

**UNIVERSITY OF VIRGINIA
BOARD OF VISITORS**

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

February 28, 2019

ACADEMIC AND STUDENT LIFE COMMITTEE

Thursday, February 28, 2019

4:15 – 5:30 p.m.

Board Room, The Rotunda

Committee Members:

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

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

BOARD MEETING: February 28, 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 AGENDA ITEM SUMMARY**

BOARD MEETING: February 28, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.A. Establishment of the Batten Family Bicentennial Distinguished Leadership Professorship

BACKGROUND: Mrs. Jane P. Batten and her late husband, Mr. Frank Batten Sr. (1950, College), are the largest donors to the University. While Mr. Batten was the primary driver of the Battens' initial gifts, Mrs. Batten has been an equal partner in his philanthropy, and she is dedicated to fulfilling his philanthropic vision and honoring his legacy.

Transformative gifts from the Battens during Mr. Batten's lifetime provided for the creation of the Batten Institute for Entrepreneurship and Innovation at the Darden School and the Frank Batten School of Leadership and Public Policy, in addition to support for numerous other areas of the University. Mrs. Batten continues to provide substantial support to the Batten School.

Mrs. Batten is among the leading philanthropists in Virginia. Her support has included Hollins University (her alma mater), Old Dominion University, and Virginia Wesleyan University. Mrs. Batten is a trustee emerita and former chair of the board at Virginia Wesleyan, where she served for over three decades, and she is an honorary life trustee of the Virginia Foundation for Independent Colleges. Mrs. Batten is currently focused on early childhood education; she is a trustee of the New E3 School in Norfolk, building on her board service with the statewide Elevate Early Education initiative.

Mr. and Mrs. Batten's two children earned degrees from the University: Frank Batten Jr. (1984, Darden) and Dorothy Batten (1990, Darden). Both have been highly involved with the University as well.

DISCUSSION: Like her late husband, Mrs. Batten believes passionately that the Batten School's mission, "To develop leaders and generate new knowledge to solve the world's toughest public policy challenges," is distinctive and compelling among public policy schools. The endowed professorship created through the Batten Family Leadership Professorship Fund, along with matching funds from the University, will support recruitment and retention of distinguished leadership scholars.

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

ESTABLISHMENT OF THE BATTEN FAMILY BICENTENNIAL DISTINGUISHED LEADERSHIP PROFESSORSHIP

WHEREAS, transformative gifts from Mrs. Jane P. Batten and her late husband, Mr. Frank Batten Sr. (1950, College) created the Batten Institute for Entrepreneurship and Innovation at the Darden School and the Frank Batten School of Leadership and Public Policy (the Batten School), in addition to supporting numerous other areas of the University; and

WHEREAS, the recruitment and retention of distinguished teacher-scholars is essential to the Batten School's national standing among the top rank of schools committed to the recruitment and training of leaders and leadership; and

WHEREAS, through the Batten Family Leadership Professorship Fund, Batten School faculty members will be recognized who are both outstanding teachers and scholars. The Batten Family Leadership chairs will enable the Batten School to compete with the best universities in the world to retain teacher-scholar-leaders of the top rank who embody the ideals and vision of Frank Batten Sr., whose commitment to leadership and public service is reflected in the core values and vision of the Frank Batten School of Leadership and Public Policy;

RESOLVED, the Board of Visitors establishes The Batten Family Bicentennial Distinguished Leadership Professorship; and

RESOLVED FURTHER, the Board of Visitors, the University, and the Frank Batten School of Leadership and Public Policy express their deep gratitude for the generosity of Jane Batten, Frank Batten Jr., and Dorothy Batten.

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

BOARD MEETING: February 28, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.B. Establishment of the Distinguished Professorship in Biocomplexity

BACKGROUND: The Biocomplexity Institute and Initiative is a Pan-University Institute that integrates scientific research – from genetic sequencing to public policy analysis – to tackle the complex task of understanding massively interacting systems and predicting solutions for real-world issues that impact human health, social well-being, and habitat.

The mission of the Biocomplexity Institute and Initiative is to:

- Expand the world class research capacity and reputation of UVA;
- Increase interdisciplinary contact among researchers in the University;
- Recruit and retain top quality scientists in the Commonwealth; and
- Provide student experiential learning opportunities specifically related to interdisciplinary research in highly functioning teams.

Comprised of three divisions, the Biocomplexity Institute and Initiative includes the Network Systems Science & Advanced Computing, Social & Decision Analytics, and Mathematical Biocomplexity Divisions. The Institute translates its research outcomes with commercial product development potential, with special interest in public health, clinical medicine, pervasive decision analytics, hybrid human-machine intelligence, and advanced data analytics.

The Biocomplexity Institute and Initiative is committed to a collaborative framework to develop critically important complex problem-driven interdisciplinary research programs within UVA, and with universities and institutions across the Commonwealth, the nation, and internationally.

DISCUSSION: Through funds held by the Medical Center, the University asks the Board of Visitors to establish the Distinguished Professorship in Biocomplexity, to support the salary and fringe benefits of the Biocomplexity Institute and Initiative Executive Director, and for other support costs of the chairholder.

