

**UNIVERSITY OF VIRGINIA
BOARD OF VISITORS**

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

June 6, 2019

ACADEMIC AND STUDENT LIFE COMMITTEE

Thursday, June 6, 2019
3:30 – 4:45 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	Derrick Wang, Student Member
John A. Griffin	Margaret F. Riley, Faculty Member
Robert D. Hardie	

AGENDA

	<u>PAGE</u>
I. REMARKS BY COMMITTEE CHAIR (Ms. Fried)	1
II. ACTION ITEMS (Ms. Magill)	
A. Establishment of the Ann M. and T. Edmund Beck Jr. Bicentennial Professorship in General Medicine	2
B. Establishment of the Joan and John Thalheimer Family Bicentennial Professorship in Neurology	4
C. Establishment of the Seventh David and Mary Harrison Distinguished Professorship in Law	6
D. Establishment of the Donald and Lauren Morel Professorship in Business Administration	8
E. Establishment of the Shannon G. Smith Bicentennial Professorship in Business Administration	10
F. Establishment of the Douglas D. Drysdale Research Professorship in Law	12
G. New Degree Program: Master of Education in Quantitative Analytics in Education and the Social Sciences in the Curry School of Education and Human Development	14
H. Establishment of a School of Data Science	16
III. EXECUTIVE VICE PRESIDENT AND PROVOST REMARKS (Ms. Magill)	20
IV. DISCUSSION ITEM	
• Undergraduate Advising (Ms. Magill to introduce Mr. Archie Holmes; Mr. Holmes to report)	21
V. STUDENT COMMENT PERIOD (Mr. Wang to introduce Ms. Alexandra Pentel, Mr. Alexander Hyldmar, and Ms. Erin Markle; Ms. Pentel, Mr. Hyldmar, and Ms. Markle to report)	31
VI. CLOSED SESSION (to take place in separate session)	
• Faculty Personnel Actions	

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

BOARD MEETING: June 6, 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: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.A. Establishment of the Ann M. and T. Edmund Beck Jr. Bicentennial Professorship in General Medicine

BACKGROUND: Ann and Ted Beck currently live in Glasgow, Virginia, where they moved in 1989 to be closer to family. Ted graduated from Phillips Exeter Academy, Princeton (1952), the Virginia Theological Seminary (1955), and Columbia (1960 and 1963). His extensive career began with teaching at St. Paul's School in New Hampshire and concluded with ten years in the English Department at the University of Nebraska. It was after their return to Virginia that an old classmate introduced Ted and Ann to Dr. Becker.

Dr. Daniel Becker, Tussi and John Kluge Professor of Palliative Care, came to the University in 1985 and retired in 2018, although he has continued to teach and see patients. He held many leadership positions within the Division of General Medicine and Department of Medicine. He was a founding board member of the Charlottesville Free Clinic, a member of the core faculty in the Leadership in Academic Matters cross-Grounds program, and the director of the Center for Biomedical Ethics and Humanities. As a clinical epidemiologist, he was active nationally in the development of treatment and diagnostic guidelines for venous thromboembolism. He was one of two inaugural recipients of the Master Clinician award at the Medical Center and received other awards for his teaching and clinical work. He was inducted into the Academy of Distinguished Educators in the School of Medicine as well as UVA's Society of Fellows. Dr. Becker is also a prolific writer of poetry, short fiction, and creative non-fiction.

DISCUSSION: Ann and Ted Beck funded this professorship in gratitude for the thoughtful medical care that they and others received from Dr. Daniel Becker, former chair of the Division of General Medicine, over many years. The Becks are particularly appreciative of Dr. Becker's holistic approach, his deep connection to his patients, and his conviction that personal relationships between physicians and patients can enhance patient care. Their emerging scholar professorship is intended to help ensure the future of Dr. Becker's comprehensive approach to patient care.

The Ann M. and T. Edmund Beck Jr. Bicentennial Professorship in General Medicine shall be awarded to an assistant or associate professor in the Division of General Medicine, Geriatrics, and Palliative Care, with an interest in biomedical ethics, medical humanities, or a related field that relies on the humanities and social sciences to improve medical education and patient care. The Becks are funding this professorship to continue a tradition led by Dr. Becker and other UVA thought leaders, and to foster a new generation of caregivers to follow in the footsteps of the physicians who helped to make the UVA Health System what it is today.

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

ESTABLISHMENT OF THE ANN M. AND T. EDMUND BECK JR. BICENTENNIAL PROFESSORSHIP IN GENERAL MEDICINE

WHEREAS, Ann and Ted Beck provided funding for a professorship in gratitude for the thoughtful medical care that they and others received from Dr. Daniel Becker, former chair of the Division of General Medicine, over many years. The Becks are particularly appreciative of Dr. Becker's holistic approach, his deep connection to his patients, and his conviction that personal relationships between physicians and patients can enhance patient care; and

WHEREAS, the emerging scholar professorship is intended to help ensure the future of Dr. Becker's comprehensive approach to patient care;

RESOLVED, the Board of Visitors establishes The Ann M. and T. Edmund Beck Jr. Bicentennial Professorship in General Medicine, which shall be awarded to an assistant or associate professor in the Division of General Medicine, Geriatrics, and Palliative Care with an interest in biomedical ethics, medical humanities, or a related field that relies on the humanities and social sciences to improve medical education and patient care; and

RESOLVED FURTHER, the Board of Visitors, the University, and the School of Medicine offer profound thanks to Ann and Ted Beck for their generous support of the educational mission of the School of Medicine; and

RESOLVED FURTHER, the Board of Visitors commends Dr. Daniel Becker for his exemplary 33- year career at the University as a clinician, teacher, researcher, and administrator.

