



THE RECTOR AND VISITORS OF THE  
UNIVERSITY OF VIRGINIA

September 15, 2022

MEMORANDUM

TO: The Academic and Student Life Committee:

Elizabeth M. Cranwell, Chair  
Carlos M. Brown, Vice Chair  
Mark T. Bowles  
Thomas A. DePasquale  
U. Bertram Ellis Jr.  
Robert D. Hardie  
Angela H. Mangano

L.F. Payne  
Amanda L. Pillion  
Douglas D. Wetmore  
Whittington W. Clement Ex-officio  
Susan E. Kirk, Faculty Rep  
Lily A. Roberts, Student Rep

and

The Remaining Members of the Board:

Robert M. Blue  
Louis S. Haddad  
Babur B. Lateef, M.D.

Stephen P. Long, M.D.  
James B. Murray Jr.  
James V. Reyes

FROM: Susan G. Harris

SUBJECT: Minutes of the Academic and Student Life Committee Meeting on September 15, 2022

The Academic and Student Life Committee of the Board of Visitors of the University of Virginia met, in open session, at 3:18 p.m., on Thursday, September 15, 2022. Elizabeth M. Cranwell, Chair, presided.

Committee members present: Whittington W. Clement, Mark T. Bowles, Thomas A. DePasquale, U. Bertram Ellis Jr., Robert D. Hardie, Angela H. Mangano, L.F. Payne, Amanda L. Pillion, Douglas D. Wetmore, Susan E. Kirk, M.D., and Lily A. Roberts

Committee members absent: Carlos M. Brown

Louis S. Haddad, Babur B. Lateef, M.D., Stephen P. Long, M.D., James B. Murray, Jr., and James V. Reyes were also present.

Present as well were James E. Ryan, Ian B. Baucom, Jennifer W. Davis, K. Craig Kent, M.D., Susan G. Harris, Donna P. Henry, Cliff Iler, Megan Barnett, Adam Daniel, Kennedy Kipps, Megan K. Lowe, Mark Luellen, David W. Martel, Margaret Grundy Noland, Debra D. Rinker, and Margot M. Rogers.

The presenters were Christa Acampora, Marianne Baernholdt, Stephanie Rowley, and Leslie Kendrick.

Ms. Cranwell reviewed the agenda and then turned the meeting over to Provost Baucom.

### **Action Items**

Provost Baucom spoke briefly about the four new professorships that are proposed for approval. On motion, the committee approved the following resolutions and recommended them for Full Board approval:

#### **DAVID W. THOMPSON EMINENT SCHOLARS VISITING PROFESSORSHIP IN PUBLIC ACCOUNTING**

WHEREAS, David W. Thompson retired from UVA in 1985 after nine years on the faculty. An expert in financial cost and not-for-profit accounting, Mr. Thompson held Certified Public Accountant certificates in 16 states; and

WHEREAS, the estate of David W. Thompson provided a gift to create this visiting professorship to attract eminent scholars as visiting professors in the McIntire School of Commerce; and

WHEREAS, the professorship is to be awarded to a visiting professor with a scholarly and research interest in international and global accounting, and will enable the McIntire School to continue to attract top faculty members in the accounting area;

RESOLVED, the Board of Visitors establishes the David W. Thompson Eminent Scholars Visiting Professorship in Public Accounting; and

RESOLVED FURTHER, the Board of Visitors offers profound thanks to the estate of David W. Thompson for its support of the McIntire School of Commerce and the University.