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

ESTABLISHMENT OF THE DISTINGUISHED PROFESSORSHIP IN BIOCOMPLEXITY

WHEREAS, The Biocomplexity Institute and Initiative is a Pan-University Institute whose research is focused on large, massively interacting, multiscale, co-evolving systems of systems; and

WHEREAS, to support the work of the Biocomplexity Institute and Initiative, the Medical Center has designated funds to endow a distinguished professorship to be held by the Executive Director of the Biocomplexity Institute and Initiative;

RESOLVED, the Board of Visitors establishes the Distinguished Professorship in Biocomplexity. Income from the professorship endowment shall be used to help pay the salary and fringe benefits of the chairholder and for other support costs of the chairholder.

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

BOARD MEETING: February 28, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.C. Establishment of the Justice Anthony M. Kennedy Distinguished Professorship in Law

BACKGROUND: The Honorable Anthony M. Kennedy (retired) was born in Sacramento, California, July 23, 1936. He married Mary Davis and has three children. He received his B.A. from Stanford University and the London School of Economics, and his LL.B. from Harvard Law School. Justice Kennedy was in private practice in California from 1961 to 1975. From 1965 to 1988, he was a Professor of Constitutional Law at the McGeorge School of Law, University of the Pacific. He has served in numerous positions during his career, including as a member of the California Army National Guard, a member of the board of the Federal Judicial Center, and a member of two committees of the Judicial Conference of the United States: the Advisory Panel on Financial Disclosure Reports and Judicial Activities, subsequently renamed the Advisory Committee on Codes of Conduct, and the Committee on Pacific Territories, which he chaired from 1982-1990.

Justice Kennedy was appointed to the United States Court of Appeals for the Ninth Circuit in 1975. President Reagan nominated him as an Associate Justice of the U.S. Supreme Court, and he took his seat in February 1988. Justice Kennedy retired from the Supreme Court on July 31, 2018.

Bruce Karsh, a 1977 graduate of Duke University and a 1980 graduate of the University of Virginia School of Law, is co-founder, co-chairman and chief investment officer of Los Angeles-based Oaktree Capital Management, a global investment management company with \$120 billion of assets under management. He served 12 years on the Board of Trustees of Duke University, where he earned his undergraduate degree. He serves on the executive board of the NBA's Golden State Warriors, of which he and Martha are co-owners.

Martha Karsh, a 1978 graduate of the University of Virginia and a 1981 graduate of the University of Virginia School of Law, is a leader in the nonprofit world and co-manages the Karsh Family Foundation's giving. She serves on the national board of the KIPP Foundation, and is a trustee of KIPP in Los Angeles. KIPP, the Knowledge Is Power Program, is the nation's largest network of high-performing public charter schools. She also recently served as a board member for LA's successful efforts to host the 2028 Summer Olympics. A trustee emerita of the UVA Law School Foundation, she co-founded the Los Angeles design firm Clark & Karsh.

Bruce and Martha Karsh began their careers as practicing attorneys. Shortly after graduating from UVA Law, Bruce Karsh clerked on the U.S. Court of Appeals for the Ninth

Circuit for then-Judge Anthony M. Kennedy, now associate justice (retired) of the U.S. Supreme Court, and afterwards, practiced law at O'Melveny & Myers. Martha Karsh practiced as a business litigator with Stroock & Stroock & Lavan and Adams Duque & Hazeltine and, thereafter, worked at UCLA Student Legal Services.

DISCUSSION: Through the Karsh Family Foundation, Martha Lubin Karsh and Bruce A. Karsh, on the occasion of Justice Kennedy's retirement from the Supreme Court of the United States, and in recognition of the Justice's service to the nation and special relationship with the donors, have created the Justice Anthony M. Kennedy Distinguished Professorship Fund at the School of Law (the "Justice Kennedy Fund").

Income from the Justice Kennedy Fund will support a professorship at the Law School. This professorship is to be awarded, at the discretion of the dean of the Law School, to an eminent scholar of Constitutional Law who possesses a love of teaching and models the integrity, civility, and fidelity to freedom and the rule of law of Justice Kennedy and his predecessor, Justice Lewis F. Powell Jr., both individuals of impeccable character and among the most distinguished jurists in this country's history.

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

ESTABLISHMENT OF THE JUSTICE ANTHONY M. KENNEDY DISTINGUISHED PROFESSORSHIP IN LAW

WHEREAS, the Honorable Anthony M. Kennedy was appointed to the United States Court of Appeals for the Ninth Circuit in 1975. President Reagan nominated him as an Associate Justice of the Supreme Court of the United States, and he took his seat in February 1988. Justice Kennedy retired from the U.S. Supreme Court on July 31, 2018; and

WHEREAS, Martha Lubin Karsh and Bruce A. Karsh, on the occasion of Justice Kennedy's retirement from the Supreme Court, and in recognition of the Justice's service to the nation and special relationship with the donors, created the Justice Anthony M. Kennedy Distinguished Professorship Fund (the "Justice Kennedy Fund"); and

WHEREAS, income from the Justice Kennedy Fund shall be awarded, at the discretion of the dean of the Law School, to an eminent scholar of Constitutional Law who possesses a love of teaching and models the integrity, civility, and fidelity to freedom and the rule of law of Justice Kennedy and his predecessor, Justice Lewis F. Powell Jr., both individuals of impeccable character and among the most distinguished jurists in this country's history;

RESOLVED, the Board of Visitors establishes the Justice Anthony M. Kennedy Distinguished Professorship in Law; and

RESOLVED FURTHER, the Board of Visitors, the University, and the School of Law offer profound thanks to Martha and Bruce Karsh for their generous support of the educational mission of the School of Law.

