

Meeting of the

*Academic &  
Student Life  
Committee*

February 29, 2024







# Agenda

- I. Committee Chair's Remarks**
- II. Consent Agenda**
- III. Action Items**
- IV. Executive Vice President & Provost's Remarks**
- V. Discussion Items**
  - A. Introduction of New Vice President and Chief Student Affairs Officer Kenyon Bonner**
  - B. Honor System Report**
  - C. The 2030 Plan: SuccessUVA – Report on Undergraduate Advising in the College of Arts & Sciences**



# Consent Agenda

- Renaming the Dean's Chair in the School of Nursing as The Pew Charitable Trusts Dean's Chair in the School of Nursing
- Donald C. Barnes Professorship in Cardiology in Internal Medicine II





# Action Items

- Naming the Institute of Biotechnology as the Paul and Diane Manning Institute of Biotechnology





# Action Items

- **Massey Family Jefferson Scholars Foundation Professorship**
- **William L. Polk Jr. and Carolyn K. Polk Jefferson Scholars Foundation Distinguished University Professorship**
- **Stephen E. Bachand University Professorship**





# Action Items

- Degree Program Discontinuations:
  - Education Specialist in Higher Education
  - Education Specialist in Educational Psychology
  - Education Specialist in Counselor Education
  - Education Specialist in Special Education
  - Master of Arts in Slavic Languages and Literatures





# Action Items

- New Degree Programs:
  - Master of Education in Reading Education
  - Doctor of Philosophy in Kinesiology





# Executive Vice President & Provost's Remarks





# January Term 2024

- 48 domestic courses, 13 delivered remotely or in hybrid format
- 18 courses abroad in Argentina, Australia, Belgium, Ecuador, Dubai, Germany & Switzerland, India, Italy, Jordan, Kenya (2 programs), Kuala Lumpur & Singapore, London, Paris, Portugal, Prague, Spain, and Vietnam, plus a special program in China





