jaffray Woodruff is co-founder and CEO of Quantitative Investment Management, a private investment firm based in Charlottesville.

DISCUSSION: Approval of this action will allow the University to establish up to twelve Quantitative Foundation Professorships, which are fundamental to the success of the school. The individuals that fill these chairs will serve in a variety of roles, from mid-career to senior administrators, and perform much of the academic work upon which fulfillment of the school's mission will depend. These Quantitative Foundation Professors will have demonstrated and recognized achievement in the foundational aspects of data science applied across various disciplines. They will provide thought leadership in the field of data science and contribute to areas of strategic importance within the School of Data Science. The Quantitative Foundation has designated \$33 million out of the \$120 million gift to this purpose. This will be matched with \$21 million from the Bicentennial Professorship Fund to create a \$54 million endowment. The income generated from the endowment fund shall be used to support associate deans, distinguished professorships to be filled by individuals well established in the field, and mid-career professorships. These professorships will be known respectively as the *Quantitative Foundation Associate Dean in Data Science*, the

Quantitative Foundation Distinguished Professorship in Data Science and the Quantitative Foundation Professorship in Data Science.

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

ESTABLISHMENT OF QUANTITATIVE FOUNDATION PROFESSORSHIPS IN DATA SCIENCE

WHEREAS, Jaffray Woodruff took a bachelor's degree from the McIntire School of Commerce in 1991, and Merrill Woodruff completed a bachelor's degree from the College of Arts & Sciences and a master's degree from the Curry School of Education in 1998; and

WHEREAS, Mr. Woodruff is trustee of the Quantitative Foundation and Mrs. Woodruff is a Foundation director; and

WHEREAS, the Quantitative Foundation gave \$120 million to the University, the largest private gift in the University's 200-year history, to establish a School of Data Science; and

WHEREAS, the University of Virginia School of Data Science was approved for establishment by the State Council of Higher Education for Virginia in September 2019; and

WHEREAS, a portion of the Quantitative Foundation's grant will support faculty and administration for the School of Data Science with matching funds from the Bicentennial Professorship Fund;

RESOLVED, the Board of Visitors hereby establishes the Quantitative Foundation Associate Deans in Data Science, the Quantitative Foundation Distinguished Professorships in Data Science, and the Quantitative Foundation Professorships in Data Science; and

RESOLVED FURTHER, the Board of Visitors thanks Jaffray and Merrill Woodruff and the Quantitative Foundation for their many contributions to the University including these generous professorships.

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

BOARD MEETING: December 5, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: III.B. New Degree Program: Bachelor of Arts in Media Studies
in the College and Graduate School of Arts & Sciences

BACKGROUND: The University of Virginia proposes to establish a new degree program, a Bachelor of Arts (B.A.) in Media Studies, to be offered by the College and Graduate School of Arts & Sciences (Arts & Sciences).

DISCUSSION: For much of the 20th century, media studies focused on the study of texts, including forms of transmission (e.g. film, television, print media, photography) and the industries that produced them (e.g., the political economy of media commerce; ethnographic studies of labor practices in particular industries). In the 21st century, media studies extends beyond this framework to examine the very technologies and infrastructures (e.g. apps, the Internet, social media platforms) that shape the communication landscape, in order to understand the human effects of these systems.

The purpose of the proposed B.A. in Media Studies is to equip students with a foundation in creative media analysis, production, and research that will enable them to contribute to media-intensive organizations, or pursue advanced levels of study in media studies and allied disciplines. Students in the proposed program will gain a strong foundation in the history of media, the aesthetics and forms of media communication, the relationship between media, law and policy, and the regulation of media in the public sphere. Students also will explore issues of race, ethnicity, gender, nationality, and identity in media forms and industries, as well as the societal impact of media on public opinion and culture.

The proposed B.A. in Media Studies builds on the requirements of the media studies major under the Bachelor of Interdisciplinary degree program, a major which has been offered since 2000. Students who complete the B.A. in Media Studies will gain the knowledge and skill required to: 1) understand media history and culture; 2) demonstrate critical media literacy in news and information, within regional and global contexts; 3) understand the politics of media production, reception, and access; 4) apply media theories and research methods to analyze media content and form, and to create responsible media texts; and 5) effectively communicate ideas and analyses related to the field of media studies both verbally and in writing. Once the B.A. in Media Studies is formally established, the media studies major offered under the Bachelor of Interdisciplinary degree program will end.