**UNIVERSITY OF VIRGINIA
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BOARD MEETING: February 28, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.D. Establishment of the Martha Lubin Karsh and Bruce A. Karsh Bicentennial Professorships in Law

BACKGROUND: Martha Lubin Karsh and Bruce A. Karsh, alumni and philanthropists who met at the University as law students, announced that they will donate, including matching funds from the University's Bicentennial Scholars and Bicentennial Professorship Funds, more than \$43 million for faculty and student support at the School of Law.

Bruce Karsh, a 1977 graduate of Duke University and a 1980 graduate of the University of Virginia School of Law, is co-founder, co-chairman and chief investment officer of Los Angeles-based Oaktree Capital Management, a global investment management company with \$120 billion of assets under management. He served 12 years on the Board of Trustees of Duke University, where he earned his undergraduate degree. He serves on the executive board of the NBA's Golden State Warriors, of which he and Martha are co-owners.

Martha Karsh, a 1978 graduate of the University of Virginia and a 1981 graduate of the University of Virginia School of Law, is a leader in the nonprofit world and co-manages the Karsh Family Foundation's giving. She serves on the national board of the KIPP Foundation, and is a trustee of KIPP in Los Angeles. KIPP, the Knowledge Is Power Program, is the nation's largest network of high-performing public charter schools. She also recently served as a board member for LA's successful efforts to host the 2028 Summer Olympics. A trustee emerita of the UVA Law School Foundation, she co-founded the Los Angeles design firm Clark & Karsh.

The couple began their careers as practicing attorneys. Shortly after graduating from UVA Law, Bruce Karsh clerked on the U.S. Court of Appeals for the Ninth Circuit for then-Judge Anthony M. Kennedy, now associate justice (retired) of the U.S. Supreme Court, and afterwards, practiced law at O'Melveny & Myers. Martha Karsh practiced as a business litigator with Stroock & Stroock & Lavan and Adams Duque & Hazeltine and, thereafter, worked at UCLA Student Legal Services.

"Education is the foundation of a healthy, thriving democracy," the couple said in a joint statement. "We want to empower students to pursue their goals as knowledgeable, engaged citizens, and we want democratic principles to flourish for the good of society. The University of Virginia, established by one of our most respected Founding Fathers and devoted as it is to honor and truth, makes it the perfect place to do both."

DISCUSSION: Funds donated by Mr. and Mrs. Karsh, combined with University matching funds, have created an endowed fund named the Martha Lubin Karsh and Bruce A. Karsh Bicentennial Professorship Fund for research professorships that support faculty affiliated with the Karsh Center for Law and Democracy.

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

ESTABLISHMENT OF THE MARTHA LUBIN KARSH AND BRUCE A. KARSH BICENTENNIAL PROFESSORSHIPS IN LAW

WHEREAS, Martha Lubin Karsh and Bruce A. Karsh, alumni and philanthropists who met at the University as law students, have donated funds for professorships and scholarships to the School of Law. The gift qualifies for matching from the University's Bicentennial Scholars and Bicentennial Professorship Funds; and

WHEREAS, Mr. and Mrs. Karsh have established with the University an endowed fund named the Martha Lubin Karsh and Bruce A. Karsh Bicentennial Professorship Fund. Income from the fund shall endow three research professorships that support faculty affiliated with the Karsh Center for Law and Democracy;

RESOLVED, the Board of Visitors establishes three Martha Lubin Karsh and Bruce A. Karsh Bicentennial Professorships in Law at the School of Law; and

RESOLVED FURTHER, the Board of Visitors, the University, and the School of Law offer profound thanks to Martha and Bruce Karsh for their generous support of the educational mission of the School of Law.

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

BOARD MEETING: February 28, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.E. New Degree Program, School of Architecture: Master of Urban Design

BACKGROUND: The University of Virginia proposes to establish a new post professional degree program, a Master of Urban Design, to be offered by the School of Architecture.

DISCUSSION: Urban Design is a crucial intellectual and practical field aimed at designing and shaping urban environments, from rural towns to large cities and urbanized regions. Urban Design is a bridge discipline that brings together expertise from architecture, landscape architecture, and urban planning to address a growing set of challenges facing contemporary society, which cannot be addressed through any single field. With the majority of the world's population now living in urban areas and an expected substantial increase of the world's urban population by 2050, the role of Urban Design is significant and of increasing import and value.