# Research Achievement Awards





# Discussion Items





# Introduction of New Vice President and Chief Student Affairs Officer





# Questions





# Honor System Report





# Questions





# The 2030 Plan: SuccessUVA – Report on Undergraduate Advising in the College of Arts & Sciences







A GREAT AND  
GOOD UNIVERSITY

THE 2030 PLAN

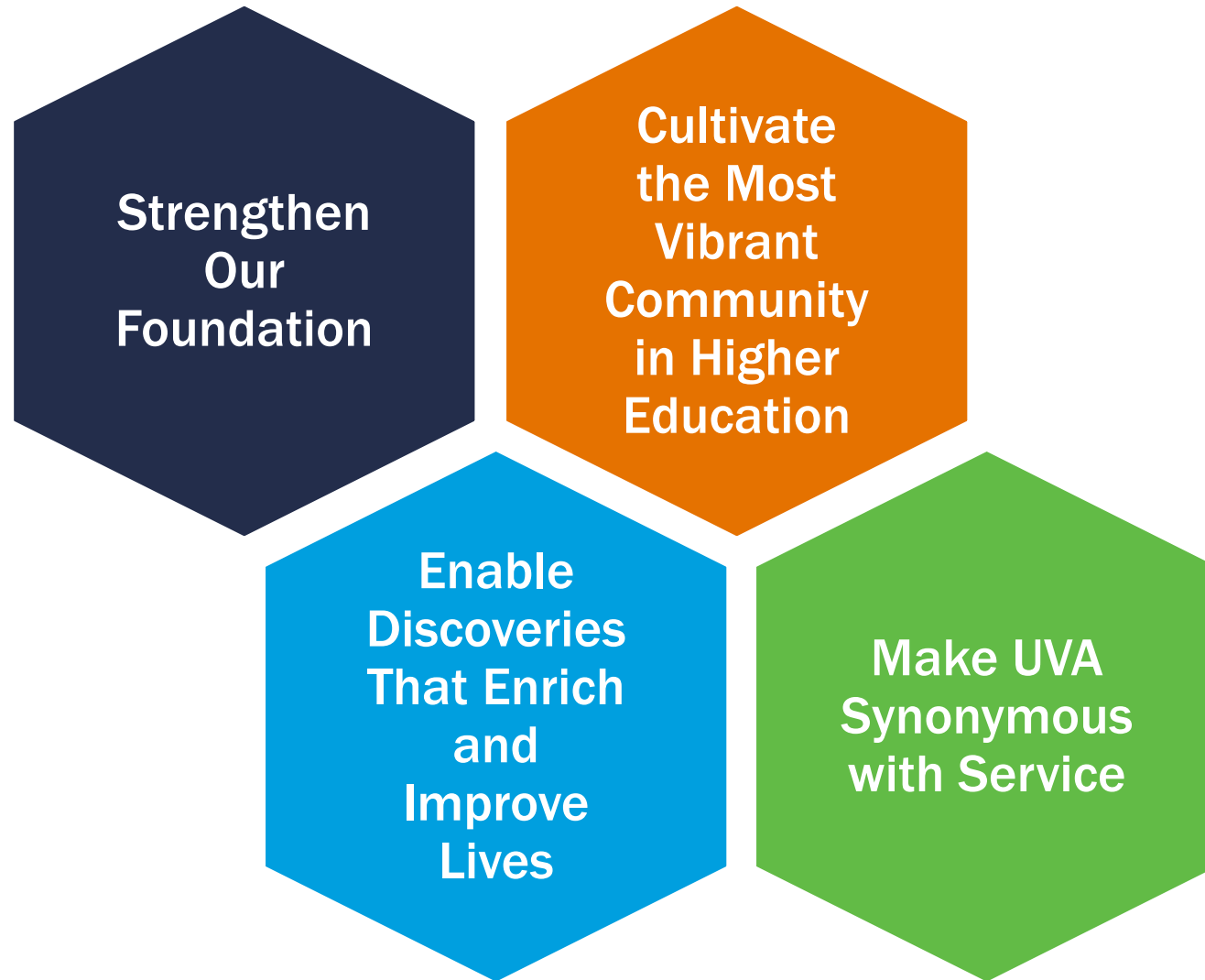
AUGUST 2019

 UNIVERSITY of VIRGINIA



# The 2030 Plan: A Great and Good University

## Strategic Goals





# The 2030 Plan: A Great and Good University

## Strategic Goals





# The 2030 Plan: A Great and Good University

## Strengthen Our Foundation

- Recruit and support exceptionally talented, diverse, and service-oriented students, regardless of their economic circumstances.
- Recruit and retain excellent and diverse faculty.
- Attract and support talented and committed staff.
- Ensure that our systems enable our students, faculty and staff to do their best work.
- Promote a culture of integrity, mutual respect, excellence, collaboration, and innovation.



# The 2030 Plan: A Great and Good University

## Key Initiatives





# The 2030 Plan: A Great and Good University

## Key Initiatives

SuccessUVA

- Improve academic and career advising
- Increase access through financial aid
- Attract and support first generation students
- Attract and support UR students
- ✓ Build a new Health and Wellness Center
- Build a new Contemplative Commons
- Build a new Athletics Complex (football & Olympic sports buildings)
- ✓ Create an expanded Multicultural Center