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

BOARD MEETING: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.B. Establishment of the Joan and John Thalheimer Family Bicentennial Professorship in Neurology

BACKGROUND: Mrs. Joan Thalheimer gives through a family foundation established with her late husband, John M. Thalheimer. John graduated from Lehigh University in 1955 with a degree in metallurgy and materials engineering and was the first member of his family to earn a college degree. Mrs. Thalheimer attended Tufts University in Massachusetts, class of 1963, and currently resides in Rydal, Pennsylvania. The Thalheimers have contributed to UVA Children’s Hospital and to cancer programs at the University. They also have been significant benefactors of Lehigh University.

DISCUSSION: Mrs. Thalheimer is passionate about the work taking place in the Department of Neurology and excited to support their efforts in this important field. She is committed to improving the diagnosis and treatment of complex neurological conditions by fostering the next generation of clinicians and scholars. This professorship, for a junior faculty member and emerging scholar who is advancing neurological research and collaboration, will have a direct effect on patients’ lives. She is particularly excited by the opportunity to increase the impact of her gift through the UVA Bicentennial Match Program. These matching funds enhance the generosity of benefactors like Mrs. Thalheimer and allow UVA to attract and retain the best and brightest emerging scholars in all disciplines including neurology.

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

ESTABLISHMENT OF THE JOAN AND JOHN THALHEIMER FAMILY BICENTENNIAL PROFESSORSHIP IN NEUROLOGY

WHEREAS, Mrs. Joan Thalheimer is passionate about the work taking place in the Department of Neurology and is committed to fostering the next generation of clinicians and advancing efforts to improve the diagnosis and treatment of complex neurological conditions; and

WHEREAS, Mrs. Thalheimer, through a family foundation, provided funding for a professorship for a junior faculty member who is an emerging scholar in neurological research;

RESOLVED, the Board of Visitors establishes the Joan and John Thalheimer Family Bicentennial Professorship in Neurology, which shall be awarded to a junior faculty member and emerging scholar who is driving neurological research and collaboration at the University of Virginia; and

RESOLVED FURTHER, the Board of Visitors, the University, and the School of Medicine offer profound thanks to Mrs. Joan Thalheimer and her late husband John Thalheimer for their generous support of the Department of Neurology and the School of Medicine.

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

BOARD MEETING: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.C. Establishment of the Seventh David and Mary Harrison Distinguished Professorship in Law

BACKGROUND: The David and Mary Harrison Distinguished Professorships in Law were established by the Board of Visitors on January 31, 2003 following the receipt of a significant bequest from David A. Harrison III, an alumnus of both the University of Virginia College of Arts & Sciences and the UVA Law School. The purpose of the David and Mary Harrison Distinguished Professorships in Law is to recruit and retain scholars and teachers of exceptional distinction. The endowment was initially established in 2003 with a gift of \$30 million to create professorships for law faculty who are not only eminent in their fields but who also have “a demonstrated interest in and talent for the teaching of students.”

Mr. Harrison’s gift initially helped establish five professorships. A sixth was approved in June 2008 after the market value of the endowment had exceeded \$50 million. As of June 30, 2018, the endowment’s market value had grown to more than \$93.6 million, with a spending distribution of over \$3.5 million annually.

DISCUSSION: The Law School wishes to establish a seventh professorship from Mr. Harrison’s endowment in order to recruit and retain faculty of the highest caliber and to advance the original intent of the donor’s bequest. These distinguished chairs are among the leading academic appointments in legal education, and the number of professorships relative to the endowment’s growth has increased their prestige. This professorship will give the School a valuable advantage in the competitive market for premier legal academics.

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

ESTABLISHMENT OF THE SEVENTH DAVID AND MARY HARRISON DISTINGUISHED PROFESSORSHIP IN LAW

WHEREAS, in 2003 the Board of Visitors established five David and Mary Harrison Distinguished Professorships in Law following the receipt of a bequest from David A. Harrison III, an alumnus of the University of Virginia College of Arts & Sciences and the Law School; and

WHEREAS, in 2008 a sixth Harrison Professorship was established based on significant growth in the endowment created by Mr. Harrison’s gift; and

WHEREAS, the endowment has experienced further substantial growth, thus supporting the establishing of a seventh Harrison Professorship to advance the Law School's efforts in recruiting and retaining premier legal academics for its faculty;

RESOLVED, the Board of Visitors establishes the seventh David and Mary Harrison Distinguished Professorship in Law.

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

BOARD MEETING: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.D. Establishment of the Donald and Lauren Morel
Professorship in Business Administration

BACKGROUND: In September 2018, Donald E. Morel Jr., a 1997 alumnus of The Executive Program at the University of Virginia Darden School of Business, contributed the funding to establish a professorship at the Darden School. Mr. Morel's gift was matched by the University's Bicentennial Professorship matching initiative.

