



THE RECTOR AND VISITORS OF THE
UNIVERSITY OF VIRGINIA

February 29, 2024

MEMORANDUM

TO: The Academic and Student Life Committee:

Elizabeth M. Cranwell, Chair
Carlos M. Brown, Vice Chair
The Honorable Paul C. Harris
Stephen P. Long, M.D.
The Honorable L.F. Payne

Amanda L. Pillion
Rachel W. Sheridan
Robert D. Hardie, Ex-officio
Patricia A. Jennings, Faculty Rep
Lillian A. Rojas, Student Rep

and

The Remaining Members of the Board:

Robert M. Blue
Mark T. Bowles
Thomas A. DePasquale
U. Bertram Ellis
Babur B. Lateef, M.D.

Paul B. Manning
James B. Murray Jr.
John L. Nau III
Douglas D. Wetmore

FROM: Susan G. Harris

SUBJECT: Minutes of the Academic and Student Life Committee Meeting on February 29, 2024

The Academic and Student Life Committee of the Board of Visitors of the University of Virginia met, in open session, at 3:51 p.m., on Thursday, February 29, 2024. Elizabeth M. Cranwell, Chair, presided.

Committee members present: Robert D. Hardie, Carlos M. Brown, The Honorable Paul C. Harris, Stephen P. Long, M.D., The Honorable L.F. Payne, Amanda L. Pillion, Rachel W. Sheridan, Patricia A. Jennings, and Lillian A. Rojas

Thomas A. DePasquale, U. Bertram Ellis Jr., Babur B. Lateef, M.D., Paul B. Manning, James B. Murray Jr., John L. Nau III, and Douglas D. Wetmore also were present.

Present as well were James E. Ryan, Ian B. Baucom, Jennifer W. Davis, K. Craig Kent, M.D., Susan G. Harris, Clifton M. Iler, Megan Barnette, Maggie Haden, Kennedy Kipps, Megan K. Lowe, Mark M. Luellen, David W. Martel, Clark L. "Chip" Murray, Margaret G. Noland, and Margot M. Rogers.

The presenters were Hamza Aziz, Jennifer Bair, and Kenyon Bonner.

Ms. Cranwell called the meeting to order and reviewed the agenda.

CONSENT AGENDA

On motion, duly seconded, the committee approved the resolutions on the consent agenda and recommended for full Board approval:

RENAMING THE DEAN'S CHAIR IN THE SCHOOL OF NURSING AS THE PEW CHARITABLE TRUSTS DEAN'S CHAIR IN THE SCHOOL OF NURSING

WHEREAS, in 2020, the School of Nursing received a \$5M gift from The Pew Charitable Trusts that was matched through the Bicentennial Professorships Matching Fund to create the Dean's Chair in the School of Nursing named in honor of an individual; and

WHEREAS, following the honoree's subsequent request for anonymity, the donor, The Pew Charitable Trusts, now requests to rename the Dean's Chair in the School of Nursing that was established in September 2023;

RESOLVED, the Board of Visitors renames the Dean's Chair in the School of Nursing previously established in September 2023 as The Pew Charitable Trusts Dean's Chair in the School of Nursing at the request of The Pew Charitable Trusts leadership.

DONALD C. BARNES PROFESSORSHIP IN CARDIOLOGY IN INTERNAL MEDICINE II

WHEREAS, the Donald C. Barnes Professorship in Cardiology in Internal Medicine was established in 1976 from a distribution from the Helen B. and Donald C. Barnes Fund, an existing unrestricted quasi-endowed fund; and

WHEREAS, the Donald C. Barnes Professorship in Cardiology in Internal Medicine quasi endowment fund currently holds funds sufficient to support one additional chairholder; and

WHEREAS, the School of Medicine requests approval to add additional chairholders in the future as fund balances allow;

RESOLVED, the Board of Visitors establishes the Donald C. Barnes Professorship in Cardiology in Internal Medicine II; and

RESOLVED FURTHER, subject to vetting and approval by the Office of the Provost and establishment by the Board of Visitors, additional professorships in the Department of Medicine Division of Cardiovascular Medicine may be supported by the Donald C. Barnes Professorship in Cardiology in Internal Medicine quasi endowment fund as the fund balances allow.

ACTION ITEMS**Action Item: Naming the Institute of Biotechnology as the Paul and Diane Manning Institute of Biotechnology**

In recognition of the generosity of Paul and Diane Manning and their vision to create a hub that will advance research for the benefit of patients everywhere, the University sought the Board's approval to name the biotechnology institute The Paul and Diane Manning Institute of Biotechnology.