UVA | ARTS & SCIENCES

# GETTING IT DONE:

## College Advising in a Great & Good University

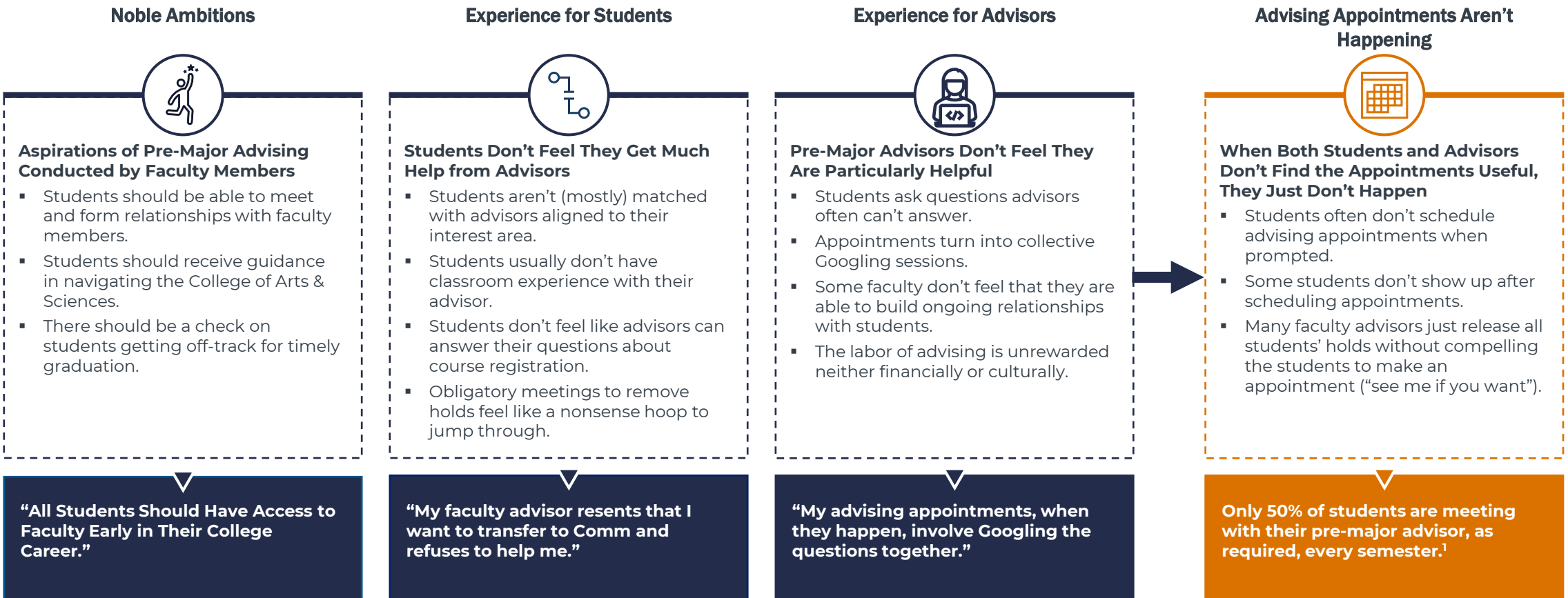
UPDATE





# Pre-Major Advising is Not Working

While pre-major advising not working is the principal challenge, creating a more seamless and holistic student experience is a valuable secondary goal unifying this pursuit.