In 1992, Mr. Morel joined West Pharmaceutical Services, Inc., which manufactures containment and delivery systems for injectable medicines, as director of Research & Development. Until his retirement in June 2015, he served the company as CEO beginning in April 2002 and as chairman of the board beginning in March 2003. He is widely recognized for his transformation of West as well as for his leadership in the aftermath of the 2003 explosion and fire at West's plant in Kinston, North Carolina. During his tenure, Mr. Morel and his team delivered a ten-fold increase in the company's share price.

Prior to joining West, Mr. Morel developed and managed a broad range of programs involving advanced materials for aerospace and biomedical applications. He has published more than thirty papers addressing advanced composites and environmental effects on material performance. His aerospace work in the 1980s resulted in his selection as a finalist for assignment as a NASA Mission Specialist in the Astronaut Office in 1989.

Mr. Morel holds a Bachelor of Science in engineering from Lafayette College, a Master of Science in materials science from Cornell University, and a Ph.D. in materials science with a minor in veterinary medicine from Cornell. He serves as a director of Integra Life Science Holdings and Catalent, Inc., as a trustee of Lafayette College, and as chairman of the Board of Trustees of the Franklin Institute and the Fox Chase Cancer Center AOH Foundation Board.

DISCUSSION: Mr. Morel's intent in creating the Donald and Lauren Morel Professorship in Business Administration is to support an emerging scholar in the area of leadership and organizational behavior affiliated with the Institute for Transformational Leadership and Learning at the Darden School of Business.

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

ESTABLISHMENT OF THE DONALD AND LAUREN MOREL PROFESSORSHIP IN BUSINESS ADMINISTRATION

WHEREAS, Donald E. Morel Jr. is a 1997 alumnus of The Executive Program at the University of Virginia Darden School of Business; and

WHEREAS, Mr. Morel enjoyed an illustrious career in the aerospace, biomedical, and pharmaceutical industries; and

WHEREAS, Mr. Morel has provided funding for a professorship at the Darden School, which was matched by the University's Bicentennial Professorship matching initiative; and

WHEREAS, Mr. Morel intended that the funds be used to support an emerging scholar in the area of leadership and organizational behavior affiliated with the Institute for Transformational Leadership and Learning at the Darden School of Business;

RESOLVED, the Board of Visitors establishes the Donald and Lauren Morel Professorship in Business Administration; and

RESOLVED FURTHER, the Board thanks Donald and Lauren Morel for their generosity to the Darden School of Business and the University of Virginia.

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

BOARD MEETING: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II. E. Establishment of the Shannon G. Smith Bicentennial Professorship in Business Administration

BACKGROUND: In March 2018, Mr. Shannon G. Smith, a 1990 alumnus of the Darden School of Business, funded a professorship at the Darden School that is also supported by the University's Bicentennial Professorship matching initiative.

Mr. Smith founded Abundant Power Group, LLC in 2008 and serves as Managing Partner and Chief Executive Officer. He is also Managing Director of its affiliate CleanSource Capital, which offers financing programs and advisory services dedicated to energy efficiency and environmental conservation. Prior to Abundant Power, Mr. Smith was founder of the private equity company Blue Point Capital Partners and served as its Managing Partner from 1998 to 2008.

Mr. Smith is a member of the Darden School Foundation Board of Trustees and formerly served as chair of the Darden Batten Institute Advisory Council. He is also a member of the Darden Jefferson Scholars Selection Committee.

DISCUSSION: Mr. Smith's intent in creating the Shannon G. Smith Bicentennial Professorship in Business Administration is to support an emerging scholar affiliated with the Institute for Transformational Leadership and Learning at the Darden School of Business.

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

ESTABLISHMENT OF THE SHANNON G. SMITH BICENTENNIAL PROFESSORSHIP IN BUSINESS ADMINISTRATION

WHEREAS, Shannon G. Smith received a Master of Business Administration from the UVA Darden School of Business in 1990; and

WHEREAS, Mr. Smith has enjoyed a successful career in financial programs and advisory services dedicated to energy efficiency and environmental conservation, and has been a generous supporter and volunteer for the Darden School; and

WHEREAS, Mr. Smith has provided funding for a professorship at the Darden School, which was matched by the University's Bicentennial Professorship matching initiative; and

WHEREAS, Mr. Smith intended the funding to be used to support an emerging scholar affiliated with the Institute for Transformational Leadership and Learning at the Darden School of Business;

RESOLVED, the Board of Visitors establishes the Shannon G. Smith Bicentennial Professorship in Business Administration; and

RESOLVED FURTHER, the Board thanks Shannon G. Smith for his generosity to the Darden School of Business and the University of Virginia.

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

BOARD MEETING: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.F. Establishment of the Douglas D. Drysdale Research Professorship in Law

BACKGROUND: In April 2019, the Law School received an estate gift from Douglas D. Drysdale, an alumnus of the University of Virginia College of Arts & Sciences (1944) and the UVA Law School (1953). The intent of Mr. Drysdale's gift was to establish a research professorship at the Law School.