#### **RUFFIN FOUNDATION DISTINGUISHED PROFESSORSHIP IN STUDIO ART**

WHEREAS, Peter Ruffin attended the University of Virginia in the 1920's before becoming a partner in the Galbreath-Ruffin Corporation, developer of landmark skyscrapers in Manhattan, Pittsburgh, and Los Angeles. He and his wife, Adeline, established the Peter B. and Adeline W. Ruffin Foundation in 1966 to support educational initiatives; and

WHEREAS, following the Ruffins' deaths in the 1980's, Brian McAnaney, a 1968 graduate of the College, became a trustee of the Foundation. Mr. McAnaney has fostered the Foundation's support of education by directing philanthropy to the College and Graduate School of Arts & Sciences; and

WHEREAS, the Ruffin Foundation first funded an endowment to support Academic Excellence in the College and Graduate School of Arts & Sciences. Its next large gift was to support the construction of the Studio Art building, resulting in the naming of Ruffin Hall. Ruffin Hall was dedicated in 2008, housing studios, classrooms, galleries, and offices for the Studio Art program; and

WHEREAS, the Ruffin Foundation created the Peter B. and Adeline W. Ruffin Endowment for Distinguished Artists-In-Residence in 2014. This support was followed by the creation of the Ruffin Foundation Distinguished Professorship in Studio Art Fund in 2018. The professorship fund will be matched by the University's Bicentennial Professorship Fund; and

WHEREAS, this professorship will support the most senior position in Studio Art, a program within the Department of Art. In addition to supporting the holder's salary and benefits, income from the professorship's fund may be used to support program activities associated with the Studio Art program at the discretion of the Dean of the College and Graduate School of Arts & Sciences;

RESOLVED, the Board of Visitors establishes the Ruffin Foundation Distinguished Professorship in Studio Art; and

RESOLVED FURTHER, the Board of Visitors offers profound thanks to the Ruffin Foundation and trustee Brian McAnaney for their support of the University, the College and Graduate School of Arts & Sciences, and the Studio Art program.

#### **OLSEN BICENTENNIAL PROFESSORSHIP IN MATERIALS SCIENCE AND ENGINEERING**

WHEREAS, Gregory H. Olsen, a generous supporter of the School of Engineering and Applied Science, contributed the funds to create a Bicentennial Professorship in Materials Science and Engineering that will be matched by the Bicentennial Professorships Matching Fund; and

WHEREAS, the professorship will provide resources to recruit and retain leading scholars in the field of materials science who will drive collaborative research, create knowledge and technologies to benefit humanity, and cultivate an environment of educational innovation;

RESOLVED, the Board of Visitors establishes the Olsen Bicentennial Professorship in Materials Science and Engineering; and

RESOLVED FURTHER, the Board of Visitors offers profound thanks to Mr. Gregory H. Olsen for his deep and generous support of the School of Engineering and Applied Science, the Department of Materials Science and Engineering, and the University.

#### **STEPHEN G. WILSON BICENTENNIAL PROFESSORSHIP**

WHEREAS, Donors Robert "Dudley" White and Barbara White both graduated from the School of Engineering and Applied Science. Dudley took a bachelor's degree in 1976 and a master's degree in 1977, both in electrical engineering, and Barbara took a bachelor's degree in aerospace engineering in 1981; and

WHEREAS, the Whites provided funds for a professorship in honor of Stephen G. Wilson, Professor Emeritus of Electrical and Computer Engineering, whose teaching paved the way for Dudley's career and success; and

WHEREAS, the University will match the Whites' commitment with its Bicentennial Professorships Fund; and

WHEREAS, the Stephen G. Wilson Bicentennial Professorship will provide resources to the School of Engineering and Applied Science to recruit and retain leading scholars in the field of electrical and computer engineering;

RESOLVED, the Board of Visitors establishes the Stephen G. Wilson Bicentennial Professorship in the School of Engineering and Applied Science; and

RESOLVED FURTHER, the Board of Visitors offers profound thanks to Robert "Dudley" White and Barbara White for their support of the School of Engineering and Applied Science and the University; and

RESOLVED FURTHER, the members of the Board congratulate Professor Emeritus Stephen G. Wilson on his long and distinguished career at the University and on this honor.