This post-professional Master of Urban Design (M.U.D.) degree program will have an interdisciplinary curriculum that accommodates multiple scales of urbanization from the neighborhood to the region, and synthesizes knowledge and skills from architecture, urban and environmental planning, and landscape architecture thus enabling program graduates to address the interconnected challenges brought on by rapid global urbanization processes, climate change, and the digital/information revolution.

The proposed program will be based on foundation classes in four critical areas: urban analysis, urban history and theory, urban systems and ecologies, and urban policy and economics. This foundation will be combined with integrated design studios focused on different regional, national, and international settings with seminars that will deepen the theoretical, analytical, or thematic context of the studio work. The objective is to structure a program that combines critical knowledge in urban design with experience in the physical design of our environments.

This interdisciplinary program will further realize the School of Architecture's legacy of urban design, which dates to the mid-1980s and was most recently re-conceptualized in 2013 with the creation of a graduate certificate in Urban Design. The proposed degree program also will anchor the School of Architecture's recently launched Next Cities Institute (NCI). Among other areas, the NCI focuses on patterns of urbanization in local, regional, and global urban megaregions as these are being impacted by unprecedented planetary population growth; the transformative potential of urban data and the emergence of smart and intelligent city models in the information age; and the

effects of resource extraction, environmental degradation, climate change, and economic instability on urban resilience.

The M.U.D. degree program will consist of 45 credit hours distributed evenly over three semesters (15 credits per semester) sequenced such that courses will build on each other. The first semester will concentrate on North American urbanism; the second semester will investigate international case study cities in the context of the NCI research collaborative; and the last semester will be dedicated to the development of an urban design research thesis. The overall curriculum will consist of three studio-based classes [18 credits total]; four required core seminars [12 credits total]; four elective urban design seminars, open electives, or independent research seminars [12 credits total]; and one required research publication course [three credits]. The academic core of the proposed program will be carried out by faculty in Urban and Environmental Planning.

The objective of the proposed program is to produce graduates with the expertise and skills to engage with the complex issues facing urban environments, from urban and infrastructural development, to social equity and resilience. The program will provide students with practical spatial design capacity and analytical tools as well as foundational historical and theoretical knowledge supporting urban design and planning strategies. This education will enable program graduates to join and lead interdisciplinary teams concerned with the urban realm and urban spaces, whether in government, private practice, or in an institutional context.

The degree program has been approved by the faculty council of the School of Architecture, the 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 approval.

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

NEW DEGREE PROGRAM, SCHOOL OF ARCHITECTURE: MASTER OF URBAN DESIGN

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Master of Urban Design is established in the School of Architecture.

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

BOARD MEETING: February 28, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.F. New Degree Programs, Curry School of Education and Human Development: Bachelor of Science in Education in Elementary Education; Bachelor of Science in Education in Early Childhood Education; Bachelor of Science in Education in Special Education

BACKGROUND: The University of Virginia proposes to establish three new degree programs to be offered by the Curry School of Education and Human Development (Curry School): Bachelor of Science in Education in Elementary Education; Bachelor of Science in Education in Early Childhood Education; and Bachelor of Science in Education in Special Education.

DISCUSSION: The purpose of the degree programs is to prepare teacher candidates with the clinical and pedagogical knowledge, skills, and professional abilities to meet the needs of preK-12 students in schools and districts across the Commonwealth. They will use evidence-based instruction and clinical or field experiences to prepare graduates who are highly competent in the delivery and differentiation of instruction in order to meet Early Childhood, Elementary, and Special Education students' learning and developmental needs. These programs will prepare students for teacher licensure in Elementary Education (preK-6), Early/Elementary Education (preK-3), or Special Education – General Curriculum (K-12) in Virginia.

The proposed degree programs, which will be the first of their kind in Virginia, are in direct response to Governor McAuliffe's Executive Directive 14 issued December 11, 2017 to help address teacher shortages in the Commonwealth. The number of unfilled teacher positions across Virginia has increased by 40 percent in the past 10 years. Prior to Executive Directive 14, Virginia regulations governing teacher preparation only allowed for completion of a Bachelor of Interdisciplinary Studies or Arts and Sciences degree, which had limits on how many education courses could be taken in preparation for teacher licensure. Executive Directive 14 instructed colleges and universities across the Commonwealth to respond to this crisis by creating Bachelor of Education degrees, allowing teacher candidates to complete their training at the Bachelor's level and enter the classroom. Subsequent changes in 2018 to teacher preparation regulations by the General Assembly and the Virginia Board of Education established new requirements that allow for eligibility for state licensure upon completion of a Bachelor's degree program.

Each proposed degree program will require 120 credit hours, which include the competency requirements, the area requirements, and the specific major requirements set by the Curry School and general electives taken at the Curry School or elsewhere at the

University. All proposed degree programs will be grounded in clinical practice. Students will complete four clinical experiences in preK-12 schools. Each clinical experience will be purposefully connected to one or more courses in the program of study to ensure students have opportunities for authentic application of the content they are learning in the classroom.

