

BOARD OF VISITORS

**ACADEMIC AND STUDENT LIFE
COMMITTEE MEETING**

8 December 2022



Meeting Agenda

REMARKS BY COMMITTEE CHAIR

ACTION ITEMS

- A. Stephen H. Watts Professorship in Surgery II and III
- B. Ted Turner Professorship in Atrial Fibrillation

EXECUTIVE VICE PRESIDENT AND PROVOST REMARKS

DISCUSSION ITEMS

- A. Undergraduate Student Wellness
- B. UVA|NOVA Report
- C. Education for Citizenship



HOOS CONNECTED

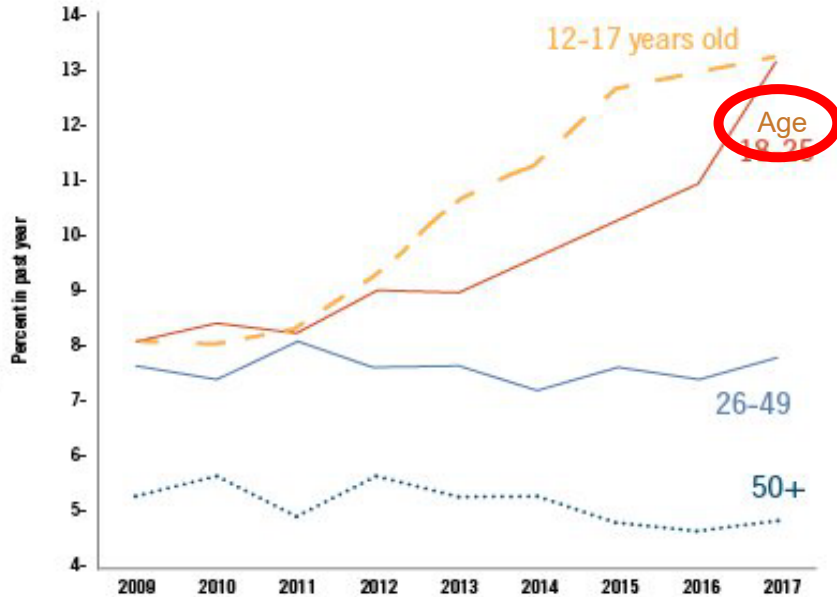
**ENHANCING SOCIAL BELONGING & SUPPORT
AMONG UVA STUDENTS**

Joe Allen

Our Youth are Struggling

STUDENT DEPRESSION ON THE RISE

An analysis of a federal survey shows increasing rates of teen and young adult respondents reporting a major depressive episode in the last 12 months. Rates have stayed more consistent among older adults.



63% increase in depressive symptoms in 10 years prior to Covid

SOURCE: Journal of Abnormal Psychology

EDUCATION WEEK

Hoos Connected - Program Development

- Identifying the conditions that *naturally* lead to strong relationships
- Devising a program to create these conditions
- What it is:
 - 1-credit course with weekly sessions, in small student-led groups, for one semester
 - Goal: Make it safe to open up to give and get support, manage conflict & connect across groups.
 - Recognizing how much we all have in common beneath the surface



Hoos Connected

- Targeting first-year and transfer students
- Activities + facilitated discussions
- Led by pairs of upper-level student facilitators who first take a 3-credit training course
 - Learning everything from managing challenging group members to handling conflict to creating a supportive, open, and collaborative group environment
 - Closely supervised via weekly meetings
- Overwhelmingly positive feedback from piloting:
 - Would you recommend this to a friend?
 - 95% of participants say yes

Evaluation

438 Students Using Random Assignment

- All students express interest in program, half are randomly waitlisted for a semester
- Questionnaires at beginning of program and at end
- Looking for change from Pre- to Post-



Results Published in Top Peer-reviewed Journals

American Journal of Community Psychology

Received: 5 January 2022 | Accepted: 14 March 2022
DOI: 10.1002/ajcp.12601



ORIGINAL ARTICLE

Facilitating connection to enhance college student well-being: Evaluation of an experiential group program

Meghan A. Costello | Alison G. Nagel | Gabrielle L. Hunt | Ariana J. Rivens |
Olivia A. Hazelwood | Corey Pettit | Joseph P. Allen

University of Virginia, Charlottesville, Virginia, USA

Correspondence:
Meghan A. Costello, MA, University of Virginia,
Charlottesville, VA, USA.
Email: macostello@virginia.edu

Abstract

This randomized controlled trial examined the impact of *The Connection* an experiential, relationship-focused intervention designed to improve belongingness and decrease symptoms of depression and loneliness among college students. Participants were 438 first-year and transfer students (206 waitlist-control) at a medium-sized, 4-year, predominant public university in the Southeastern United States. At postintervention treatment, 206 waitlist-control) at a medium-sized, 4-year, predominant public university in the Southeastern United States. At postintervention treatment, group reported significant relative increases in school belongingness and reductions in levels of loneliness and depressive symptoms compared to waitlist-controls. Program effects were stronger for students from marginalized racial or ethnic backgrounds, students from lower socioeconomic status households, and transfer students. Results are interpreted as suggesting utility of experiential, peer-support prevention programming to promote students' well-being, particularly college students who hold identities traditionally disadvantaged in this context.