### **Executive Vice President and Provost Remarks**

Mr. Baucom spoke about welcoming the new students and faculty members and the US News rankings. The University is ranked as the number three public university in the nation. He said one factor in the rankings is social mobility, indexed to the number of first generation and low-income students admitted.

### **Research Report**

Mr. Baucom gave a report on strengthening the research infrastructure and the Grand Challenges program, which targets the research areas of Democracy, Environmental Resilience and Sustainability, Precision Medicine, Brain and Neuroscience, and Digital Technology and Society. He reported on progress toward goals on the Karsh Institute, Neuroscience, and Environmental Resilience. This year will focus on Precision Medicine and Digital Technology and Society.

He said UVA should lift the entire base—all research areas need more funding. In 2021-2022, UVA reached \$450M in total research funding. The numbers are good but they are not competitive with the top research universities. They need to take a comprehensive look at the entire research enterprise.

Research Infrastructure: infrastructure is strategic. If you lift the foundation, everything advances. UVA will strengthen the base by maintaining growth in external funding; making strategic investments in physical space/facilities, computing, shared equipment, wet labs, as well as graduate students/graduate programs; and supporting clinical trials, entrepreneurship & licensing, partnering with lawmakers and others, and communicating discoveries. A faculty steering committee is analyzing strengths and gaps, and they have hired a consultant to advise on the national landscape.

### **Meet the New Deans**

Mr. Baucom introduced Ms. Christa Acampora, Dean of the College and Graduate School of Arts & Sciences; Ms. Marianne Baernholdt, Dean of the School of Nursing; and Ms. Stephanie Rowley, Dean of the School of Education and Human Development. Ms. Rowley, Ms. Acampora, and Ms. Baernholdt spoke about their backgrounds and what they envision for their schools.

**Report on the University's Statement on Free Expression and Free Inquiry**

Mr. Baucom introduced Ms. Leslie Kendrick, Professor of Law and chair of the Committee on Free Expression and Free Inquiry, who is a nationally known expert on the First Amendment and free speech. Provost Baucom said he had charged Ms. Kendrick with the task of making the Statement on Free Expression and Free Inquiry (the Statement) a "living document." She reviewed the values espoused in the Statement and said she will be illustrating how the values are reflected at the University and work with others to provide resources, workshops, and activities on these values through several schools and centers. She highlighted programs for developing skills on engagement and dialogue across difference.

Ms. Kendrick answered several questions about the obligations of a public university in this area. She emphasized that our values go beyond protecting First Amendment speech rights. They include encouraging generous listening, dialogue across difference, and others. We have set for ourselves a more difficult and more worthy goal of inculcating values of curiosity, following truth, dialogue across difference, and being willing to revise our thinking based on new information. No one at the University can mandate those values.

There were several written reports in the materials, which are attached to these minutes.

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The chair adjourned the meeting at 4:47 p.m.

SGH:ddr

These minutes have been posted to the University of Virginia's Board of Visitors website:  
<http://bov.virginia.edu/committees/179>

# **ATTACHMENTS**

## **Advising Initiative Update**

The President and Provost are committed to improving the undergraduate experience at UVA through strengthening our infrastructure for comprehensive and holistic support and enriching the academic, career, and personal advising UVA provides to students. As articulated in the 2030 Plan, we aim to “ensure that students receive the advising and support they need to thrive on Grounds and beyond” (p. 26). This update outlines our progress on improving undergraduate advising and support, including updates on the recommendations presented to the Board this past March.

### ***Enhancing collaboration and focusing our efforts***

In the June 2022 board meeting, Robyn Hadley (Vice President and Chief Student Affairs Officer and Dean of Students), Stephen Farmer (Vice Provost for Enrollment), and Brie Gertler (Vice Provost for Academic Affairs) described their collaboration on issues surrounding advising and the student experience. Together, they are responsible for a wide range of critical student-facing units such as academic affairs, student support and safety, the career center, residence life, student engagement, student financial services, the registrar’s office, admissions, and student health and wellness. They are working to strengthen the ties between their offices to ensure seamless coordination between their teams, improving the experience for students and allowing problems to be identified and addressed quickly. In addition to regularly communicating about issues as they arise, these three leaders meet monthly to work proactively on improving student life and the academic experience. Throughout this report, wherever “we” is used, it refers to the collaborative efforts of these three leaders and their respective offices.