Mr. Drysdale was born on August 9, 1924 and grew up in Lynchburg, VA. He attended Lynchburg College before transferring to UVA, where he earned his B.A. in Economics in 1944. Mr. Drysdale joined the U.S. Army in June 1944, reaching the rank of 2nd Lieutenant in the medical administrative corps before completing his service in December 1946.

Following his military service, Mr. Drysdale completed graduate work in economics before enrolling in the UVA Law School. Both a lawyer and certified public accountant, he began his professional career with Robert Musselman & Associates before moving to the law firm of Perkins, Battle & Minor (now McGuireWoods). In 1964, Mr. Drysdale joined his former teacher and then law partner, Mortimer Caplin (College '1937, Law '1940), to found Caplin & Drysdale in Washington, DC, which became and remains a premier national law firm specializing in tax law and related fields. He retired from the firm in 2013. Over the course of his more than fifty years of practice, he was known as a skillful, careful, and effective attorney as well as a patient and kind mentor to many young lawyers.

Mr. Drysdale taught in both the McIntire School of Commerce and the Law School at UVA over many years, offering courses, such as accounting, banking law, and tax practice. He served on the executive committee for the Law School's previous philanthropic campaign and was a life member of the Law School Dean's Council. Mr. Drysdale also served on the University of Lynchburg Board of Trustees; the Douglas and Elaine Hadden Drysdale Student Center at the University of Lynchburg is named in honor of Mr. Drysdale and his wife, Elaine. Mr. Drysdale passed away on November 27, 2018 at his home in Albemarle County.

DISCUSSION: Research professorships provide significant summer support for faculty in the Law School. Faculty are selected based on scholarly productivity and contribution to the institution. Accordingly, research professorships provide a flexible and meaningful way to recognize, reward, and encourage the Law School's leading faculty.

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

ESTABLISHMENT OF THE DOUGLAS D. DRYSDALE RESEARCH PROFESSORSHIP IN LAW

WHEREAS, in April 2019, the Law School received an estate gift from Douglas D. Drysdale, an alumnus of the UVA College of Arts & Sciences (1944) and Law School (1953); and

WHEREAS, Mr. Drysdale had a long and distinguished career in tax law, taught courses at the UVA Law School and McIntire School of Commerce, served as a volunteer for the Law School's campaign efforts, and was known as a skillful attorney and patient mentor; and

WHEREAS, the intent of Mr. Drysdale's gift was to support a research professorship at the Law School;

RESOLVED, the Board of Visitors establishes the Douglas D. Drysdale Research Professorship in Law; and

RESOLVED FURTHER, the Board of Visitors expresses its condolences to the family and friends of Douglas Drysdale, a distinguished alumnus and friend of the University of Virginia and the School of Law.

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

BOARD MEETING: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.G. New Degree Program: Master of Education in Quantitative Analytics in Education and the Social Sciences in the Curry School of Education and Human Development

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

DISCUSSION: Quantitative Analytics involves working with large data sets to address questions of substantive importance. It includes managing and analyzing data; constructing and interpreting research reports; understanding measurement, survey, and research design; and communicating analytic results and interpretations to broad audiences.

The purpose of the proposed M.Ed. in Quantitative Analytics in Education and the Social Sciences (Quantitative Analytics) is to prepare students to engage in educational and social science research that is actionable or offers insights in real-world settings. Graduates of this program will be prepared to work in school systems, state education departments, testing companies, state and federal government, and other related organizations in which data analytics play a role.

The proposed program addresses the increased demand for educational institutions to digitize their student data, use analytics to predict student outcomes, and design interventions to help students succeed. The program will provide students with the data analytics skills that educational institutions increasingly need to manage student data warehouses, run analytical software, and conduct analyses.

The proposed M.Ed. in Quantitative Analytics will draw upon existing courses under the Master of Education in Educational Psychology's Research, Evaluation, and Statistics (RSE) concentration to encompass a cohesive, stand-alone program of study. Upon approval of the proposed degree, the RSE concentration will end. Students who complete the M.Ed. in Quantitative Analytics will gain the education and social science knowledge and skills required to: 1) understand the philosophical foundations of various approaches to scientific research; 2) understand research methods and design in the social sciences; 3) apply and interpret quantitative and/or qualitative methods; 4) evaluate the reliability and validity of assessments; and 5) communicate findings effectively.

The M.Ed. in Quantitative Analytics will be a 30-credit hour program that will involve four core foundational courses in data analytics and three restricted electives.

Students will complete 12 credit hours of required content in quantitative tools, creating and managing large databases, and designing and evaluating data collection instruments and the quality of educational research designs. Requirements also include six credit hours in advanced modeling and nine credit hours in methodological electives. Two of the methodological electives may be selected from advanced quantitative or qualitative methods and/or other methodological areas. One course may be selected from courses offered in other schools at the University. A capstone project or a research internship will be required. Students entering the program must have a basic understanding of elementary statistics. Full-time students may complete the program in three semesters. The academic core of the proposed program will be carried out by faculty in the Curry School of Education and Human Development.