KEYWORDS

belonging, college students, mental health, prevention program, RCT

Highlights

- Participants report reduced depression and loneliness relative to controls.
- Program benefits are strongest for marginalized students, most at disconnection.
- Experiential programming and supportive peer relationships promote students' well-being.
- Prevention programming may be a first line to reducing burden on mental health services.

INTRODUCTION

The transition to college is challenging for many young people. Amidst excitement and some trepidation about this new life phase, students must adapt to new academic demands, a new social climate, and new living and financial situations and stressors. In response to growing mental health difficulties among college students, the current study

offers a randomized evaluation of a novel intervention, *The Connection Project*. *The Connection Project* is a ser- long, group-based intervention focused on en- group members' peer relationships and support, w- the ultimate intent to bolster belonging and reduce the lonel- ness and depression. This program aims to be the first line of preventive intervention for university s- who may not otherwise receive mental health supp-

Journal of College Student Affairs

RANDOMIZED EVALUATION OF AN INTERVENTION TO ENHANCE A SENSE OF BELONGINGNESS AMONG ENTERING COLLEGE STUDENTS

Meghan A. Costello
University of Virginia

Gabrielle L. Hunt
University of Virginia

Alison G. Nagel
University of Virginia

Joseph P. Allen
University of Virginia

This project was supported by funding through The Jefferson Trust at the University of Virginia. This study was supported by grants from the William T. Grant Foundation, the National Institute of Child Health and Human Development (R37HD058305 and R01HD058305), and the Jefferson Trust at the University of Virginia.

Abstract

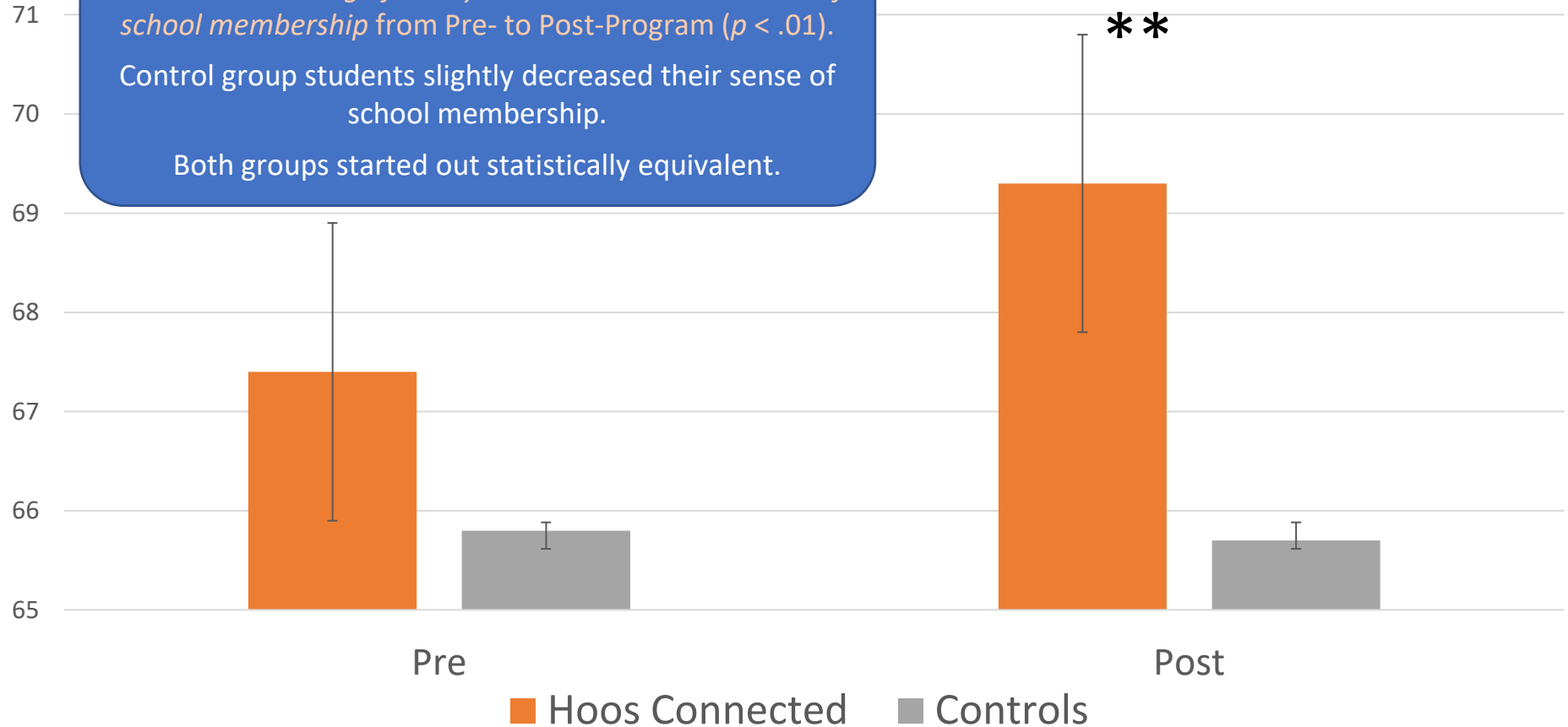
This study examined an intervention designed to improve sense of belongingness for new students at a medium-sized, four-year, public university in the Eastern United States. A randomized controlled trial was used to assess the impact of *The Connection Project*, a novel, 9-session intervention in a sample of 128 first-year students (77 treatment, 48 waitlist control). Given the onset of COVID-19, students received a hybrid in-person/online intervention. At post-intervention, the intervention group reported a significantly higher sense of school belongingness, after accounting for baseline levels, than control group students. Post-hoc analyses of moderation by demographic variables indicate that the intervention functioned similarly for students from a variety of backgrounds in this sample. These results are interpreted as suggesting the potential value of this intervention to promote a sense of community and connection among new students in college, whether delivered in-person or online.