The proposed B.A. in Media Studies will require 120 credits: 50 credits of general education requirements; 40 credits of general electives; and 30 credit hours of core

required and restricted elective coursework set by the Department of Media Studies. A prerequisite *Introduction to Media Studies* course will be required to apply for the major. The 30-core credit hour program will entail four core courses covering the global impact of media industry and outputs; the history of media forms, institutions, and technology; media research design and analysis; and a capstone; as well as six restricted elective courses, including one practice of media course, at least one global media course, and one diversity and inclusion course. The academic core of the proposed degree and associated student advising will be carried out by the Department of Media Studies.

The degree program has been approved by the Faculty Councils of the College and Graduate School of Arts & Sciences, the University Faculty Senate, the provost, and the president. All degree programs must be approved by the Board of Visitors before they can be forwarded to the State Council of Higher Education for Virginia for review and consideration of approval.

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

NEW DEGREE PROGRAM: BACHELOR OF ARTS IN MEDIA STUDIES IN THE COLLEGE AND GRADUATE SCHOOL OF ARTS & SCIENCES

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Bachelor of Arts in Media Studies is established in the College and Graduate School of Arts & Sciences.

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

BOARD MEETING: December 5, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: III.C. New Degree Program: Bachelor of Science in Materials Science and Engineering in the School of Engineering and Applied Science

BACKGROUND: The University of Virginia proposes to establish a new degree program, a Bachelor of Science (B.S.) in Materials Science and Engineering, to be offered by the School of Engineering and Applied Science (SEAS).

DISCUSSION: Materials science and engineering is an interdisciplinary field that connects fundamental physical sciences to engineering-scale devices or systems in order to address societal opportunities and challenges. Materials scientists and engineers work with every aspect of materials usage from the design and discovery of new materials, to improved processing, production, quality control, and recycling of existing materials, to forensic analysis designed to determine root causes of failed engineering components.

The purpose of the proposed B.S. degree program in Materials Science and Engineering is to prepare students for careers in research, development, manufacturing, and other industries that demand interdisciplinary training in the context of the many materials used by society. The proposed program will provide students with a strong foundation in the physical sciences and in engineering practice in order to solve technical problems relevant to nearly every aspect of modern society. Students will apply fundamental science and engineering concepts to materials science and engineering problems, and learn to effectively communicate solutions to challenges ranging from clean energy production and manufacture of lighter materials, faster microelectronics and telecommunications devices, to improved healthcare, sustainability, and biotechnology. Graduates will be prepared to work in a range of diverse sectors and to adapt their problem solving skills consistent with the needs of their employers.

The proposed B.S. in Material Science and Engineering builds on the requirements of the existing material science and engineering concentration under the Engineering Science degree program, which has been offered since 2008. Students who complete the B.S. in Material Science and Engineering will gain the knowledge and skill required to: 1) solve materials science and engineering problems through the use of physical and computational experiments, and other computer-based tools; 2) understand the principles and operation of core materials characterization instruments; 3) identify the structure-property-performance relationships for metallic, ceramic, polymeric and microelectronic material; 4) articulate and explain the basic processing methods and parameters for general classes of materials; 5) characterize the mechanical, thermal, electrical, and magnetic properties of materials; and 6) select an appropriate material for a given

application, and present the material solution and justification in both written and verbal form. The School of Engineering and Applied Science will seek accreditation from ABET (Accreditation Board for Engineering and Technology) for the proposed degree program.

The proposed degree program will require a 127-credit hours: 46 credit hours of general requirements; 24 credit hours of core required coursework; 21 credit hours of additional required courses including a capstone project and senior thesis; 27 credit hours of restricted electives; and 9 credit hours of unrestricted electives. Core required coursework will provide depth thermodynamics; kinetics and phase transformations; electronic-magnetic-optical properties of materials; crystal structure and defects; and mechanical behavior, alongside labs in materials properties and characterization. The proposed program's curriculum and related student learning outcomes align with ABET standards. The academic core of the proposed degree and associated student advising will be carried out by the Department of Material Science and Engineering.

The degree program has been approved by the Faculty Councils of the School of Engineering and Applied Science, the University Faculty Senate, the provost, and the president. All degree programs must be approved by the Board of Visitors before they can be forwarded to the State Council of Higher Education for Virginia for review and consideration of approval.

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

NEW DEGREE PROGRAM: BACHELOR OF SCIENCE IN MATERIAL SCIENCE AND ENGINEERING IN THE SCHOOL OF ENGINEERING AND APPLIED SCIENCE

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Bachelor of Science in Material Science and Engineering is established in the School of Engineering and Applied Science.

