



THE RECTOR AND VISITORS OF THE
UNIVERSITY OF VIRGINIA

June 1, 2023

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
Lillian A. Rojas, 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 June 1, 2023

The Academic and Student Life Committee of the Board of Visitors of the University of Virginia met, in open session, at 2:55 p.m., on Thursday, June 1, 2023. Elizabeth M. Cranwell, Chair, presided.

Committee members present: Whittington W. Clement, Mark T. Bowles, Carlos M. Brown, Thomas A. DePasquale, U. Bertram Ellis Jr., Robert D. Hardie, L.F. Payne, Amanda L. Pillion, Douglas D. Wetmore, Susan E. Kirk, M.D., and Lillian A. Rojas

Committee members absent: Angela H. Mangano

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, Clifton M. Iler, Megan Barnett, Brie Gertler, Kennedy Kipps, Mark

Luellen, David W. Martel, Clark L. “Chip” Murray, Margaret Grundy Noland, Melur K. Ramasubramanian, Debra D. Rinker, Clark L. Murray, and Margot M. Rogers.

The presenters were Leslie Kendrick, Melody Barnes, and Stephen Farmer.

Ms. Cranwell reviewed the agenda and said a few words about former associate dean of students Aaron Laushway who passed away. She said Mr. Laushway was a “beautiful spirit”. She said, “it was simply a joy to be in his presence, and his passing an immeasurable loss.” She also spoke about visiting classes in several schools and speaking with students following a class taught by Professor Sabato. She said this experience was enlightening, and she thanked the Rector for the suggestion to observe classes. She turned the meeting over to Provost Baucom for the action items.

Action Item: Pediatric Neurology Bicentennial Professorship

Provost Baucom said this professorship will create an endowed faculty position within the Neurology Department in the School of Medicine. It was made possible through the generosity of Joan Thalheimer, who committed \$2M through the family foundation that she established with her late husband, John. Mrs. Thalheimer made the gift in honor of Dr. Howard Goodkin, chair of the Department of Neurology, director of the division of pediatric neurology, and Shure Professor of Neurology and Pediatrics. Her intent is for the professorship to be renamed in Dr. Goodkin’s honor after he retires. An institutional match of \$1M from the Bicentennial Professorship matching program brings the total funding for the professorship to \$3M.

On motion, duly seconded, the committee approved the following resolution and recommended it for full Board approval:

PEDIATRIC NEUROLOGY BICENTENNIAL PROFESSORSHIP

WHEREAS, donor Joan F. Thalheimer is passionate about the work of the Department of Neurology and excited to support their efforts in pediatric neurology especially; and

WHEREAS, in 2022, Joan Thalheimer pledged \$2M to fund a Pediatric Neurology Bicentennial Professorship in the Department of Neurology, which will qualify for a Bicentennial Professorship program match of 50 cents on the dollar; and

WHEREAS, Mrs. Thalheimer’s gift to Pediatric Neurology is made in honor of Dr. Howard P. Goodkin, chair of the Department of Neurology, director of the Division of Pediatric Neurology, and Shure Professor of Neurology and Pediatrics. He has committed his career to helping pediatric patients. Mrs. Thalheimer asks that the professorship be renamed the Howard P. Goodkin Pediatric Neurology Bicentennial Professorship upon the retirement of Dr. Goodkin;

RESOLVED, the Board of Visitors establishes the Pediatric Neurology Bicentennial Professorship in the Department of Neurology; and

RESOLVED FURTHER, upon the retirement of Dr. Howard P. Goodkin, chair of the Department of Neurology, the Pediatric Neurology Bicentennial Professorship shall be renamed the Howard P. Goodkin Pediatric Neurology Bicentennial Professorship; and

RESOLVED FURTHER, the Board of Visitors, the University, and the School of Medicine offer profound thanks to Joan Thalheimer for her support of the Department of Neurology and the School of Medicine.

Action Item: George C. and Clare F. Downing Memorial Professorship

This professorship will create an endowed faculty position within the College and Graduate School of Arts & Sciences. It has been funded through an estate gift from a member of Class of 1937, the late Churchill Downing. Mr. Downing died in 1986. Upon the death of his widow in 2016, the gift for a professorship was made to the University. In the years since, the gift funds have grown sufficiently to support a professorship in the College and Graduate School of Arts & Sciences. The professorship is named for Mr. Downing's parents.