Students will receive feedback and coaching both in the classroom and in the field throughout the programs. Coaching and supervision will come in the form of in-classroom simulations, faculty and peer observations, and video based coaching. In the final year of the programs, experienced preK-12 educators, such as administrators and mentor teachers, will provide supervision and coaching to students a minimum of 8 times during the year.

The proposed degree curriculums will place an emphasis on issues of equity and social justice. Methods courses include specific strategies for modifying curriculum to meet the needs of culturally and linguistically diverse students, students with disabilities, gifted learners, and other populations of learners. The academic core of the proposed degree programs and associated student advising will be carried out by faculty in the Department of Curriculum, Instruction, and Special Education.

The degree program has been approved by the Faculty Councils 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 for review and consideration of approval.

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

NEW DEGREE PROGRAMS, CURRY SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT: BACHELOR OF SCIENCE IN EDUCATION IN ELEMENTARY EDUCATION; BACHELOR OF SCIENCE IN EDUCATION IN EARLY CHILDHOOD EDUCATION; BACHELOR OF SCIENCE IN EDUCATION IN SPECIAL EDUCATION

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Bachelor of Science in Education in Elementary Education, Bachelor of Science in Education in Early Childhood Education, and Bachelor of Science in Education in Special Education are established in the Curry School of Education and Human Development.

**UNIVERSITY OF VIRGINIA
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BOARD MEETING: February 28, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II. G. Enrollment Projections – University of Virginia

ACTION REQUIRED: None

BACKGROUND: Every two years, in the odd numbered year, the State Council of Higher Education for Virginia (SCHEV) asks public institutions of higher education to update their enrollment projections. New enrollment projections for fall 2019 through fall 2025 must be approved by the BOV for submission to SCHEV in May 2019.

DISCUSSION: The proposed seven year enrollment projections, presented below, maintain undergraduate enrollment targets generally constant and reflect a 9% increase in projected graduate student growth, which includes enrollment in off-Grounds programs.

Undergraduate Students (on-Grounds): In Fall 2017, a year ahead of schedule, the University reached the end of an eight-year enrollment plan to add 1,673 undergraduate students. In January 2017, the University added 100 more new undergraduate students to the fall 2017 target. Between Fall 2010 and Fall 2018, the total on-Grounds undergraduate student population increased by about 1,800 students.

In 2017 and 2018, the University experienced larger than expected increases in first-year students. As these cohorts progress and graduate, the total undergraduate on-Grounds enrollment is projected to decline slightly in 2021 and level off in 2023 consistent with previous projections. Based on the proposed School of Data Science and other initiatives stemming from the strategic planning process underway, the University anticipates adjusting the undergraduate target for Fall 2021 when updated enrollment projections will be due to SCHEV.

Graduate Students (on-Grounds): The growth in graduate students predicted for 2018 was generally met (difference is four fewer students). The overall growth projected for Fall 2025 is an increase of 486 students, 9% beyond actual enrollment for Fall 2018. This growth, predominantly in Engineering and Data Science, aligns with expansion in research and several new graduate programs.

Law and Medicine: The Law School will reduce its enrollment over the seven-year period by 2.5%. Although the School of Medicine's total enrollment will remain level at 616, 36 students in 2021 and 72 each year thereafter will be moved into the off-Grounds category as they will complete their third- and fourth-year clinical rotations at the INOVA Fairfax campus.

On-Grounds Total: On-Grounds enrollment refers to students enrolled in any credential program for credit where 50% or more of the instruction occurs on the University of Virginia’s main campus. The overall total projected growth of on-Grounds students during the seven-year period is 337 students (1.5%).

Off-Grounds Total: Off-Grounds enrollment refers to students enrolled in any credential program for credit where 50% or more of the instruction occurs at an approved UVA off-campus site (e.g., INOVA, Northern Virginia). The overall total includes students enrolled in distance learning programs, which are programs where 100% of instruction is delivered online. The overall total growth (857 students) projected in off-Grounds students between 2018 and 2025 is expected to be predominantly in the School of Education, the School of Continuing and Professional Studies, and Data Science.

Total Enrollment: This proposal suggests that the number of all students enrolled for credit will increase by 1,194 (4.8%) between 2018 and 2025.

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

UNIVERSITY OF VIRGINIA ENROLLMENT PROJECTIONS - THROUGH 2024-2025

WHEREAS, the State Council of Higher Education for Virginia requires that a six-year enrollment projection be submitted every two years by public institutions of higher education to assist in statewide enrollment planning efforts; and

WHEREAS, the University’s existing enrollment plan, approved by the Board of Visitors in March 2017, must be updated to reflect projected undergraduate and graduate enrollment levels through 2025-2026;

RESOLVED, the Executive Vice President and Provost is authorized to continue to implement plans with the State Council of Higher Education for Virginia which will allow the University to increase total enrollment by 1,194 over the period of 2018-2019 through 2025-2026; and

RESOLVED FURTHER, the undergraduate student population be maintained at an approximate 70% in-state/30% out-of-state ratio.