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

BOARD MEETING: December 5, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: III.D. New Degree Program: Master of Education in Education, Culture, and Society in the Curry School of Education and Human Development

BACKGROUND: The University of Virginia proposes to establish a new degree program, a Master of Education (M.Ed.) in Education, Culture, and Society, to be offered by the Curry School of Education and Human Development (Curry).

DISCUSSION: The intersection of education, culture, and society is a bidirectional relationship in which education affects culture and society, while culture and society impact public education institutions and policies. In this context, schools are viewed as social institutions whose practices affect and are affected by larger social, cultural, and intellectual currents both in the U.S. and abroad. Education, in turn, is broadly conceived to include both school and non-school experiences.

The purpose of the proposed M.Ed. in Education, Culture, and Society is to provide students with an understanding of the relationship between education and culture in a multicultural society. In doing so, students will be examine the relationships between education, culture, and society through the study of history, philosophy, anthropology, sociology, and comparative and international studies. This micro and macro approach to studying education and schooling prepares students for teaching positions in K-12 education and community colleges, policy-related functions in schools and school systems, and for employment in various governmental agencies. The proposed program will also provide future educators and practitioners with interdisciplinary approaches, theoretical frameworks, and intellectual tools essential for a full understanding of the complexities and processes of today's education environment. Students will delve into the interrelationships between school and society, education and culture, theory and practice, and the past and present, and apply that knowledge to their work in the classroom or related educational settings. The program also requires intensive writing and reading, which will foster keen interpretative and critical thinking skills.

The proposed M.Ed. in Education, Culture, and Society builds on the requirements of the existing Social Foundations concentration under the M.Ed. in Education Psychology degree program, a concentration that has been offered since 1979. Students who complete the M.Ed. in Education, Culture and Society will gain the knowledge and skill required to: 1) analyze and explain the cultural, social, political and historical forces that shape education and education policy; 2) apply an interdisciplinary approach to the critical analysis of our education system and its effectiveness in supporting various student populations; 3) effectively teach to a more diverse student body and address specific needs in the

classroom; and 4) synthesize scholarly literature, demonstrate research competency, and write research and scholarly papers in their chosen area of focus. Once the M.Ed. in Education, Culture and Society is formally established, the Social Foundations concentration offered under the M.Ed. in Education Psychology degree program will end.

The M.Ed. in Education, Culture, and Society will require 30-credit hours: 15 credits of core required course work and 15 credits of restricted electives. The 15-credit core consists of one required course on the social foundations of education, and then 12 credits in such core topics as history of American Education; philosophy, sociology, and/or anthropology of education; comparative education; and education in multicultural societies. The program also requires a capstone examination. Students will be able to complete the degree program in three semesters of full-time study or six semesters of part-time study. The academic core of the proposed degree and associated student advising will be carried out by the Department of Educational Leadership, Foundations, and Policy.

The degree program has been approved by the Faculty Council of the Curry School of Education and Human Development, the University Faculty Senate, the provost and the president. All degree programs must be approved by the Board of Visitors before they can be forwarded to the State Council of Higher Education for Virginia (SCHEV) for review and consideration of approval.

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

NEW DEGREE PROGRAM: MASTER OF EDUCATION IN EDUCATION, CULTURE, AND SOCIETY IN THE CURRY SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Master of Education in Education, Culture, and Society is established in the Curry School of Education and Human Development.

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

BOARD MEETING: December 5, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: III.E Degree Program Closure: Doctor of Philosophy in Engineering Physics in the School of Engineering and Applied Science and the College and Graduate School of Arts & Sciences

BACKGROUND: The University of Virginia proposes to close the Doctor of Philosophy (Ph.D.) in Engineering Physics degree program offered by School of Engineering and Applied Science (School of Engineering).

DISCUSSION: The Ph.D. in Engineering Physics degree program began in 1952 as one of the first Ph.D. granting programs in the School of Engineering. In 1995, it was renewed based on an agreement between the School of Engineering and the College and Graduate School of Arts & Science. Between 1995 and 2012, the program graduated approximately 100 students. Beginning 2012, enrollment and interest in engineering physics began to steadily decline. During the 2014-2016 academic years, the program director discussed options for the program development with Materials Science and Engineering faculty and students.

In 2016 the University notified the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) that it ceased admissions to the degree program effective spring 2016 pending a final review of the program's standing. Based on the School of Engineering's academic planning objectives, an assessment of demand for the program, the fact that the degree program is not in a critical shortage area, and the resources required to support the program, in November 2017 School of Engineering faculty formally endorsed the degree program's closure. In May 2018, the Faculty Senate formally approved the degree program's closure.

Closure of a degree program must be approved by the Board of Visitors. Degree program closures require notification to the State Council of Higher Education for Virginia and SACSCOC.