The degree program has been approved by the faculty council of the Curry School of Education and Human Development, 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: MASTER OF EDUCATION IN QUANTITATIVE ANALYTICS IN EDUCATION AND THE SOCIAL SCIENCES IN THE CURRY SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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

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

BOARD MEETING: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: II.H. Establishment of a School of Data Science

BACKGROUND: Data science is an interdisciplinary field that uses scientific methods, processes, algorithms, and systems to extract knowledge and insights from data in various forms, both structured and unstructured. Data science sits at the intersection of computer science, systems science, statistics, mathematics, and information science. Conducting data science transcends traditional disciplinary boundaries to discover new insights, often by combining disparate datasets that otherwise would not likely be brought together.

In 2013, the University of Virginia established the Data Science Institute (DSI) to educate students in data science and support collaborative research within and outside UVA. Based on the interdisciplinary relationship between data science and other disciplines, changing technologies, and the increased demand for graduates with data science skills, the University initiated a review in 2018 to determine if a School would more effectively enable these educational and research goals.

At the request of the President, the Director of DSI led a planning effort throughout 2018 to assess the potential benefits of the proposed school, its financial and academic sustainability, and its impact on the University. Numerous meetings took place with diverse institutional constituencies including discussions with the Executive Vice President and Provost and Provost-elect, the deans of all UVA schools, faculty in and the chairs of the departments of Computer Science, Statistics, and Engineering Systems and Environments, members of the DSI Advisory Board (which is comprised of private sector experts who advise the DSI Director), and DSI students. The outcome of these discussions shaped a proposal used between February and May 2019 for Faculty Senate (Senate) deliberations, which culminated on May 1 with unanimous Senate endorsement of the new school.

DISCUSSION: The mission of the School of Data Science is to train students to be responsible practitioners and leaders in an increasingly data-driven society; to undertake, in collaboration with other schools, leading-edge interdisciplinary, open research and catalyze research discovery through shared data and analytical techniques; and to serve the University, the local community, the Commonwealth, the nation, and the world by applying data science to seek the truth and maximize societal benefit.

To achieve its mission, the School of Data Science expects to accomplish the following goals: 1) coordinate data science education with other UVA schools; 2) promote institutional research opportunities across diverse disciplines; 3) enhance partnerships to support community service needs; and 4) become a leader in data science.

The school will collaborate with other UVA schools to integrate with and support courses with a data-science component, and advise and collaborate with schools on new data-science educational initiatives in order to maximize the value of data and data analytics in their courses. Through interdisciplinary coursework and expansion of courses currently taught in the DSI, the school will allow the University to grow a faculty able to teach core concepts in data science and to apply data science to courses in a range of disciplines. In addition, the school will establish research contributions in collaboration with strengths, or identified needs, in other UVA schools. Examples of potential new research partnerships between the School of Data Science and other UVA schools include environmental science (e.g., reducing energy consumption at UVA); digital humanities (e.g. making information from UVA library archives easily discoverable); materials science (e.g., machine learning applied to producing better plastics); and global health (e.g., pandemic modeling and defining a suitable response, data sharing in public health emergencies).

Furthermore, the school will build upon initiatives that apply data science to address community health and safety requirements at a local, state, national, and global level, such as supporting the City of Charlottesville through an examination of social media and traffic pattern data surrounding the August 2017 white nationalist rally to predict and prevent such events in the future. Finally, establishing a school for the study of data science will signal that the University of Virginia is at the forefront of excellence in this space. UVA was at the forefront when it established the DSI in 2013, but has now lost its competitive advantage given the number of such institutes nationally. A school includes instruction, research, service, and a primary faculty, all of which are essential to the continued commitment and development of data science at UVA.

The School of Data Science will serve as a central unit for data science education at UVA, fostering interdisciplinary teaching, research, and partnerships across the University and with governments and the private sector. The school will oversee a curriculum committee responsible for the Master of Science in Data Science (MSDS) degree program and the development of potential new academic programs. The school will be responsible for academic planning and budgeting related to its educational and research activities, including student support services (e.g., advising), and policies and procedures related to students' academic standing in current and possible future programs. The school will hire faculty and staff consistent with institutional policies, procedures, and approval processes, and will have authority to administer degree programs and certificate programs beyond the MSDS in the future.

The University of Virginia has adequate and sufficient resources to establish and operate the proposed School of Data Science. All resources from the existing Data Science Institute will be used for the proposed new school. This includes the existing Data Science Institute endowment of \$13M, annual gifts of ~\$750K, and current tuition from the Master of Science in Data Science of \$2.5M. In addition, the \$120M grant provided by the Quantitative Foundation to support the establishment of the School of Data Science will allow the University to embark on this critical endeavor. No new resources will be requested from the state to establish or sustain the proposed School of Data Science.