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

NAMING THE INSTITUTE OF BIOTECHNOLOGY AS THE PAUL AND DIANE MANNING INSTITUTE OF BIOTECHNOLOGY

WHEREAS, Paul Manning is founder and current chairman and CEO of health care-focused investment firm PBM Capital, and together with his wife, Diane, has been heavily involved with healthcare philanthropy through the Manning Family Foundation; and

WHEREAS, Mr. and Mrs. Manning are UVA parents and have been longtime, generous benefactors of the University and active members of the UVA community, and their philanthropy has supported areas across the institution, with a particular focus on health research; and

WHEREAS, the Mannings committed \$100M to the University to help establish the Institute of Biotechnology to promote research aimed at finding new treatments and cures for challenging diseases that currently lack effective treatments; and

WHEREAS, the University will also leverage support from the Commonwealth of Virginia as well as institutional funds to help establish the Institute of Biotechnology; and

WHEREAS, the new Institute will be a first-of-its-kind translational research program in the Commonwealth that will enable researchers to make cutting-edge discoveries and bring them from the research laboratory to clinical care;

RESOLVED, the Board of Visitors approves the naming of the Paul and Diane Manning Institute of Biotechnology; and

RESOLVED FURTHER, the Board of Visitors offers profound thanks to Paul and Diane Manning for their extraordinary generosity and for the ways it will enrich and improve lives.

Action Item: Massey Family Jefferson Scholars Foundation Professorship

The Massey family funded a professorship with the Jefferson Scholars Foundation to recruit a world-class distinguished scholar to the McIntire School of Commerce. The gift will receive matching funds through the Bicentennial Professorship Fund.

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

MASSEY FAMILY JEFFERSON SCHOLARS FOUNDATION PROFESSORSHIP

WHEREAS, Mark T. Massey took a B.S. in Finance from the McIntire School of Commerce in 1986. Mr. Massey is the Founder and CIO of AltaRock Partners, LLC and he serves on the Board of Directors of the Jefferson Scholars Foundation. He and his wife Elisabeth have two children, Caroline (A&S '21) and Walker (COMM '24); and

WHEREAS, the Masseys funded a professorship with the Jefferson Scholars Foundation to recruit a world-class distinguished scholar to the McIntire School of Commerce. The gift will receive matching funds through the Bicentennial Professorship Fund;

RESOLVED, the Board of Visitors establishes the Massey Family Jefferson Scholars Foundation Professorship in the McIntire School of Commerce; and

RESOLVED FURTHER, the Board of Visitors thanks Mark and Elisabeth Massey and their children for this significant gift, and for their generosity to the Jefferson Scholars Foundation, the McIntire School of Commerce, and the University.

Action Item: William L. Polk Jr. and Carolyn K. Polk Jefferson Scholars Foundation Distinguished University Professorship

The Polks have provided substantial support for the Jefferson Scholars Foundation, the College and Graduate School of Arts & Sciences, the Jeffersonian Grounds, and other areas of key strategic importance to the University. The William L. Polk Jr. and Carolyn K. Polk Jefferson Scholars Foundation Distinguished University Professorship will recruit a world-class distinguished scholar in the arts and sciences. The gift will be matched with funds from the Bicentennial Professorship Fund.

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

WILLIAM L. POLK JR. AND CAROLYN K. POLK JEFFERSON SCHOLARS FOUNDATION DISTINGUISHED UNIVERSITY PROFESSORSHIP

WHEREAS, William L. "Bill" Polk Jr. took a B.A. with Honors from the University in 1978 where he was a member of Zeta Psi fraternity. He took an M.B.A. from Harvard University in 1985. Mr. Polk serves as the Chairman of the Board of Directors of the Jefferson Scholars Foundation; and

WHEREAS, William Polk and his wife, Carolyn "Carrie" Polk have provided substantial support to the Jefferson Scholars Foundation, the College and Graduate School of Arts & Sciences, the Jeffersonian Grounds, and other areas of key strategic importance to the University. This University Professorship is intended to help recruit a world-class distinguished scholar in the arts and sciences; and

WHEREAS, the \$5M gift will be matched with funds from the Bicentennial Professorship Fund for a total investment of \$10M;

RESOLVED, the Board of Visitors establishes the William L. Polk Jr. and Carolyn K. Polk Jefferson Scholars Foundation Distinguished University Professorship; and

RESOLVED FURTHER, the Board of Visitors thanks William and Carolyn Polk for this significant gift and for their generosity to the Jefferson Scholars Foundation and the University.

Action Item: Stephen E. Bachand University Professorship

The Darden School has been a national leader through its courses, talented ethics professors, the Institute for Business in Society (IBIS), and the Olsson Center for Applied Ethics. Endowing a chair in ethics will further the Darden School's momentum in business ethics and extend the impact to the University; allow the recipient to leverage other organizations to amplify business ethics impact; and be used over time to help the University attract and retain an

outstanding professor and distinguished scholar to educate ethical business leaders for our society and to advance knowledge.