Psychological Sense of School Membership (AKA 'Belonging')

Hoos Connected significantly increased students' sense of school membership from Pre- to Post-Program ($p < .01$).

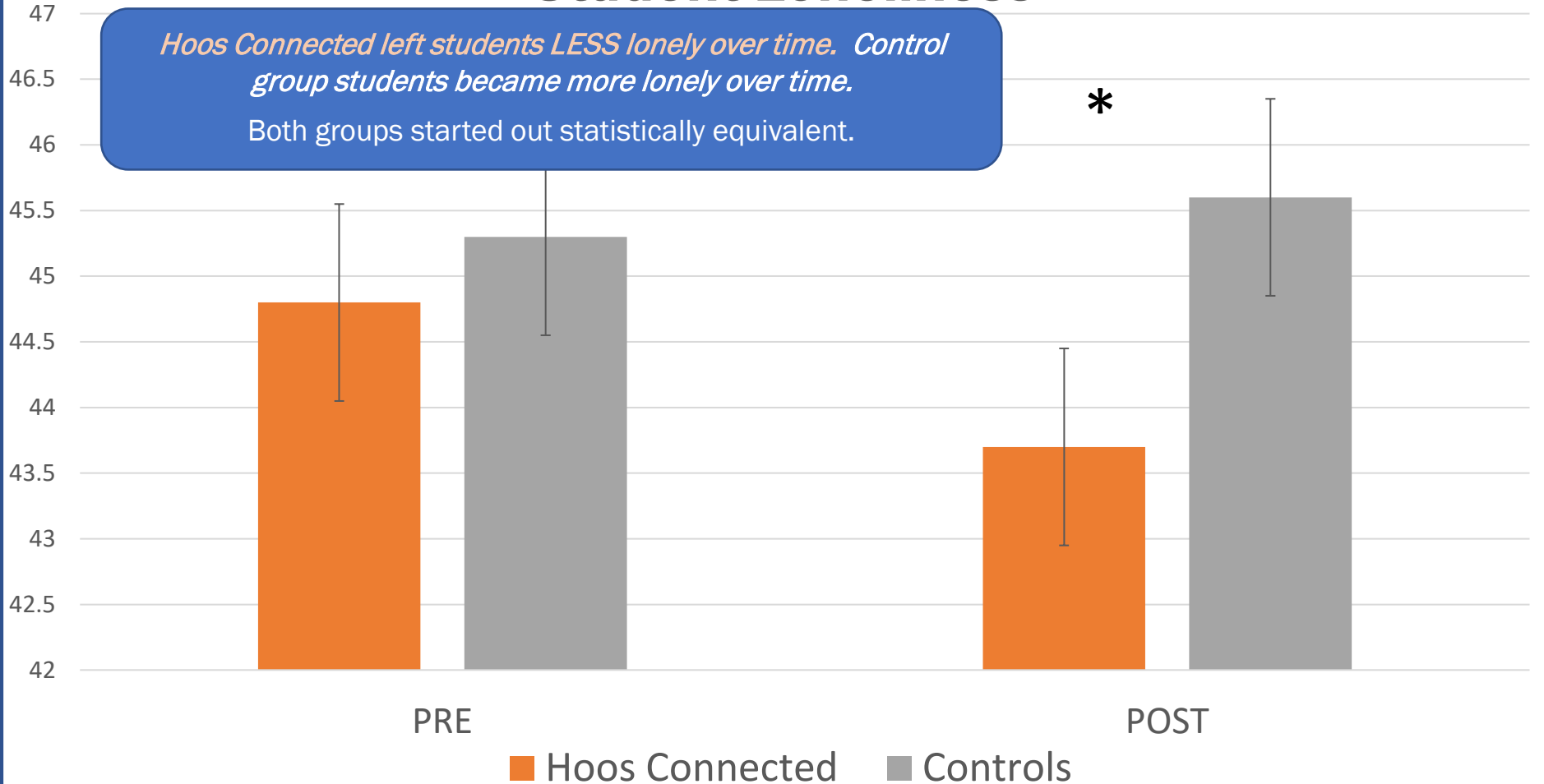
Control group students slightly decreased their sense of school membership.