University of Virginia Proposed Fall Census Headcount Enrollment Projections

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
On-Grounds													
Total Undergraduate	12,841	13,033	13,212	13,545	13,869	13,805	14,149	14,291	14,297	14,445	14,591	14,641	14,898
First-Year	2,980	2,999	3,101	3,096	3,112	3,091	3,248	3,256	3,246	3,243	3,434	3,397	3,517
New Transfers (full-time)	541	508	493	529	532	503	552	534	566	573	542	536	595
Graduate	4,399	4,556	4,800	4,823	4,836	4,893	4,961	5,041	4,860	4,885	4,778	4,712	4,594
Law and Medicine	1,608	1,608	1,631	1,650	1,694	1,699	1,724	1,725	1,738	1,719	1,737	1,742	1,746
On Grounds Total	18,848	19,197	19,643	20,018	20,399	20,397	20,834	21,057	20,895	21,049	21,106	21,095	21,238
Off-Grounds	3,891	3,947	3,434	3,323	3,366	3,671	3,423	3,484	3,460	3,342	3,191	2,812	2,226
On-Grounds													
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
	Actual	Actual	Actual	Actual	Projected	Actual	Projected	Projected	Projected	Projected	Projected	Projected	
Total Undergraduate	15,405	15,669	15,891	16,034	16,096	16,262	16,285	16,325	16,290	16,210	16,210	16,210	16,210
First-Year	3,709	3,674	3,683	3,788	3,725	3,822	3,748	3,748	3,748	3,748	3,748	3,748	3,748
New Transfers (full-time)	612	609	618	640	623	654	623	623	623	623	623	623	623
Graduate	4,708	4,686	4,921	5,170	5,153	5,149	5,175	5,217	5,276	5,422	5,494	5,569	5,635
Law and Medicine	1,687	1,630	1,579	1,601	1,577	1,597	1,605	1,585	1,538	1,501	1,500	1,500	1,500
On Grounds Total	21,800	21,985	22,391	22,805	22,826	23,008	23,065	23,127	23,104	23,133	23,204	23,279	23,345
Off-Grounds	1,932	1,898	1,507	1,555	1,619	1,631	1,765	1,989	2,205	2,277	2,352	2,417	2,488
Notes: Above numbers include all students enrolled for credit based on fall census .										Institutional Assessment and Studies			
The First-Year and New Transfer counts are included in the Undergraduate total.										Proposed 2-1-2019			
Beginning in 2017, London First & similar proram students are included in: 1) FY total and 2) on-grounds total.													
Examples of changes affecting off-grounds totals include terminating Semester at Sea in 2016 and excluding FBI Academy counts.													
Prior to 2019 projection, SCPS on-Grounds enrollments were reported separately; these are now subsummed under the Undergraduate and the Graduate projections.													

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

BOARD MEETING: February 28, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: III. Executive Vice President and Provost Remarks

ACTION REQUIRED: None

DISCUSSION: Provost Katsouleas will make brief remarks regarding recent noteworthy events and accomplishments.

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

<u>BOARD MEETING:</u>	February 28, 2019
<u>COMMITTEE:</u>	Academic and Student Life
<u>AGENDA ITEM:</u>	IV.A. Priorities for UVA's Global Programs
<u>ACTION REQUIRED:</u>	None

BACKGROUND: The University of Virginia's success as a public university demands that the University equip students with the knowledge, perspective, and skills to effectively confront the complex challenges they, and the Commonwealth, will face in an ever more interdependent and interdisciplinary world. UVA needs to prepare students to manage global climate change and migratory pressures amid global economic turbulence; defend against cyber, terrorist, and health threats in a multipolar world; confront assaults on the liberal democratic ideal that the University espouses; and develop new technological solutions to these and other emerging problems. The University needs to produce graduates who can comfortably operate in wildly divergent environments with open minds, cultural and linguistic fluency, and personal experience of the challenges of today's world. Failure to meet this challenge will make the University less relevant and useful to the people of Virginia and the nation. Success, on the other hand, will differentiate the University and our graduates while cleaving to our mission to be both great and good.

In his inaugural address, President Jim Ryan laid out a simple aspiration to help meet this challenge: that each student have at least one international experience during his or her time at UVA. Thanks to the sustained attention of University leadership over the past several years, good progress has been made in the area of study abroad. According to the latest "Open Doors Report" of the International Institute for Education, UVA has rocketed up the rankings to #7 in the nation for the number of students in short-term overseas academic programs; #12 in the nation for the total number of students overseas in credit-bearing activities; and #24 in the nation for the total percentage of undergraduates who have had an overseas educational experience (just over 40%).

DISCUSSION: There is more to international experience than study abroad. Vice Provost for Global Affairs Ambassador Stephen Mull will brief the Committee on plans to build on the University's achievements in other areas of international experience. These include:

- Interdisciplinary, globally-oriented research linking academia to the world of practice
- An expanded Global Studies degree program
- A Global Certificate to recognize and incentivize more global engagement
- Online international collaboration for faculty and students with our counterparts overseas

- More internationally-oriented activities on Grounds, and
- Improved communications and coordination on global activities throughout the University.