On motion, duly seconded, the committee approved the following resolution and recommended it for full Board approval:

GEORGE C. AND CLARE F. DOWNING MEMORIAL PROFESSORSHIP

WHEREAS, the donor to this professorship is the late Churchill F. Downing (College '37); and

WHEREAS, Churchill Ferrier Downing was born in 1916 in Kentucky to George Crutcher Downing and Clare Ferrier Downing; and

WHEREAS, in December 1972, Churchill Downing documented a gift to the University in his estate plan. This gift was to be used to establish the George C. and Clare F. Downing Memorial Chair, named in honor of his parents and used to attract and retain eminent scholars to the University; and

WHEREAS, Churchill Downing passed away in 1986. After the death of his wife, Sara Jean (Turner) Downing in 2016, the professorship gift funds were given to the University;

RESOLVED, the Board of Visitors establishes the George C. and Clare F. Downing Memorial Professorship in the College and Graduate School of Arts & Sciences.

Action Item: New Degree Programs: Education Specialist in School Psychology and Master of Education in Clinical and School Psychology in the School of Education and Human Development

This action item is to establish two new Degree Programs in the School of Education and Human Development: the degree of Educational Specialist in School Psychology, and the Master of Education in Clinical and School Psychology. The proposed Education Specialist degree in School Psychology will prepare students to serve as certified school psychologists, with core knowledge and skills in providing the comprehensive assessment, intervention, and consultative services necessary for healthy child and youth development. The proposed Master of Education degree will be earned enroute to the Ed.S. and it will help students meet national certification requirements for school psychologists. All students will apply to and enroll in the Ed.S. only; the M.Ed. will have no direct admission pathway and will be awarded upon successful completion of the first year of the Ed.S. curriculum. Both programs have been approved by the School of Education and Human Development's Curriculum Review Committee, by the Faculty Senate, the president and the provost. The Board's approval is required before requesting approval from the State Council of Higher Education for Virginia.

On motion, duly seconded, the committee approved the following resolution and recommended it for full Board approval:

NEW DEGREE PROGRAMS: EDUCATION SPECIALIST IN SCHOOL PSYCHOLOGY AND MASTER OF EDUCATION IN CLINICAL AND SCHOOL PSYCHOLOGY IN THE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Education Specialist in School Psychology and Master of Education in Clinical and School Psychology are established in the School of Education and Human Development.

Executive Vice President and Provost Remarks

Provost Baucom spoke briefly about Final Exercises. Over two days, UVA awarded 4,490 baccalaureate degrees, 447 first professional degrees, and 2,935 graduate degrees. He said there was a story behind each of those numbers and highlighted a few.

Provost Baucom said as we graduate one class, we welcome another. On the undergraduate side alone, 4,700 students will be joining UVA in the fall: 3,970 of those will be first years. He said they are a truly remarkable group. The first-year students include 22 sets of twins, including the Medleys from Amelia County High School, Jalen and Alana, who are at the top of their class academically and have excelled in athletics; Will and Fred Ward from Norfolk Academy, also at the top of their class, and the children of two UVA graduates; the Johnsons from Vero Beach, Florida, Mac and Bo, who are also at the very top of their large high-school class, and who are both co-captains of their tennis team. He said that leaves 3,926 first students and several hundred transfers who aren't twins. Twenty of them come to UVA as a veteran or reserve. He said we are honored that they're joining us, and proud that *US News* has again ranked UVA as one of the top 10 Best Colleges for Veterans.

Provost Baucom also gave a brief report on advising. He said UVA continues to assess and improve undergraduate advising for all our students and worked on implementing the recommendations of the Advising Task Force. He said the key to that work is building a whole-student, holistic, model of advising. Supporting the interconnections between our students' academic life, their professional life, their social life, and their personal life (particularly their health and well-being). He said they would spend more time on advising at the September committee meeting.

Provost Baucom said UVA has selected a new software platform to be used by students as well as advisors across Grounds. The platform will enable students to more easily explore majors, build multi-semester course plans, identify unmet requirements and the courses meeting those requirements, and electronically access advising resources. At the same time, it will enable advisors to communicate more effectively with students during and beyond advising appointments. It will tailor communications to specific groups of students (for example, those who have expressed interest in a specific major) and allow advisors (academic, career, and student life) to communicate directly with one another. It will help to develop a shared understanding of each individual student's aspirations and needs.

The Advising Communications Committee has also identified further action items such as establishing a single revised website functioning as an advising "front door" with links to the full range of advising sites; creating a university-wide chatbot to answer basic questions and connect students with the appropriate office for detailed assistance; and supplementing use of email with text, social media, and other forms of communicating with students. He said starting this fall, all undergraduate schools will be using a new, single, uniform Learning Management System (or LMS), the web platform that holds course materials, discussion assignments, and individualized resources for each class taught.