Both groups started out statistically equivalent.



Student Loneliness

Hoos Connected left students LESS lonely over time. Control group students became more lonely over time.
Both groups started out statistically equivalent.



I feel like I belong at UVA now and know there are many amazing people here that appreciate me for who I am.

"I feel like a real part of UVA."

I realized that even though people look like they have it all together, they were experiencing the same challenges I was.

Belonging vs. Loneliness

As someone who is generally shy these sessions allowed me to connect with a few people and realize I was not alone with my feelings at grounds.

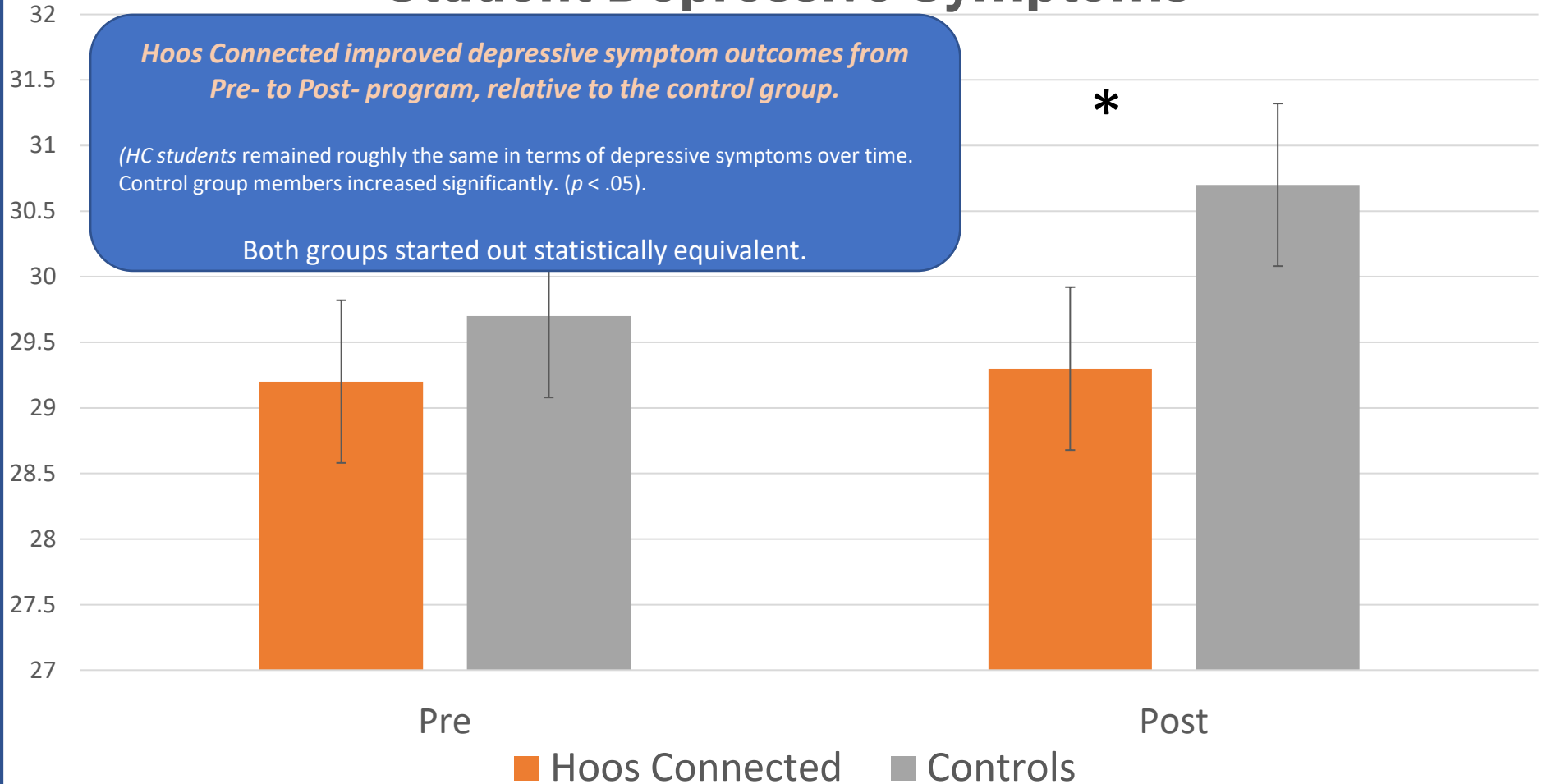
I think that Hoos Connected allowed me to open in ways that I would have never thought to do by myself. It allowed to me share experiences that I've never told anyone, and in doing so, lifted such an emotional burden from me.