### ***Advising:***

In March 2022, Vice Provost Gertler presented a series of recommended next steps to improve undergraduate advising at UVA. These recommendations are enumerated below along with brief updates.

1. *Ensure that all pre-major students (i.e., students who have not yet declared a major) have a primary advisor whose principal responsibility is advising.*

This work is underway. Ensuring that all pre-major students have an academic advisor whose primary responsibility is advising will have the greatest impact in the College: at present, Association Deans are the only College staff whose primary responsibility is academic advising. The Association Deans are highly skilled and knowledgeable, but their effectiveness and reach are limited by their caseloads (each is responsible for 800-1000 students). Strengthening academic advising will have outsized significance for the College. Starting this fall, we will collaborate with Dean Acampora on strategies for building out the advising infrastructure, maintaining the excellence of the Association Deans while working to ensure that all advisors have caseloads that allow them to provide personalized, holistic advising to all their advisees.

Engineering, the second largest undergraduate school, is currently piloting a new first-year course and evaluating the first-year curriculum and advising practices in order to better support student success during the crucial first year. Pre-major advising is not an issue in the other undergraduate schools (Architecture, Batten, Education, McIntire, Nursing, SCPS) since students enter those schools with a major.

- 2. Require all incoming students to participate in a first-year experience that connects them to resources and helps them to build relationships across Grounds.*

We are working with the schools to identify and enhance existing programs to ensure that these programs orient students to the full range of resources and opportunities soon after their arrival. The largest current program is [Hoos Connected](#), which now enrolls about 25% of incoming undergraduates; Hoos Connected is being revised to incorporate advising elements and, with funding from the President and Provost, will expand to accommodate more students in future years. We are also exploring nationally recognized first-year programs at Stanford, Elon, and other universities as possible models to implement at UVA.

- 3. Develop infrastructure in the Provost's Office to provide centralized support for advising and to facilitate collaboration across schools and academic and student affairs units.*

Josipa Roksa was appointed Associate Provost for Undergraduate Education, a new position reporting to the Vice Provost for Academic Affairs. Professor Roksa is charged with working with schools, Student Affairs, Enrollment, and other units to implement the [Advising Task Force recommendations](#) and strengthen academic support services. She also oversees the Georges Student Center ([Total Advising](#)), the Office of Undergraduate Research, and the Office of Citizen Scholar Development (which assists students interested in Rhodes, Fulbright, and other fellowships). This new administrative structure facilitates a sustained, comprehensive focus on advising and academic support.

- 4. Adopt an advising software platform for use across the University.*

The [Advising Software Committee](#), comprised of representatives from the undergraduate schools, student affairs, career center, enrollment, young alumni staff/fellows, and other units, will recommend a new advising software platform to be used across the University. This tool will facilitate communication between units and ensure that students receive consistent, accurate information from their advisors, and will allow us to be more proactive in guiding students to resources and programs that address their needs and interests. This committee has been asked to finish their work and submit a recommendation in the spring of 2023.



5. *Ensure that all major advisors, whether staff or faculty, are appropriately trained and that advising loads are equitably distributed. Establish policies and practices that encourage and recognize excellent advising.*

The Provost's Office will begin working with the schools this academic year to develop policies and practices that apply to majors advising. Although some policies and practices will be school-specific, it is likely that others will be standardized across the schools.