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

<p style="text-align:center"><u>DEGREE PROGRAM CLOSURE: DOCTOR OF PHILOSOPHY IN ENGINEERING PHYSICS IN THE SCHOOL OF ENGINEERING AND APPLIED SCIENCE AND THE COLLEGE AND GRADUATE SCHOOL OF ARTS & SCIENCES</u></p>
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RESOLVED, the Board of Visitors approved the closure of the Ph.D. in Engineering Physics degree program.

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

BOARD MEETING: December 5, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: IV. Executive Vice President and Provost Remarks

ACTION REQUIRED: None

BACKGROUND: Provost Magill will make brief remarks regarding recent noteworthy events and accomplishments.

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

BOARD MEETING: December 5, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: V.A. Hoos Connected

ACTION REQUIRED: None

BACKGROUND: As articulated in the 2030 strategic plan recently endorsed by the Board, student wellness, accompanied by feeling welcome and finding a home at UVA, is an essential component of developing students who thrive during their time at the University and beyond.

Hoos Connected is a new program, now in its third semester, aimed at helping first-year and transfer students thrive by bridging differences and getting to know one another in deeper, more meaningful ways. Grounded in the extensive, decades-long research of Psychology Professor Joseph P. Allen, *Hoos Connected* takes into account national data on the health risks of social isolation and recognizes the strength of human connections in developing a sense of well-being and belonging. The program is a collaboration between Professor Allen and the Division of Student Affairs, including Student Health, Counseling and Psychological Services, and Housing & Residence Life. Graduate students, as well as second- and third-year undergraduate students, serve as trained facilitators for *Hoos Connected*, ensuring student leadership and involvement are key elements of the program.

DISCUSSION: Ms. Lampkin will introduce Mr. Joseph P. Allen, Hugh P. Kelly Professor of Psychology in the College and Graduate School of Arts & Sciences at UVA. Mr. Allen will discuss *Hoos Connected* and his partnership with Student Affairs to address trends in student mental health and well-being, both nationally and at UVA. He will summarize the positive results being seen through the application of his research with adolescents to college students (see also hoosconnecteduva.com), and he will discuss aspirations for scaling up *Hoos Connected* to serve an even larger number of students. As part of his presentation, he will introduce two current students, Alison Nagel and Thomas Hallett, who will share brief comments about their experiences with *Hoos Connected*.

Mr. Allen has been a member of the UVA faculty since 1989. He took his undergraduate degree from the University of Virginia and his Ph.D. from Yale University. With a focus on clinical, developmental, and community psychology, his research over the past 21 years has concentrated on the development of adolescents into adulthood. He is the recipient of numerous grants and awards, and is the author of several books and hundreds of articles. One result of his research has been The Connection Project, a school-based program to enhance the academic and life outcomes of at-risk teens. This project has taken him and his expertise to Ferguson and Saint Louis, Missouri. For more information

about his work and research, please see [Mapping the Teenage Brain](#), a recent article published by UVA Today.

Ms. Nagel is a Ph.D. candidate in clinical psychology in the Graduate School of Arts & Sciences. She serves as Mr. Allen's graduate assistant and has played an integral role in designing, implementing, and facilitating the *Hoos Connected* program. A Charlottesville native and UVA undergraduate alumna, she has had extensive clinical experience with students in her role as a clinical psychology intern at UVA's Counseling and Psychological Services (UVA CAPS). Upon graduating with her doctorate in 2020, she hopes to continue her involvement with the *Hoos Connected* program in addition to seeing clients in private practice and consulting for area nonprofits.

Thomas Hallett is a first-year student from Williamsburg, Virginia, intending to major in psychology on the pre-med track in the College of Arts & Sciences. He participated this fall in *Hoos Connected* with a group of five other first-year students in his residence hall. In addition to *Hoos Connected*, Thomas is involved with the club swim team and plans to pursue additional academic and club-related interests in the spring.

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

BOARD MEETING: December 5, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: V.B. New College Curriculum

ACTION REQUIRED: None

BACKGROUND: On October 18, 2019, the faculty in the College and Graduate School of Arts & Sciences voted to fully adopt its New College Curriculum to fulfill its general education requirements. The new model represents the first significant, comprehensive changes to the College’s undergraduate curriculum in more than 40 years.

The new curriculum is distinctive in two fundamental ways. It offers a new first-year experience centered on Engagement courses, which are designed to introduce students to fundamental modes of inquiry that structure the arts and sciences: Engaging Aesthetics, Engaging Differences, Empirical and Scientific Engagement, and Ethical Engagement. The program also focuses on a set of vital literacies: students must satisfy a robust writing requirement, achieve proficiency in a second language, and attain the quantitative and computational fluency essential to navigating an ever more data-driven world.