Student Depressive Symptoms

Hoos Connected improved depressive symptom outcomes from Pre- to Post- program, relative to the control group.

(HC students remained roughly the same in terms of depressive symptoms over time. Control group members increased significantly. ($p < .05$).

Both groups started out statistically equivalent.



Making Everyone Feel Included

- Positive program effects on loneliness were especially large for students who were **members of racial/ethnic minority groups.**
- There was a statistical trend for the same type of effect with regard to **students from lower socioeconomic backgrounds.**

I feel more comfortable making friends with people that are different from me.

Learning from our Differences

These sessions really made me realize that even though people may look different from you that we are all very similar inside.

Made me feel more connected to people who I would probably haven't spoken to if it wasn't for
HC

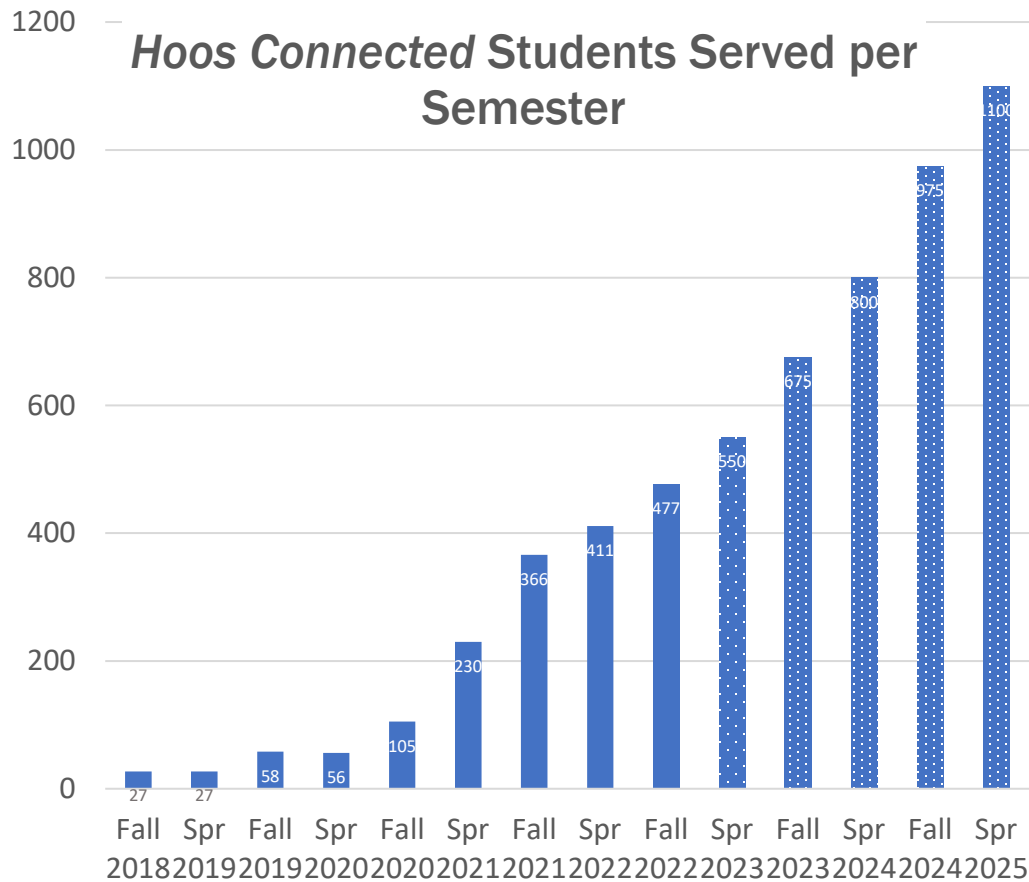
What Our Student Facilitators Are Saying