Finally, at the school level, the School of Engineering and Applied Science has reworked its first-year curriculum, with small cohorts of students taught by a faculty member who also serves as their academic advisor and connects them to advising resources. Starting this fall, the College will be fully implementing its Engagements curriculum for all first-year students offering each of them a sequence of small enrollment courses with leading faculty as they begin their time on Grounds while simultaneously advancing a comprehensive study over the summer to arrive at a concrete plan for renovating advising in the largest and most complex school.

Research Report – Strategic Research Infrastructure Initiative and Grand Challenges Research Investments

Provost Baucom spoke briefly on why UVA conducts research. First, because research is key to service to the Commonwealth and the public good. UVA's discoveries change lives. UVA is also committed to educating our students as whole people. He said that we want students to learn together, live together, and make discoveries together, to get them ready to be knowledge-makers and innovators, and UVA cares about research because our reputation and standing depends on it. UVA is in a national and global market for talent and if we want to attract the best, we have to be the best at everything we do. UVA has to be known as a place where discovery happens or the students and faculty we are trying to recruit will choose somewhere else.

Provost Baucom said UVA started behind in research and we are still behind our peers. He said if UVA wants to compete with peers, we will need to become much more STEM-focused, particularly in the biological/medical and life sciences. He said we do not just want to copy them; we also need to keep playing to our strengths. He talked about a dual strategy for research: 1) via the Grand Challenges commitments; and 2) through the strategic research infrastructure initiative.

On the Grand Challenges, the 2030 Plan identified five priority domains for research: 1) the History, Present, and Future of Democracy; 2) Environmental Resilience and Sustainability; 3) the Brain and Neuroscience; 4) Precision Medicine and Health; and 5) Digital Technology and Society. He said over the last two years UVA has made major commitments and received substantial philanthropic and sponsored research support in the first three and are now focusing on the final two: Precision Medicine and Health, and Digital Technology and Society. Precision Medicine and Health includes plans to launch the Paul and Diane Manning Institute of Biotechnology, supported with investments from the University, the Commonwealth, and the Mannings. That enterprise is the foundational Precision Medicine component of this Grand Challenge initiative. At the same time, UVA is committing to a parallel initiative in Precision Health. Precision Medicine focuses on analyzing an individual's biomedical data to determine highly targeted and individualized treatments. Precision Health adds a further dimension by also analyzing non-biological determinants of health including psychological, behavioral, and environmental factors to help further refine individual treatments and other interventions. Precision Health for Populations takes this approach one step further by identifying ways to improve the health of populations, not just individuals. The initial area of focus will be on working with communities in rural Virginia who are often underserved in terms of healthcare. UVA will start by working to understand, treat, and prevent cancer in these rural populations and by focusing on youth mental health in rural communities, which relates to another Grand Challenge focus area.

The Digital Technology and Society Grand Challenges research initiative aims to advance and study the impacts of digital technologies on our social, cultural, and political lives. UVA will launch two major initiatives in this area: Digital Technology and Democracy, and Digital Technology and Youth Development. Digital Technology and Democracy - understanding the impacts of digital technology on democracy in the U.S. and around the globe - builds on the work of the Karsh Institute for Democracy. The second will focus on how we can combat the harmful impacts of

digital technology and harness its power to support the mental health, education, and civic life of young people to help them flourish.

Provost Baucom said UVA is also developing a second major strand to support the work of the grand challenge initiatives and to lift capacity to conduct research across all fields. He mentioned Catherine Bradshaw's committee on research infrastructure. In conjunction with her committee's work, consultants estimate that between 40% and 60% of UVA's STEM spaces in Engineering and Medicine are significantly below the basic level of a major research institution. There is a long list of research infrastructure needs, but with recommendations in hand the task is now to prioritize and build a multi-year plan aligned with the overall objectives of the 2030 Plan.

Civil Discourse

Provost Baucom introduced two presenters: Leslie Kendrick from the School of Law and Melody Barnes from the Karsh Institute of Democracy. They are presenting as part of a series of discussions this year around the theme of education for citizenship, with a focus on civil discourse across difference.

Ms. Kendrick spoke about the work she has taken on to help ensure that the University community makes the University's statement on free expression and free inquiry a living document. Particularly how we live those commitments in ensuring freedom of public speech, however controversial across Grounds. The job of the University is to implement content-neutral regulations and not to intervene because of a speaker's viewpoint. Protestors may protest so long as they do not disrupt the event. She said, "we can foster norms that approach free speech less as a cage match and more as a community endeavor." She directed members to a website: freespeech.virginia.edu.