6. *Develop better ways of sharing information with students through both enhanced technology and engagement with peers.*

The University is a rich and welcoming place, but also a large and complex one, with a breathtakingly wide range of curricular and co-curricular opportunities. Our communications infrastructure has not kept pace with the growth in these opportunities or with the changes in ways that young adults now find and share information. As a consequence, students, parents, faculty, and staff often have difficulty finding information that they need, and students are sometimes unaware of co-curricular activities, student groups, or professional development activities related to their interests. To address these challenges, we have established the [Advising Communications Committee](#) and charged it with developing better ways of sharing information with students through enhanced technology, more targeted outreach, and better collaboration between units.

### ***Additional Supports & Improvements:***

In addition to the work precipitated by the Advising Task Force recommendations (above), we are strengthening advising and academic support through other means and have provided a few examples of this below.

First-generation students and those from low-to-moderate-income households face special challenges navigating UVA. These students are less likely to reach out to faculty for help or advice and are more likely to encounter difficulties in finding resources and connecting with peers. To better support these students, the Office of the Vice President and Dean of Students is hiring three staff members to focus on their needs. Although these staff members will primarily work with this group of students, they will also serve as a resource for advising more generally: by helping us better understand the kinds of challenges these students encounter in navigating our systems, we can improve our advising and support infrastructure in ways that benefit all students.

We are piloting a course-embedded "early identification" system to identify students who are struggling academically before they get into serious difficulties. Identified students will be encouraged to attend study groups or skills workshops, directed to other resources (such as counseling), and urged to meet with their advisor for additional guidance and support. This program will be launched in the spring of 2023.

Given the distinctive challenges that students experience in large introductory STEM courses, we are developing programs to facilitate student success in those courses. The Provost's Office is providing resources and oversight to expand two programs that have successfully helped students meet these challenges. In both programs, undergraduates who have performed well in an introductory STEM course in a previous semester assist with instruction of that course. Both programs benefit the student coaches as well as the students they help: by learning to facilitate discussions and to explain complex concepts to others, the student workers develop leadership skills and attain a deeper understanding of the course material. The initial pilots of these programs have been promising, and we will continue to track student participation and outcomes to enable systematic assessments.

Beginning this fall, we are increasing these programs' visibility and accessibility by experimenting with new locations, including residence halls. Over the next year, we will expand these programs to additional courses. Research shows that learning loss during the pandemic has impacted virtually all students in some way and expansion of these programs will also serve to mitigate this impact.

In addition to providing additional support for our students, we are also offering them additional opportunities. For example, the new [Public Service Pathways](#) program has attracted exceptionally strong interest from this year's incoming class.

#### Additional Resources:

- Advising Task Force recommendations: <https://provost.virginia.edu/subsite/undergraduate-education/2022-advising-initiative/advising-task-force-report>
- Total Advising: <https://advising.virginia.edu>
- Advising Software Committee: <https://provost.virginia.edu/subsite/undergraduate-education/2022-advising-initiative/advising-software-committee>
- Advising Communications Committee: <https://provost.virginia.edu/subsite/undergraduate-education/2022-advising-initiative/advising-communications-committee>
- Public Service Pathways: <https://provost.virginia.edu/subsite/public-service-pathways>
- Hoos Connected: <https://hoosconnected.virginia.edu/>

## **Orientation & Wahoo Welcome (Written Report)**

The Office of Orientation and New Student Programs (ONSP) strives to develop an environment where orientation is viewed as an on-going process rather than an event. After three years of the pandemic where Summer Orientation occurred on-line and family and guest events were curtailed, staff planned for a return to in-person programming by conducting an in-depth assessment including a literature review, benchmarking with peer, aspirant, and ACC institutions and review of UVA-specific programs informed by feedback from participants and student Orientation Leaders. With this data and analysis as a guide, the University returned to a full Summer Orientation program in 2022, including a full schedule of programming for families and guests.

A complement to Summer Orientation, Wahoo Welcome was expanded in the fall of 2021 to provide a more robust welcome back to in-person events for our students as we managed the effects of the pandemic. Wahoo Welcome 2021 also began the process of extending welcome programming further into the semester to allow students more time and opportunities to learn about how to live and engage with their classmates in their new home. This programming has continued to expand in 2022.