The proposed organizational change must be approved by the Board of Visitors before it may 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

ESTABLISHMENT OF A SCHOOL OF DATA SCIENCE

WHEREAS, data science applies the various sciences that connect data to all existing disciplines, both STEM and non-STEM; and

WHEREAS, this is a time of significant disruption in higher education brought about by changing demands in the workforce, escalating costs in the face of diminishing public funding, and rapidly changing technologies; and

WHEREAS, a School of Data Science provides an opportunity to respect the traditions of the past while at the same time providing a testbed for new modes of research, education, and service that challenge the status quo; and

WHEREAS, a School of Data Science will provide the administrative structure, leadership, and oversight necessary to manage and coordinate data science education strategies and programming at the University of Virginia; and

WHEREAS, the proposal for a School of Data Science was developed through a planning process that has engaged an array of internal and external constituencies; and

WHEREAS, the establishment of a School of Data Science is supported by the deans of all eleven schools of the University of Virginia and is endorsed by the Faculty Senate; and

WHEREAS, through the generous gift of \$120M by the Quantitative Foundation to support the School of Data Science and reallocation of existing

resources, the University has sufficient resources to operate the proposed School of Data Science;

RESOLVED, the Board of Visitors approves the establishment of a School of Data Science.

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

BOARD MEETING: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: III. Executive Vice President and Provost Remarks

ACTION REQUIRED: None

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

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

BOARD MEETING: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: IV. Undergraduate Advising

ACTION REQUIRED: None

BACKGROUND: Advising and related support services are an essential component of the education of UVA students and helps prepare them for leadership in their professional and personal lives—through self-discovery, initiative, and guided responsibility. It is also potentially a key differentiator for the University. Recognizing the importance of advising, UVA made “total advising” a priority in the 2013 Cornerstone plan. To date, some of the visible outcomes of this work have been initiatives like the Georges Student Center and the expansion of the University Career Center’s services.

DISCUSSION: Vice Provost Holmes will discuss the array of advising resources available to undergraduate students and the efforts to continually improve these resources.

Across the University, faculty members play a pivotal role in undergraduate academic advising along with staff and programmatic initiatives focused on academic, as well as career and co-curricular areas.

The College and Graduate School of Arts & Sciences (The College) has the highest advising load (serving 11,322 undergraduate advisees in the fall of 2018, 70% of the total 16,156), as well as the most robust academic advising support structure. Each incoming student is assigned both an association dean as well as a faculty advisor.

Association deans are responsible for the initial outreach to, orientation of, and communication with students. Association deans are assigned based on a student’s first year housing assignment or status as an Echols Scholar, student athlete, veteran, or transfer student. Students remain with the same association dean as long as they are a student in the College and Graduate School of Arts & Sciences. Association deans provide both broad and specialized academic advising support. They help students with their long-term academic plans, problem solve around particularly complex issues, advise students on major selection, and track student progress toward the degree. The College is the only school that has Association Deans; they serve as a key advising resource in addition to the Faculty Advisor and the Director of Undergraduate Programs.

Faculty advisors provide more focused academic advising. They primarily help students select courses for the upcoming term. They may also provide advice on selecting a major, and provide information and referrals as needed.

When a student matriculates at UVA, they are assigned to a faculty advisor based roughly on area of interest, their enrollment in the new College Curriculum, a specific Forum, or a COLA. College Arts Scholars, College Science Scholars, and Echols Scholars are matched with an advisor in their declared area of interest.

COLA classes (COLA 1500) are one-credit classes where the content is roughly 80% academic with the remaining 20% devoted to advising and resources. COLA instructors are assigned as faculty advisors for the students enrolled in their COLA. The Forums are part of the College's general education curricular reform efforts; each forum has a required 3-credit class that forum students take in the first semester and a capstone class that students take in the fourth semester. Just like the COLAs, faculty members who teach Forums are assigned as the faculty advisors for the students who are enrolled in their Forum. In each of the above cases, once a student declares a major, they are assigned a new faculty advisor based on their major.

Although students in other schools may have multiple advisors, the role of association dean is only utilized in the College.

Table 1: Academic Advising, By School

Pre-matriculation through Second Year

School ¹	Pre-Matriculation	First Year on Grounds	Second Year on Grounds
<p>College & Graduate School of Arts & Sciences</p> <p>Total undergraduate advisees: 11,322 Advisors: 661 Average advisor to student ratio: 1:17</p> <p><i>Out of the 11,322 undergraduate advisees, 5,767 were in their first or second year. The avg. advisor to student ratio (1:17) is the same across all years.</i></p>	<p>Initial messaging occurs in May with targeted follow-up occurring throughout the summer via email and text. Students attend Association Deans meetings during Summer Orientation. Groups of 25 students participate in enrollment workshop with orientation leaders and faculty.</p>	<p>Students must meet with faculty advisor to release enrollment hold.</p>	<p>Major declaration should occur by the end of the 2nd year. Upon major declaration, students are assigned a faculty advisor in their major department. In some departments, students must meet with faculty advisor to release enrollment hold.</p>
<p><i>In addition to the services detailed above, additional services are provided as follows:</i></p>			
<p>A&S Transfer Students</p> <p><i>Out of the 11,322 students, 373 were transfer students. The average advisor to student ratio is 1:3</i></p>	<p>Receive targeted communications from their dedicated Association Dean throughout the summer. Receive texts and emails from peer advisors. Meet with their dedicated Association Dean during the academic portion of special summer orientation for</p>	<p>Regular advising newsletters sent to all students. Students who declare a major are assigned a faculty advisor in their respective department. Dedicated Association Dean serves as faculty advisor for students who defer their major selection.</p>	<p>Regular advising newsletters sent to all students. Students in some majors must meet with faculty advisor to release enrollment hold.</p>

¹ Data comes from Fall Census 2018, Office of Institutional Assessment & Studies, reflects total number of undergraduate students receiving advising in School.