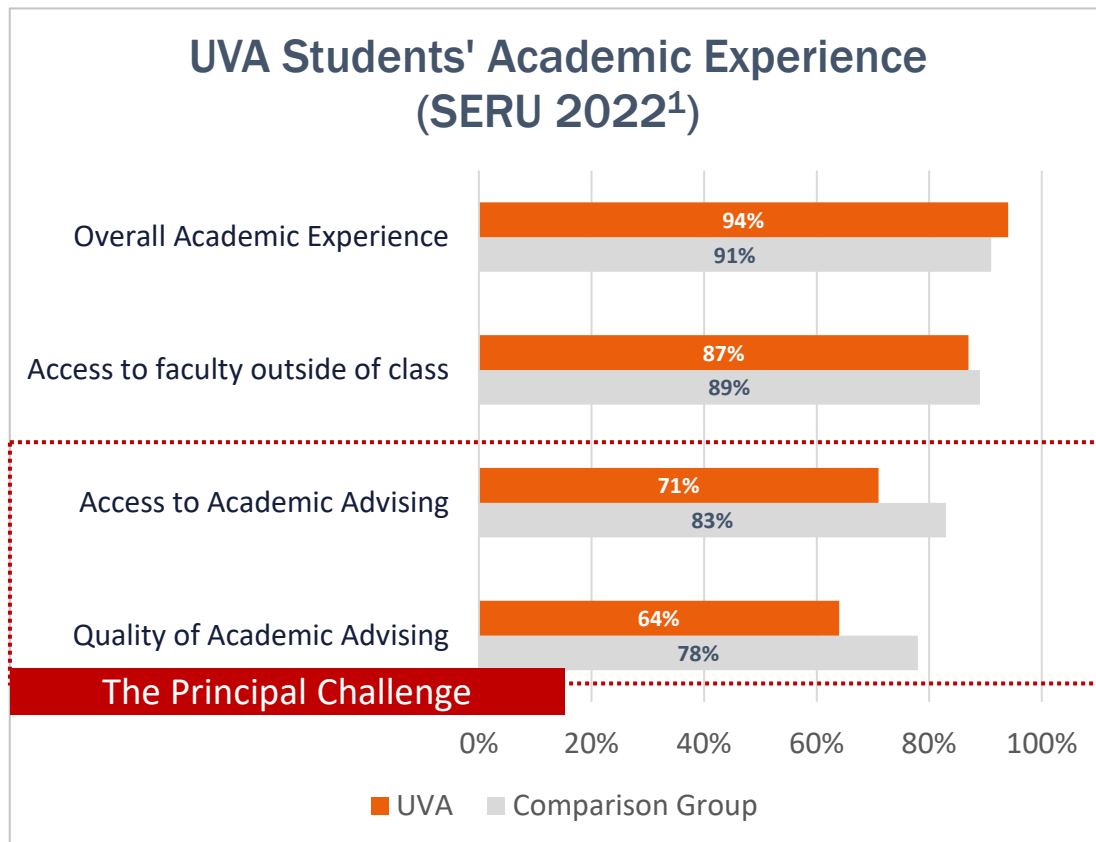


<sup>1</sup> Source: Data collected by the Advising Task Force



# Understanding the Principal Challenge

Student feedback, from UVA's most recent SERU<sup>1</sup>, indicates that faculty engagement and accessibility are strong. However, the breakdown is primarily related to the access to and quality of advising.



<sup>1</sup> SERU = Student Experience in the Research University survey

## Key Takeaways

- Students generally have a **positive academic experience** across Grounds, including interactions with faculty.
- Access to and the **quality** of academic advising is **significantly less favorable** for UVA students than for their **peers**.
- Academic Advising **may be disconnected** in students' minds from their overall academic experience.





*"Older students are usually the first people I consult when choosing my classes and academic plan."*

*"Pre-major advising favors the prepared."*

*"My advisor is in a department that is not in my area - I think it comes down to if the advisor cares about the piece that is advising related"*

*"We can't have good or great advising because they don't know the curriculum and there are no relationships across departments."*

*"Please don't just refer me to the website each time. I want help with planning - thinking through which courses I could take and understand trade-offs."*

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## What We Heard From Students

- By and large, **students are satisfied with the relationships they can build with faculty members.**
- Students justifiably **experience tension between the general advice of pursuing their passions and the practical realities of preparing for several different competitive courses of study simultaneously.**
- There is **not a person students feel can help them plan a course of study** with multiple intersecting goals.
- Some students are **looking for more of a relationship and higher-order advice** than the current model allows.
- A&S' **complex curriculum and major requirements further dilute the effectiveness of the current advising structure.**



# Academic Support Core Objectives

Support students in engaging with current and new academic interests, including identifying foundational courses for potential majors.



ACADEMIC  
SUPPORT  
OBJECTIVES

Guide students in their development as a student, citizen, and learner so they can self-advocate and navigate to resources on their own..