- “This course is the best thing that I do at UVA... *Hoos Connected* has changed the way that I approach being a friend and a supporter. I have learned more from this course about how to be a better human being and student than any other course at UVA.”



Hoos Connected - Past and Future

- Goal to serve > 50% of incoming students each year
- Chance to be on the forefront of a new approach to capitalizing on the residential college experience
- Interest from seven other universities thus far



Increasing National Interest

Wed, Nov 23, 2022

Newsweek

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Allen's project leads small groups of teenagers through a moderated curriculum consisting of 12 experiences designed to create a sense of connection, vulnerability and intimacy, and leave them feeling someone has actually listened to and can relate to what they have to say, which makes them more likely to forge deeper emotional connections with others in real life.

N NEWSWEEK MAGAZINE

As Teen Loneliness Rates Soar, Schools May Be Making It Worse, Scientists Say

The New York Times

PLAY 1

The Coronavirus Pandemic | map and cases | updated statistics | new covid variants | railway service | Covid F.A.Q.

Meeting the Mental Health Challenge in School and at Home

From kindergarten through college, educators are experimenting with ways to ease the stress students are facing — not only from the pandemic, but from life itself.

Give this article

“The Connection Project, developed by Joseph Allen, a clinical psychologist and psychology professor at the University of Virginia, helps ease difficult developmental transitions, like the one from high school to college, and guides students toward forming authentic, meaningful friendships.”



Long-term Goals

- Deep connection as a signature part of the UVA experience
- A 'glide path' to connection for entering students
- A cadre of skilled upper-level student leaders with the soft skills needed to thrive in a 21st century workplace
- Building a culture of awareness, understanding, communication, and support across diverse groups of students

www.hoosconnecteduva.com

A Team Effort

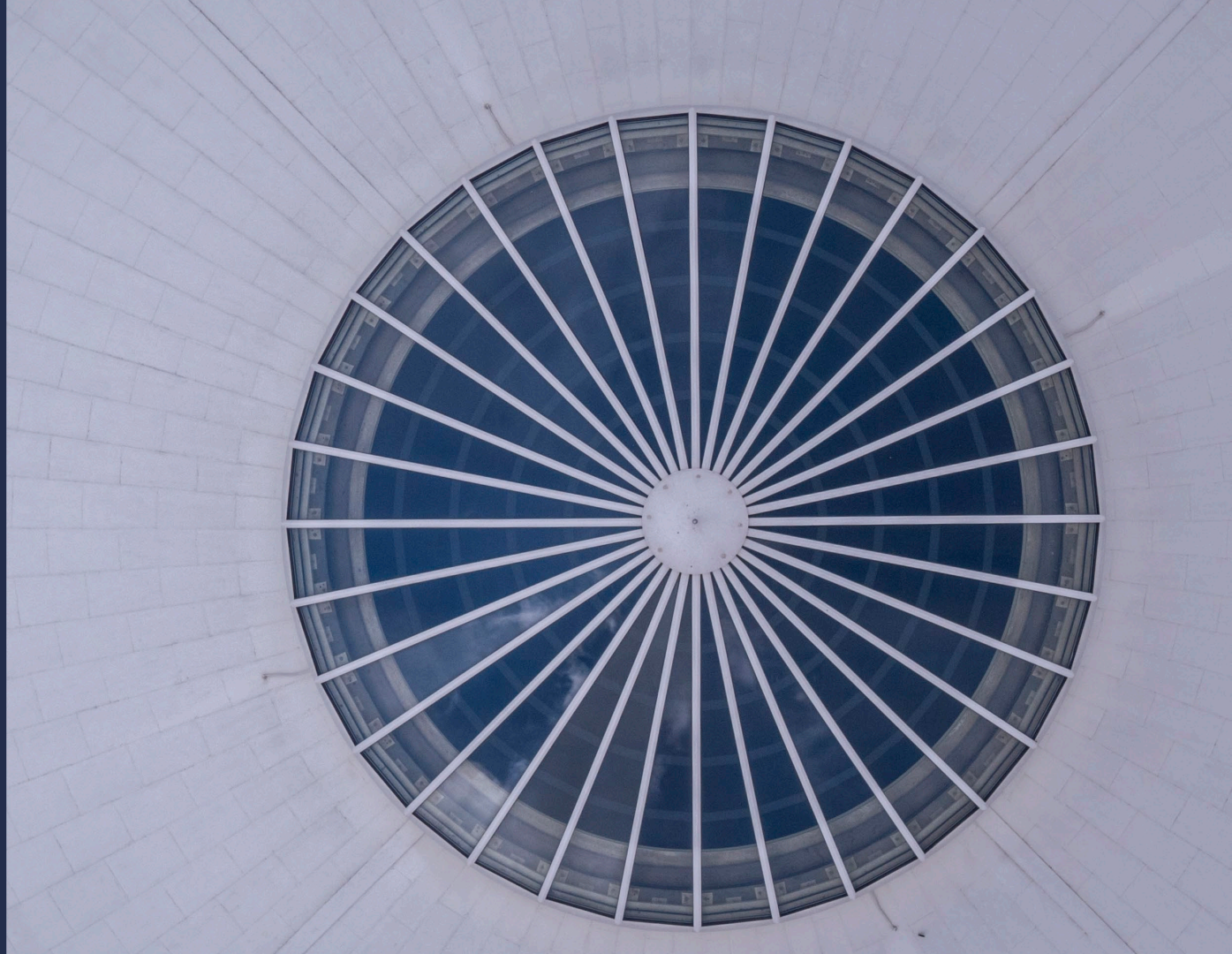
Hoos Connected exists because of the ongoing support it has received from:

- Student Affairs
 - Especially The Counseling Center & Residence Life
- Academic Affairs
- Dept. of Psychology
- The Jefferson Trust
- The President & Provost

www.hoosconnecteduva.com

**Students
Thriving in
STEM**

Josipa Roksa



UVA | NORTHERN VIRGINIA

IT'S CLOSER THAN YOU THINK

Gregory Fairchild
8 December 2022



NORTHERN VIRGINIA

Why: Selected facts about the region

High Value of Education

- “Metropolitan College Town”

Global Gateway

- 1/3 of residents foreign born

Corporate Nexus

- Seat of Government
- 7th largest Private & Public Headquarters

Economic Engine

- Key Region for National Commonwealth Economic Output

Love UVA

Key...

- Applicant
- Alumni
- Recruiting
- Placement
- Development

...Market

Thought Leadership

- Leading Media Market
- Think Tanks

Our guiding principles

- World-class, market-facing education
- Integration with world of practice
- Excellence in engineering, arts, and sciences scholarship
- Cross-pollination and integration of disciplines
- Commitment to public purpose
- Enhancement of the Charlottesville residential experience

Who we aim to serve



Multi-phase effort



Current (2017-2023)

- Degree programs (Darden, Education, Data Science, McIntire, Nursing, Medicine)
- Custom programs
- Programs — convenings, events, career services, retreats



Near Term

- New degree activity (Engineering, Architecture)
- Non-degree revenue-generating educational research and programmatic activities



Long Term

- Expanded educational and research activities
- New degree and non-degree programs (e.g., Public Health, Nursing, Education)

The business model

Degree 	<ul style="list-style-type: none">• Graduate programs• Days/Semesters in DC for Charlottesville-based students
Non-Degree 	<ul style="list-style-type: none">• Certificates• Custom programs (B2B)
Online 	<ul style="list-style-type: none">• Extensions from Grounds programs• New programs

Rosslyn

- 40K square feet (2 floors)
- Rosslyn metro
- Limited parking
- \$125K median HH Income
- 33.2 median age



Inova Fairfax

- 55K square feet (2 floors)
- Dunn Loring metro (+ bus)
- Ample parking
- \$118K median HH income
- 36.4 median age