Since its beginnings in 1999, the programming offered by Orientation and New Student Programs (ONSP) has endeavored to help students establish a strong foundation for their sense of self, people, and place.

### ***Summer Orientation***

With these themes in mind, the summer orientation program focuses on helping students begin to explore who they want to become at UVA and the resources and supports available to them on that journey, both academic and co-curricular. In Summer 2022, the program included eight sessions of a two-day program, with an overnight stay in the halls for first-year students, and two one-day sessions for transfer students. ONSP also hosted a ninth session for first-years to include international students and other students who could not travel to Grounds in the summer. Summer programming occurred in late-June/July and ONSP worked closely with the schools to continue to align orientation programming with school enrollment, particularly in the College.

Program content focuses on assisting first-year and transfer students in making successful academic, intellectual, and social transitions to the University. Day One for new first-year students focuses on belonging, support, and resources, and begins with a warm welcome from our Vice President and Dean of Students as well as a welcome to the Community of Trust, and the responsibility that it entails, by the Honor Committee Chair. Students also have an opportunity to interact with their Orientation Leaders, and experience signature programs such as I Am UVA (for which we have received national recognition and awards), and community building activities with their small groups. Students also hear from the Student Council President and others about student self-governance and the caring community that all students are responsible for maintaining at the University. Additional topics covered include health and safety, student housing, financial aid, and concurrent programs for families and guests such as advice for launching

a resilient college student presented by faculty in the Frank Batten School of Leadership and Public Policy – presentations designed to strengthen the connection of students and their families to the University.

Day Two is more focused on course enrollment and academic content. In 2018, ONSP intentionally separated social/emotional/community programming and academic programming, which allowed for the expansion of community-building programs while also allowing for improvements to the overall course registration process. In 2019, the College piloted two versions of a guided enrollment process in Echols course registration and the New College curriculum course registration. Comparative data revealed strong satisfaction among those experiencing guided enrollment. With these data in mind, the College moved all of their enrollment sessions to a guided enrollment format in Summer 2022.

ONSP also implemented a Wednesday Webinar series open to all new students that included more in-depth information on topics such as pre-Health, Batten, and Commerce advising, study abroad, and joining the Greek community at UVA, to name a few. Detailed information about schedules and content is available at: <http://orientation.virginia.edu/summer>.

While ONSP continues to assess program participation, they estimate that over 3800 first-year students attended summer orientation programming, or about 95% of the entering class. Summer Orientation sessions also included close to 4000 family members and guests of incoming students. Staff are currently gathering and analyzing data from summer and fall programming for the Class of 2026 and can provide a more robust assessment of that data later this fall.

### ***Wahoo Welcome***

Building on the concept of orientation as an on-going process, Wahoo Welcome programming focuses on the first six weeks of a new student's transition to the University of Virginia.

Wahoo Welcome programming began the first day of move-in, Thursday, August 18<sup>th</sup>, and is on-going. Programming includes Opening Convocation and Honor Induction, where students hear from University leadership about the values of our community, including an address from professor and Director of the Center for the First Amendment at the UVA Law School, Leslie Kendrick, about the First Amendment and free expression. The Honor Induction portion of the program includes the introduction of the Honor Committee, an address by the Chair on the value of Honor and the Community of Trust, and a speaker focused on ethics and integrity. This year, the program also included the inaugural showing of the video "Living Honor," produced in collaboration with the Alumni Association.

Additional programming includes important health and safety sessions, a widely-attended Student Activities Fair that promotes the many opportunities to get engaged and involved at UVA, as well as numerous social activities. So far, attendance has exceeded

expectations at most events. More information about Wahoo Welcome and the full schedule of events is available at: <http://orientation.virginia.edu/wahoo-welcome>.