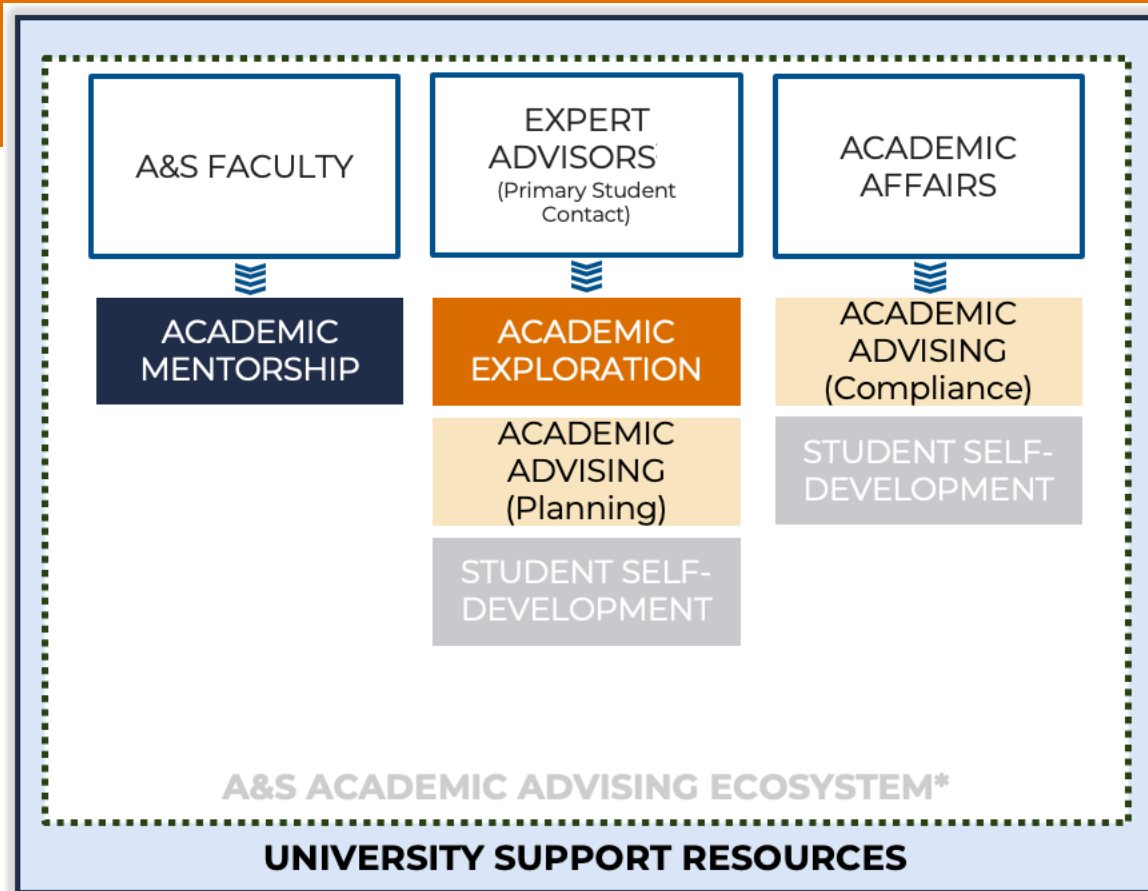
Build an ecosystem such that students have multiple opportunities to meet a faculty or staff member who they feel they can rely on to provide impartial advice to help them navigate their journey through college.

(1) **Planning.** Help students select courses that balance exploration with requirements and help them achieve their academic goals, and (2) **Compliance.** Ensure all students are in alignment with College policy, i.e., Compliance.