Following Ms. Kendrick's remarks, Ms. Barnes spoke about the relationship between civil discourse and democracy. Civil dialogue and the exchange of ideas are essential to a healthy democracy. In society, political views have become personal. In higher education, the free exchange of ideas is critical. She spoke about the "Talking Across Difference" initiative with events, courses, organizations, and research. The website is txd.karshinstitute.virginia.edu. A student dinner series offers a place for students to come together to talk about what they have in common. They will also sponsor kickball games in the same vein. The Democracy Dialogue series brings together people with political and other differences to model the kind of dialogue that they believe is important. "One Small Step" is one-on-one conversations to talk across differences. Research around these conversations is ongoing. An upcoming project is "Is the Good Life Political?" with several initiatives, and the Democracy360 conference October 19-21, 2023. This will feature officials and others in conversation about democracy. In answer to a question, Ms. Barnes said they very deliberately seek out students and faculty with diverse views and backgrounds, including a student advisory council and the Karsh advisory board, both of which include conservatives and liberals, Republicans and Democrats. The objective of the Karsh Institute is to support democracy, and not to support one political viewpoint. There were many comments from members supporting these initiatives.

Fostering Excellence Across the Commonwealth

This discussion item related to the work being done toward the enrollment goals set forth in the 2030 Plan approved by the Board of Visitors in 2019. Mr. Farmer gave a report on the Virginia College Advising Corps and efforts to reach the enrollment goals set forth in this plan, with a focus on reaching economically disadvantaged students across the Commonwealth. This has been referred to as the All-Virginia Plan.

Student Wellness

This written report is attached to these Minutes.

The chair adjourned the meeting at 4:20 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>

ATTACHMENT

Student Wellness Report

The UVA Department of Student Health and Wellness (SHW) in the Division of Student Affairs has a comprehensive, multi-disciplinary structure of providers, resources, and programs in place to support mental health and wellbeing for both undergraduate and graduate students. An important part of this structure is Counseling and Psychological Services (CAPS). Cross-disciplinary teams address specific focus areas, such as the Eating Disorders Treatment Team, Substance Use Disorders Team, and the Concussion Team. These teams work with personnel from SHW and national experts within the School of Medicine.

SHW staff collaborate closely with colleagues and partners across Grounds, including those in Student Affairs, UVA Health, the Maxine Platzner Lynn Women's Center, UVA Recreation, the Sheila Johnson Center in the School of Education and Human Development, the Contemplative Sciences Center, and faculty experts, particularly in the Schools of Medicine and Nursing and in the Psychology department in Arts & Sciences. They also partner with community providers and agencies to help ensure that students have ready access to the entire spectrum of care, from proactive practices and opportunities to in-crisis needs.

SHW's approach to well-being and health follows a continuum of care, from health promotion to prevention to response, providing appropriate resources to individual students based on their specific needs. Introduction to SHW services and programs begins at First-Year Orientation and extends through graduation. These include nutrition services and workshops, exercise programs in partnership with UVA Recreation, a one-on-one consultation program called WahooWell, a collegiate recovery program, and peer education, among other initiatives.

Like universities across the nation, UVA is faced with increasing numbers of students arriving on Grounds with mental health challenges, especially anxiety and depression. The number of students seeking mental health services at UVA has been steadily increasing over the past decade, and sharply increased since the pandemic began. Addressing this increase requires a broad range of support that includes prevention, early identification, and easy access to quality care.

- CAPS currently has 25 dedicated counselors, three care managers, and four psychiatric providers.
- CAPS provides individual psychotherapy, group psychotherapy, psychiatric services, assistance with referrals, and 24/7 crisis consultation and emergency support.
- CAPS also has nine embedded counselors in six schools across Grounds. These embedded counselors have unique insight into each school's culture, workload, and curriculum, as well as related challenges and common student concerns.

- In addition to on Grounds resources, SHW provides access to online support through the TimelyCare telehealth service.
- Combining CAPS services and TimelyCare, UVA saw a 5% increase in student mental health visits from FY22 to FY23, as of May 2, 2023.
- SHW's Medical Services Clinic has expanded the number of providers offering medication management for students with depression and anxiety, thereby increasing access for students, and reserving CAPS Psychiatry for complex cases.
- Early identification of mental health issues allows patients to be retreated promptly and improves outcomes. Students who are seen by a provider in the Medical Services clinic are screened at every visit for depression and alcohol misuse. This supports coordinated care among primary care, mental health, and substance abuse professionals with SHW.
- CAPS also offers mental health screenings on Grounds every year to reach students who have not visited SHW.