School¹	Pre-Matriculation	First Year on Grounds	Second Year on Grounds
<i>A&S Transfer Students continued...</i>	transfers. Either participate in enrollment workshop or meet with Directors of Undergraduate Programs from the departments where they are hoping to declare	All students who have not declared a major must meet with faculty advisor to release enrollment hold. Students in some majors must also meet with faculty advisor to release enrollment hold.	
<i>A&S Student Athletes ~670 student athletes</i>	Receive targeted communications from their two dedicated Association Deans. Special orientation sessions	Continued coordination with Athletics to support student athletes. The two Association Deans frequently see students in the McCue Center and JPJ.	Continued coordination with Athletics to support student athletes. The two Association Deans frequently see students in the McCue Center and JPJ.
<i>A&S Veterans ~25 student veterans</i>	Receive targeted communications from their dedicated Association Dean	Additional regular communication and support from association dean	Additional regular communication and support from association dean
<i>A&S Echols Scholars (Academic achievement)</i>	Prospective scholars invited to participate in “Days on the Lawn” in the spring. As a part of orientation, attend designated Echols Scholar sessions. Targeted communications from their dedicated Association Dean and the Director of the Echols Program.	Specialized advising. Meet with their advisor during the first week of classes; students encouraged to see their advisor at least monthly. Echols Council provides peer mentoring.	Students encouraged to see their advisor at least monthly.

School ¹	Pre-Matriculation	First Year on Grounds	Second Year on Grounds
<p>School of Engineering and Applied Science</p> <p>Total undergraduate advisees: 2,811 Advisors: 203 Average advisor to student ratio: 1:14</p> <p><i>Out of the 2,811 undergraduate advisees, 1,377 were in their first or second year. The avg. advisor to student ratio for those students is 1:11.</i></p>	<p>Undergraduate Program Office participates in Summer Orientation</p>	<p>75% of students are assigned their 1st year faculty advisor through a course (ENGR 1624): Intro. to Engineering. 25% are served by departmental faculty. Students must meet with faculty advisor to release enrollment hold. Major selection occurs at the end of the 1st Year. Upon major declaration, students are assigned a faculty advisor in their respective department.</p>	<p>Students must meet with faculty advisor to release enrollment hold.</p>
<p>Clark Scholars (SEAS)</p>	<p>7-week summer bridge program; includes for credit academic courses as well as “soft skills”, introduced to advisors & peer mentors</p>	<p>Specialized curriculum. Specialized advising. Select major by end of first year, and then assigned an advisor based on major.</p>	
<p>Rodman Scholars (SEAS)</p>	<p>Hosts 6-8 Days on the Lawn sessions (includes 1-hour conversation with a panel of current Scholars and Program Director, a tour of a research lab, engineering project or entrepreneurial activity, lunch with a Rodman and E-School tour)</p>	<p>All first year students advised by the program director. Assigned a peer mentor (upper level Rodman Scholar). Specialized curriculum. Select major by end of first year, and then assigned an advisor based on major.</p>	<p>Peer mentoring continues. Rodman only 1-credit seminars.</p>

School ¹	Pre-Matriculation	First Year on Grounds	Second Year on Grounds
<p>Curry School of Education and Human Development (Kinesiology)</p> <p>Total undergraduate advisees: 448 Advisors: 63 Average advisor to student ratio: 1:7</p> <p><i>Out of the 448 undergraduate advisees, 129 were in their first or second year. The avg. advisor to student ratio for those students is 1:8.</i></p>	<p>Meet with Kinesiology faculty and students during summer orientation. Faculty and current students assist with course selection and enrollment.</p>	<p>Faculty advisors are assigned by major and last name. Students must meet with faculty advisor to release enrollment hold.</p>	<p>Students must meet with faculty advisor to release enrollment hold.</p>
<p>School of Nursing</p> <p>Total undergraduate advisees: 372 Advisors: 33 Average advisor to student ratio: 1:11</p> <p><i>Out of the 372 undergraduate advisees, 135 were in their first or second year. The avg. advisor to student ratio for those students is 1:8.</i></p>	<p>Uses website to provide basic information. The Associate Dean and staff in Academic and Student Services form incoming advising groups of 16-17 new students. Students complete course enrollment in these small groups.</p>	<p>Professional advisors meet with first year Nursing students 2-3 times a semester. Advisors assist with academic, career, and personal advising.</p>	<p>2nd year students are assigned a faculty advisor. Students must meet with faculty advisor to release enrollment hold.</p>

School ¹	Pre-Matriculation	First Year on Grounds	Second Year on Grounds
<p>School of Architecture</p> <p>Total undergraduate advisees: 320 Advisors: 28 Average advisor to student ratio: 1:11</p> <p><i>Out of the 320 undergraduate advisees, 159 were in their first or second year. The avg. advisor to student ratio for those students is 1:16.</i></p>	<p>Director of Student Registration and Records reaches out to students with information about summer orientation and enrollment process.</p> <p>Incoming students meet with staff who provide introduction to the school and the enrollment process. Students meet with the Director of Records and other staff to enroll in their first semester courses.</p>	<p>Students take a 1 credit SARC Seminar in their first year to introduce them to SARC and the University generally. Faculty who lead the seminar serve as the students' advisor in their first year. Students must meet with faculty advisor to release enrollment hold. At the end of their first year, students are assigned an advisor by their selected program of study.</p>	<p>Students in the design select their concentration by the end of the 2nd year, which could result in an advisor change. Students must meet with faculty advisor to release enrollment hold.</p>