The Division of Student Affairs is focused on reimagining the new student experience, including approaching the college transition as a continuum of resources and experiences from the moment a student receives their acceptance letter to when they select a major. Orientation & New Student Programs continues to explore opportunities to develop, expand, and support existing programming to aid the transition process for new students to move toward that vision.

## **University Guides (Written Report)**

Tens of thousands of prospective and admitted undergraduate students and their families visit Grounds each year. The principal provider of these tours is the University Guide Service (UGS), a special-status student organization that for decades has provided tours for prospective students during the academic year. UGS also offers historical tours, specialty tours upon request, and a virtual tour that guests may take at any time, the last of which was developed through a grant from the Jefferson Trust.

In working with UGS, the Office of Undergraduate Admission and UVA Enrollment aim to prove to our visitors that we care about them and are grateful for, and deserving of, their interest in pursuing higher education at one of the nation's leading public universities in the spirit of our foundational values of free expression and inquiry. We want every student to leave Grounds feeling welcomed, respected, inspired, and uplifted, without exception. For this reason, when we learned last semester that some of our guests were disappointed with their tours of Grounds, we apologized to those we had let down, worked to identify the causes and scale of the disappointment, and began taking steps to improve.

The Guide Service invites guests to evaluate their tours, collecting feedback through two forms, one for admission tours and another for historical and specialty tours. The admission office also surveys every prospective student who tours Grounds and shares the results with the student leaders of the Guides. When a student or family member reports a negative experience with a Guide to admission or enrollment, we take responsibility for the experience and apologize, and we follow up with the leaders of the Guides to address the concern.

Current University Guides are responsible for recruiting, selecting, and training new members of the student organization; selection has traditionally been considered a significant honor. Although elected leaders work with staff members in the admission office to schedule and troubleshoot tours, the organization—like most student organizations at the University—values student self-governance and thus its independence. As has also been the case with many student organizations, the Guides experienced significant challenges during the pandemic and are now trying to recover and rebuild.

Over the last few months, the new chair of the Guides has engaged constructively with leaders in admission and enrollment. Vice Provost for Enrollment Stephen Farmer and the chair have discussed the importance of caring for prospective students, focusing on and meeting their needs, and helping them feel at home on Grounds and confident that UVA respects and believes in them. They have agreed that Farmer will meet with new Guides during their training in September. As a way of strengthening membership and morale within the Guides, they have also agreed that enrollment will provide \$7,800 in funding during 2022-2023 to support the training of the Guides and to eliminate the dues that members have previously paid to belong to the organization.

In addition to engaging with the leaders of the Guides, admission and enrollment are taking the following steps to make sure that we provide the best possible hospitality to our guests.

- The admission office has created and filled a new senior position to focus full-time on the experience of our guests. This new associate dean knows how important it is for us to treat students and their loved ones well. She will move quickly to establish clear lines of communication with the Guides.
- To support this new dean, and to get the clearest possible view of how we are doing, we are engaging an external expert in the guest experience to help us take stock of our hospitality and improve it. The person will talk with students, community members, and other stakeholders and will be charged with helping us understand what we are doing well and what we must improve upon. We are committed to acting on the advice this person provides.
- We continue to follow up on every report of a disappointing experience that comes our way and to monitor and follow up on the results from our tour surveys.

Where the tour surveys administered by the admission office are concerned, this summer the results have been positive. Of the 497 people who completed the survey in July, 478 (or 97 percent) rated the tour guide “excellent” or “good” (83 percent “excellent,” 13 percent “good”). Of the 212 who completed the survey in August, 206 (or 97 percent) rated the tour guide “excellent” or “good” (76 percent “excellent,” 21 percent “good”). Across these two months, 20 of the 709 total respondents (or 3 percent) said their tour guide “need[ed] improvement.” Although we regret that we disappointed these guests and that their tours did not meet their needs, we did not get the sense from the survey responses that the problems were related to negative comments about the University.