Launched in 2017 as a pilot in UVA’s College of Arts & Sciences, more than 500 students chose to enroll in the program in its inaugural year. Today, a total of 1,900 students are enrolled in the pilot curriculum.

Prior to the vote, a committee of UVA Arts & Sciences faculty and external reviewers assessed the new curriculum pilot and found that it had achieved its intended goals. The detailed assessment report helped give Arts & Sciences faculty confidence to endorse the pilot program as UVA’s general education curriculum for undergraduate students.

DISCUSSION: Ms. Magill will introduce Ms. Brie Gertler, Acting Dean of the College and Graduate School of Arts & Sciences. Ms. Gertler is also the Commonwealth Professor in the Corcoran Department of Philosophy at UVA. Ms. Gertler will provide an overview of the New College Curriculum, as well as the impact and implications of adopting this curriculum.

Ms. Gertler has been a member of the UVA faculty since 2004. She took her undergraduate degree from Swarthmore College and her Ph.D. from Brown University. Prior to serving as acting dean, Ms. Gertler held the position of interim associate dean for the College; before that, she was chair of the Philosophy Department. In her research, Ms. Gertler takes a contemporary analytic approach to addressing longstanding philosophical issues about the nature and extent of knowledge, the relation between mind and body, and the existence of free will.

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

BOARD MEETING: December 5, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: VI. Student Comment Period

ACTION REQUIRED: None

BACKGROUND: The University of Virginia aspires to be a university with global impact in teaching and research. International students are a crucial part of this mission and contribute greatly to our intellectual, social, and cultural community. Since the first international student graduated from the University in 1900, this population has grown steadily. Ten years ago, about 1,800 students attended UVA from other countries. Today, nearly 2,500 students at the University come from abroad.

Overall, about 10% of all UVA students are classified as international. As of fall 2019, 5% of all undergraduates are international, while 23% of graduate students are international. The largest increase has been among international graduate students, from under 1,000 students in 2009 to over 1,600 students today. Undergraduate international enrollment has remained around 800 students in the past few years. Much of this growth has come from China and India.

International students face a number of unique challenges. As foreign nationals, they are directly affected by changes in immigration policy. Political developments at the federal level in recent years have made it much harder to obtain visas to study in the U.S., and finding employment can be even more difficult. This can add significant stress to current students attempting to renew visas or find post-graduation employment in the U.S., as well as deter potential students from attending. International students are also ineligible for federal or state financial aid. The University does not currently offer institutional financial aid for these students. This can affect the geographic and socioeconomic diversity of international students who are able to attend the University. Finally, international students face a steep learning curve in adjusting to a new academic, cultural, and linguistic environment. Having a new set of academic expectations can present challenges in the classroom, while social and cultural differences can make it difficult to participate in the student life of the University.

International students contribute significantly to the University. They are athletes, teaching assistants, research assistants, lab workers, students, and scholars. These students are a key part of the cultural diversity of the student body and create opportunities for learning from a wide array of global perspectives. Many academic departments, student organizations, sports teams, and University accomplishments depend on their contributions.

DISCUSSION: Mr. Wang to introduce Mr. Carl Söderlund of Stockholm, Sweden, Ms. Yaru Li of Shanghai, China, and Ms. Micaela Vilanova of Buenos Aires, Argentina. These students will discuss what draws students from other countries to the University, the experiences of international students on Grounds, the unique challenges that these students face, and the opportunities to better support this population of students.

Mr. Carl Söderlund (CLAS '20) is a senior on the UVA men's tennis team. He is a top ranked athlete nationally and globally, having been named ACC Men's Tennis Player of the Year and ACC Men's Tennis Scholar Athlete of the Year for the 2018-2019 season. He is an economics major and statistics minor, as well as a Lawn resident.

Ms. Yaru Li (COMM '21) is the president of the [Mainland Student Network](#) (MSN), a student organization that supports Chinese international students attending UVA. MSN provides resources for these students to navigate and understand UVA, including online guides, cultural events, and send-off events for students coming from China. Ms. Li is a marketing and finance major.

Ms. Micaela Vilanova (CLAS '22) is the Cultura chair of the [Latinx Student Alliance](#) (LSA), an organization which supports and advocates for Hispanic and Latinx students at UVA. LSA organizes cultural, educational, social, and advocacy events for Hispanic and Latinx students. Ms. Vilanova also serves in the Hispanic/Latinx Peer Mentor Program. She is currently a media studies major.