At the same time, the University will build on its success in the study abroad field by creating more diverse programs linked to experiential learning, such as this summer's new programs in South Africa, Israel, Germany, and Portugal, and expanding opportunities for first year students to begin their University education abroad in the highly-popular Global First program. The University will partner with alumni to take advantage of their strong interest in supporting more international experiences for our students, and expand our advancement efforts to secure more funding to support study abroad experiences for financially needy students.

Together, these programs will produce more transformative educational experiences for all University students, better equipping them to succeed in an increasingly complex world, while advancing the University's core values of community, discovery and service, both in the Commonwealth and around the globe.

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

<u>BOARD MEETING:</u>	February 28, 2019
<u>COMMITTEE:</u>	Academic and Student Life
<u>AGENDA ITEM:</u>	IV.B. Graduate PhD Student Experience
<u>ACTION REQUIRED:</u>	None

BACKGROUND: The last 25 years has witnessed a dramatic shift in the discourse surrounding doctoral education and the diversity of careers in which PhD recipients are prepared to succeed in. Although past national assessments of doctoral programs have focused primarily on measures associated with future faculty employment, more recent studies have demonstrated that more than half of all doctoral recipients choose and enter a wide array of careers that extend beyond traditional academic roles. These findings have been confirmed at UVA, where recent research indicates that more than half of UVA’s doctoral alums engage in long-term employment in a wide variety of roles within businesses, non-profits, and government.

Improving knowledge of long-term career aspirations and outcomes for PhD alums has prompted numerous recommendations by national organizations and agencies such as the AAU, the Council of Graduate Schools, the National Academies, the National Science Foundation, and the National Institutes of Health. At the core of these recommendations is to integrate the specialized research training that all PhDs obtain with professional skills and competencies in areas such as entrepreneurship, policy, communications, and management. At UVA this is the central goal of PhD Plus, a new pan-university program intended to open the aperture of career paths for doctoral students in all fields.

PhD Plus was officially launched on January 17, 2019, as part of a national mini-symposium, Shaping the Future of Graduate Education, which brought together more than 300 students, faculty, alums, employers, and national leaders in graduate education. Participants discussed strategies for building a new and diverse ecosystem for graduate education that extends across and beyond the University, and incorporates stakeholders from sectors where our students might deploy their training, talents, and knowledge.

The PhD Plus Program already has touched more than 250 of the University’s 2,000 doctoral students. The program also is serving the specialized needs of the University’s postdoc population, as well as participants in the Dual Career Program. Central tenets of the program include the application of intentionality, progression in training, and “right timing” of program offerings. While the program is flexible enough to accommodate a wide variety of students with different experience levels, evidence-based practices in career design for PhDs have helped to identify a core sequence of program goals. The PhD plus program will provide:

- A strong professional foundation that supports successful entry into a PhD program, and fosters long-term academic success.
- Scaffolded training in career areas that map on to students' identified interests and values.
- Experiential learning opportunities for students to practice the skills that will facilitate their transition into a career of their choice.

Examples of training opportunities available for the spring of 2019 include a Foundations Series designed for first-year PhD students; PhD Career Design; a Science Policy Bootcamp; Research Communication; Tomorrow's Professor Today; Data Literacy; a Startup Series on entrepreneurship and commercialization; and a variety of new internship opportunities designed to support experiential learning.

While data on career satisfaction for UVA PhD alums and the reported value of the UVA PhD are encouraging, they also suggest room for improvement, especially for those students interested in pursuing careers outside of academia. Near-term program goals will therefore focus on improvement in these areas.