CREATIVE CONCEPT

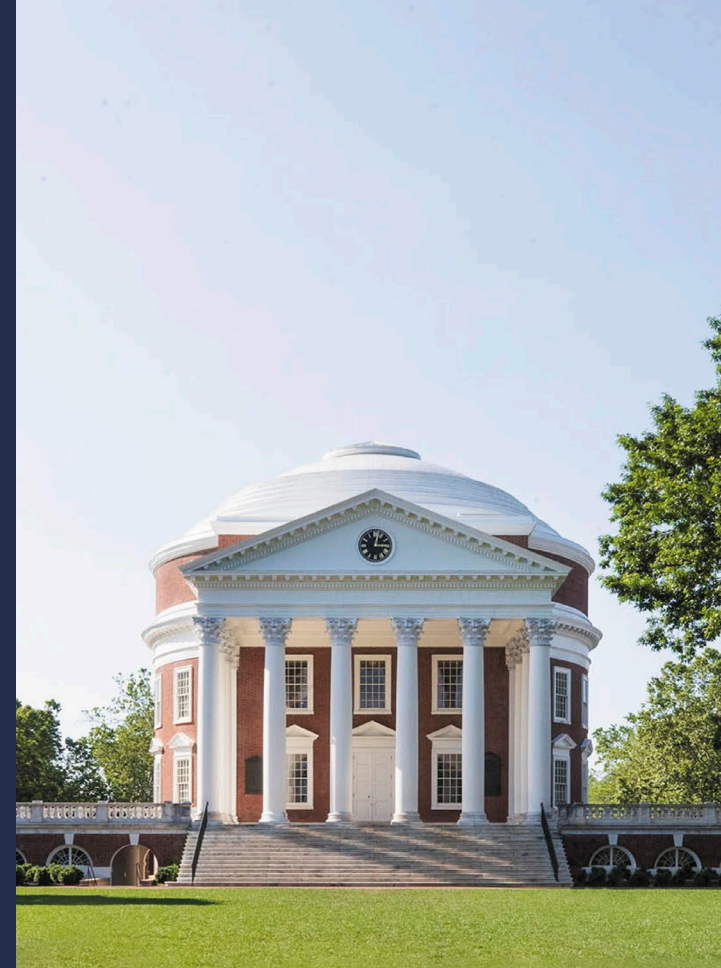
Founded as a bold experiment over 200 years ago, UVA has emerged as an iconic institution dedicated to the public good. Yet, for North Virginia's professionals living and working in the epicenter of global change, access to UVA's advantages can seem far off.

They crave the best of both worlds: academic excellence, at a close distance. Programs that feed career curiosity, on their own time. Learning that meets them where they are—to get them where they want to be.

That's why UVA has designed a dynamic learning experience for Northern Virginia's modern professionals.

An always-on knowledge tap.
A renewable resource for alumni.
An ever-evolving way of learning, working, and making meaningful change.

IT'S CLOSER THAN YOU THINK.



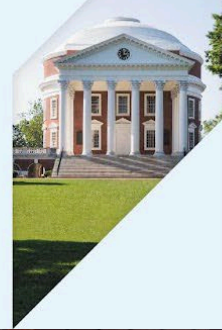
**IT'S
CLOSER
THAN
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**Always-on
learning for the
professionally
curious.**

IT'S CLOSER THAN YOU THINK.

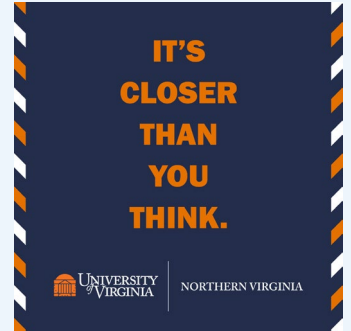
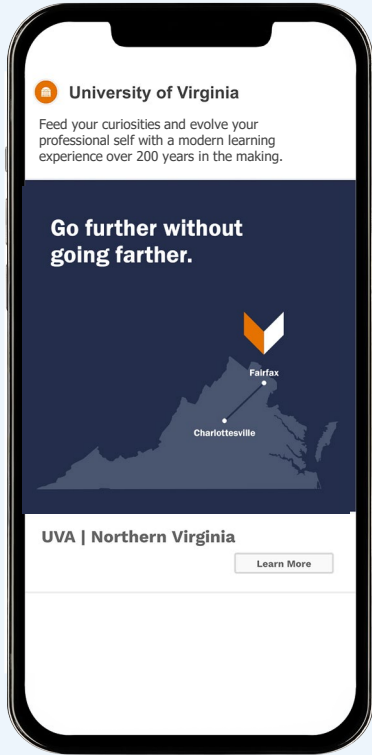


**UNIVERSITY
of VIRGINIA**

**NORTHERN
VIRGINIA**

NORTHERN.VIRGINIA.EDU

Social Media Ads



33 | **Animation notes:** Zoom into The Spire shown on map; it then flips to show UVA moving “north” alongside name reveal; The Spire rotates clockwise and takes flight behind our student.



THANK YOU

Education for Citizenship

2022 ORATORY COMPETITION



Is free speech important at a public university in our democracy — and why?

THANK YOU