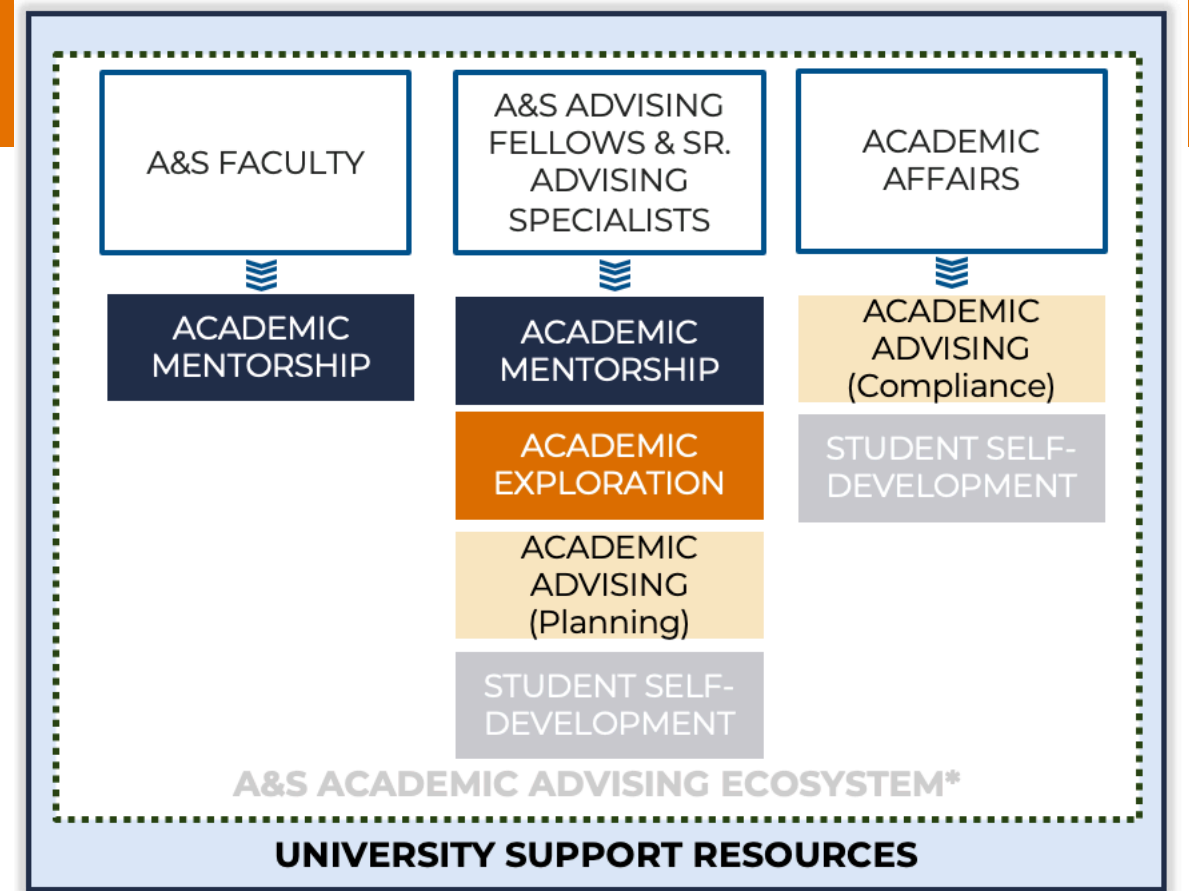


# New Advising Models Have Been Developed

## EXPERT ADVISING MODEL



## ENGAGEMENTS ADVISING MODEL







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## Early Decisions

- Build on the Engagements **academic experience** for students (Advising Lab/Experience)
- Build on the **community of practice** that has evolved with College Fellows
- Strengthen the advising ecosystem with a dedicated effort of **specially trained professionals**



# What Will Be Different?

- For students, advisor assignments will no longer be ad hoc. Students will be assigned to advisors who are trained to support advising needs and meet shared concremented objectives.
- For the faculty and staff who advise students, pre-major advising will be recognized as essential to their roles. Programmatically, this will be realized by creating a specialized role of Advising Fellow and developing an Advising Lab or Experience.



# Timeline

*Immediate* changes for first-year advising

**AY 24-25**

Faculty Engagement and Development of New Advising Experience



**Ongoing**

Advising ecosystem efforts

*Large-scale* adoption for AY 25-26





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## Key Indicators of Success

- An advising network that fits our needs and vision for excellence
- Leadership that puts the student experience front and center
- Continual assessment and improvement
- Testing best-in-class and highly effective practices
- A sustainable resource model worthy of investment

**QUESTIONS?**





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*Thank You*



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