Table 2: Co-curricular Advising & Support Programs

Pre-matriculation through Second Year

Program (& Target Population)	Pre-matriculation	First Year & Beyond
Pan University Programs & Resources		
Vice President for Student Affairs:		
Office of the Dean of Students (all students, some targeted)		General support and resources across a wide spectrum of issues, including some academic support/resource referral. Targeted support to low income and first-generation students through workshops, information sessions, and one-on-one meetings.
Orientation & New Student Programs	Targeted & general communication Web-based resources Orientation (in person, on Grounds)	Web-based resources
University Career Center (all students, some targeted communication & programing)		Workshops & other events (career exploration, skills, connect with alums & industry reps). Career advising (via appointment & drop-in). Career Peer Educators (CPEs). Special COLA presentations/workshops (first yr. only). Resources, information, and internship/job postings via Handshake.
Office of African American Affairs (African American students)	Targeted Communications	Targeted Communications Peer advising Partner with schools on outreach Tutoring Mentoring Pre-professional advising & workshops

Program (& Target Population)	Pre-matriculation	First Year & Beyond
Offered by other units:		
Transition Program (conditional admit students)	Invitation sent out. 4-week summer program (2 courses, live on Grounds)	Transition faculty advisor (primary advisor until they declare a major). 3-credit course (first yr. only)
Georges Student Center (all students)	Website. "Play-lists" assigned as a part of orientation. Hosts course enrollment workshops & early advising for A&S. Newsletter.	College Life Coach. Central location for tutoring / advising / info. (16 organizations scheduled regularly; 6 additional ad hoc/occasional). Hosts students groups (5 regularly, open to all). Newsletter.
Student Financial Services (all students, some targeted)		Financial Literacy Program (workshops). Peer financial counseling. <i>Uses Georges Center.</i>
Multicultural Student Services (racial minorities)		Targeted peer advising and support for racial and ethnic minorities as well as the LGBTQ Center. Workshops and programming.
Housing & Residence Life (all students)		Professional and student staff (senior residents and resident advisers) provide programming, resources, and on-site general support to students in residence, including all first-year students.
International Studies Office (ISO) (International students and students interested in studying abroad)	Workshop for international students during summer orientation Professional support staff available	Professional support staff available. <i>Uses Georges Center.</i>
Athletics, Academic Affairs Office (student athletes)	Onboarding Workshops. Professional support staff available: academic coordinators.	Professional support staff available: academic coordinators, tutors. Ongoing programming offered (workshops). <i>Uses Georges Center.</i>

Program (& Target Population)	Pre-matriculation	First Year & Beyond
School Based Programs		
Rainey Program, College and Graduate School of Arts & Sciences (low-income, first generation and/or racial minority)	Invitation sent. 4-week summer program (2 courses, workshops, live on Grounds).	<i>n/a – program is focused on the transition to college</i>
Summer Advancement Program College and Graduate School of Arts & Sciences (transfer students)	20 students from PVCC attend Summer Session II classes supplemented with programing to help increase new transfer student success rates, retention and GPAs.	<i>n/a – program is focused on the transition to college</i>
Bridge Program, School of Engineering & Applied Science (low-income, first generation and/or racial minority students in engineering)	Invitation sent. 3-week summer program (1 course, co- curricular programs & workshops, live on Grounds).	<i>n/a – program is focused on the transition to college</i>
School of Nursing Seminar (first generation, low- income, racial minority)		1 credit, offered each fall (first yr. only)

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

BOARD MEETING: June 6, 2019

COMMITTEE: Academic and Student Life

AGENDA ITEM: V. Student Comment Period

ACTION REQUIRED: None

BACKGROUND: National trends indicate that mental health issues are increasingly prevalent in the United States, especially among youth. On average, 17% of young people will experience an emotional, mental, or behavioral disorder. For the University of Virginia to best support the success of its students, the University must continue to support their mental and physical well-being so they can reach their full potential. The University provides a number of mental health resources for students including Counseling and Psychological Services within Student Health and counseling at the Maxine Platzner Lynn Women’s Center and the Mary D. Ainsworth Psychological Clinic. A number of student organizations also promote mental health and well-being among peers through educational and awareness efforts. However, only a small percentage of 10-15% of students struggling with mental health seek help from University counseling centers.

DISCUSSION: Mr. Wang will introduce a panel of students representing organizations that support mental health and well-being at the University. The panelists include Alexandra Pentel (CLAS ’18, MED ’20), founder and past president of IfYoureReadingThis.org (YRT), the current president of (YRT) Alexander Hyldmar (CLAS ’19), and Erin Markle (CLAS ’20), marketing and outreach director of Madison House HELP Line. The panel will discuss the current state of mental health among University students, resources available for students, and areas where the University could improve resources for mental health and student well-being.