Figure 1: Job Satisfaction and Preparation for UVA PhD Alums

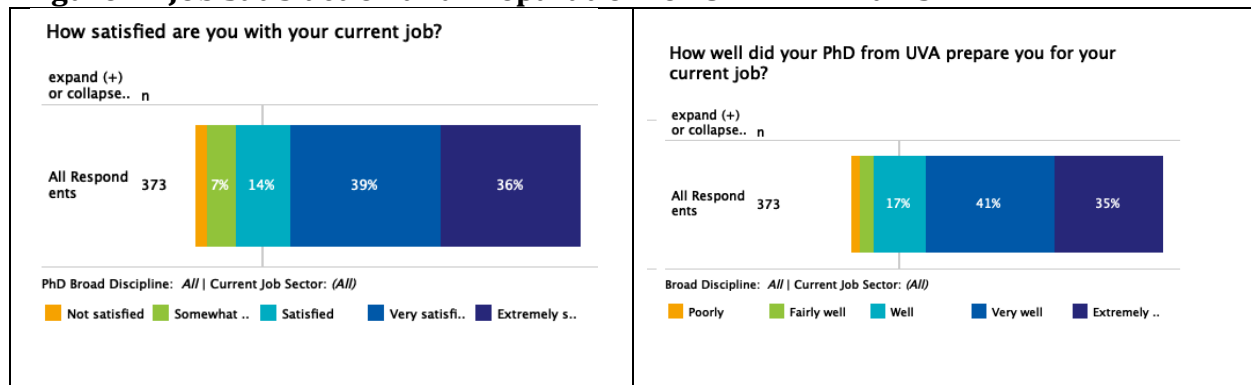
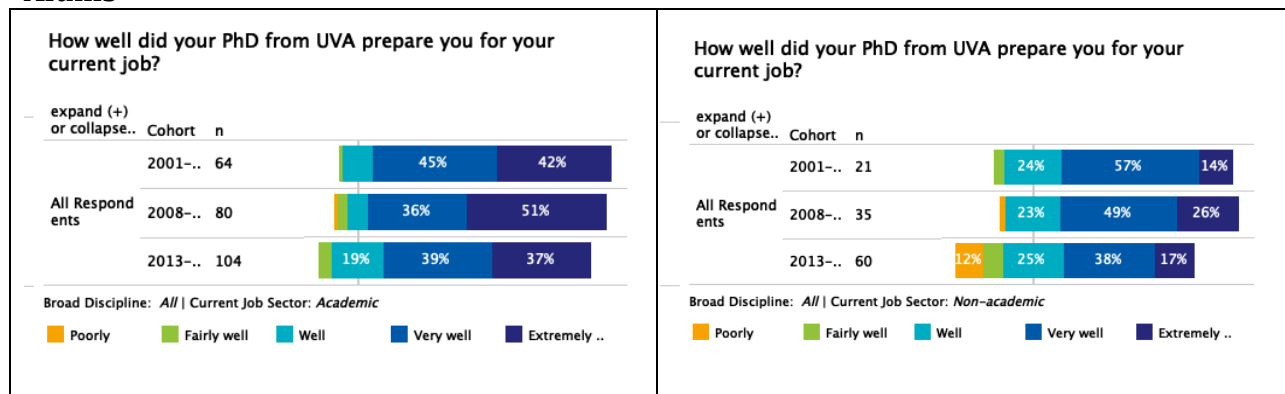


Figure 2: Job Preparation by Graduation Year for Academic and Non-Academic PhD Alums



DISCUSSION: Mr. Phillip Trella, Associate Vice Provost and director of the Office of Graduate and Postdoctoral Affairs, will provide a brief overview of the PhD Plus project rationale, program design, and goals, and will share some specific examples of impact for graduate populations and individual students. This will be followed by commentary from Provost Katsouleas on strategies for “right programming” rather than “right sizing” in doctoral programs.

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

BOARD MEETING: February 28, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: V. Student Comment Period

ACTION REQUIRED: None

BACKGROUND: The [Honor Committee's Bicentennial Report](#) began as a response to the Honor Audit Commission's 2018 report but quickly grew into something much more. The Committee chose to explore the complex history of honor with a willingness to confront difficult moments, openly acknowledge current challenges, and prepare for continued service to the Community of Trust. The report intertwines three overlapping themes, data, history, and stories. It contains 100 years of the Honor System's case data (released for the first time in the history of the Honor Committee), unique and personal stories of the Honor System, and a meticulous history of the System's growth over time.

Links to some significant portions of the report are as follows:

[100 Years of Case Data at a Glance:](#) This section covers questions, such as the number of dismissed students per year over time, the relative frequency of sanctioned offenses, and demographic breakdowns of sanctions over time. With visualizations and contextual analysis, this section is a data-driven form of introspection about the Committee's changing responsibilities over time.

[Implicit Bias, Spotlighting, and Dimming:](#) An editorial piece by Jonathan Perkins, Law School Class of 2011, who was charged and fully exonerated of charges of lying after an incident of police harassment. Perkins' story is an important flashpoint in the history of the Honor Committee and represents a critical need to pay attention to the forces of implicit bias and spotlighting in the Committee's procedures.

[Timeline:](#) This section provides a brief timeline of the Honor System's history through the University's 200 years. It details key turning points for the University at-large and the impact on the Committee's mission and actions. It provides an excellent high-level overview of how the system has changed since 1842 with detailed explanations of significant changes linked within the timeline.

The Board's mission statement states, "The Board approves the policies and budget for the University, and is entrusted with the preservation of the University's many traditions, including the Honor System." The Board has repeatedly affirmed support for the Honor Committee and its commitment to student self-governance over the years. It is critical for Board members to have an understanding of the Honor System's history, strengths, and flaws as the University enters its Third Century. This Bicentennial Report is

the single-most comprehensive analysis of the Honor System put out by the Committee to-date.

DISUSSION: Mr. Nigro to introduce Mr. Ory Streeter. Mr. Streeter is a fourth-year student in the School of Medicine. He attended Towson University as an undergraduate and worked in student affairs at University of Delaware and UVA before enrolling in the School of Medicine. Mr. Streeter serves as the current Chair of the Honor Committee and has led the committee in changes to its Contributory Health Impairment Policy. He has also led the charge for the Committee's "Bicentennial Report," which is a summary and analysis of Honor cases, major constitutional amendments, and the impact of Honor at the University. The report, which builds on the topics explored in the Honor Audit Commission, was released on February 10, 2019. Mr. Streeter will discuss the findings of the Bicentennial Report, the state of Honor at UVA, and the potential future direction of the Honor System.