The establishment of this professorship will help foster vibrant teaching, learning, and research in the field, which will help strengthen ethical business practices in organizations beyond Grounds. It builds on Mr. Bachand's previous giving to the Darden School to benefit first-generation students, of which he was one. The gift will be matched with funds from the Bicentennial Professorship Fund.

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

STEPHEN E. BACHAND UNIVERSITY PROFESSORSHIP

WHEREAS, Stephen E. Bachand is a 1963 graduate of the Darden School of Business. He worked at the home improvement chain Hechinger and served as the president and CEO of Toronto-based hardware retailer Canadian Tire Corp. Ltd. from 1993 to 2000; and

WHEREAS, Mr. Bachand has been a loyal donor to the Darden School for over 50 years and made his first gift in 1972; and

WHEREAS, through endowing a University Professorship in ethics, Mr. Bachand hopes to further the Darden School's momentum in business ethics and extend the impact to the University; allow the recipient to leverage other organizations to amplify business ethics impact; and be used over time to help the University attract and retain an outstanding professor and distinguished scholar to educate ethical business leaders for our society and to advance knowledge; and

WHEREAS, the \$5M gift will be matched with funds from the Bicentennial Professorship Fund for a total investment of \$10M;

RESOLVED, the Board of Visitors establishes the Stephen E. Bachand University Professorship in support of business ethics at the University; and

RESOLVED FURTHER, the Board of Visitors thanks Stephen E. Bachand and Phyllis Bachand for this significant gift and for their generosity to the Darden School of Business and the University.

Action Item: Degree Program Discontinuations: Education Specialist in Higher Education; Education Specialist in Educational Psychology; Education Specialist in Counselor Education; and Education Specialist in Special Education in the School of Education and Human Development

In Spring 2023, the Dean of the School of Education and Human Development requested analysis of degree programs with limited or no enrollments during the previous five years. Four Education Specialist (Ed.S.) degrees were identified as programs in this category. In their assessment, program faculty confirmed student preference for advanced credentialing through other School offerings and recommended formal discontinuation. Based on limited student demand for these programs and consistent with the School's academic strategies and related allocation of resources, the University proposed to discontinue the four Ed.S. degree programs referenced below. There are no students enrolled in any of these programs. The effective term of discontinuation would be Spring 2024.

- Education Specialist (Ed.S.) in Higher Education
- Education Specialist (Ed.S.) in Educational Psychology
- Education Specialist (Ed.S.) in Counselor Education
- Education Specialist (Ed.S.) in Special Education

All four degree program discontinuations have been approved by the Curriculum and Program Review Committee in the School of Education and Human Development, the University Faculty Senate, the Provost, and the President. All degree program discontinuations must be approved by the Board of Visitors. Degree program discontinuations also require notification to the State Council of Higher Education for Virginia and the Southern Association of Colleges and Schools Commission on Colleges.

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

DEGREE PROGRAM DISCONTINUATIONS: EDUCATION SPECIALIST IN HIGHER EDUCATION; EDUCATION SPECIALIST IN EDUCATIONAL PSYCHOLOGY; EDUCATION SPECIALIST IN COUNSELOR EDUCATION; AND EDUCATION SPECIALIST IN SPECIAL EDUCATION IN THE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

RESOLVED, the Board of Visitors approves the discontinuations of the Ed.S. in Higher Education; Ed.S. in Educational Psychology; Ed.S. in Counselor Education; and Ed.S. in Special Education degree programs in the School of Education and Human Development.

Action Item: Degree Program Discontinuation: Master of Arts in Slavic Languages and Literatures in the College and Graduate School of Arts & Sciences

Established in 1969, the M.A. in Slavic Languages and Literatures degree program was designed to provide students with knowledge, understanding and critical analytical and methodological skills pertinent to the cultures of Russia and Eastern Europe. In Spring 2023, the College and Graduate School of Arts & Sciences reviewed enrollment trends in the degree program during program productivity review. It was noted that enrollment was not meeting SCHEV program productivity standards. In Fall 2023, the dean, in consultation with the associate dean of graduate academic programs and the associate dean for the humanities, concluded that it would not be feasible to increase the size of the program to meet SCHEV's productivity standards based on the size and quality of the national pool of applicants and the present composition of the graduate faculty. The faculty and administration agreed that the program should be discontinued and ceased admission in Fall 2023. There are no students enrolled in the program. The effective term of discontinuation would be Spring 2024.

The degree program discontinuation has been approved by the Committee on Graduate Educational Policy & Curriculum in the College and Graduate School of Arts & Sciences, the University Faculty Senate, the Provost, and the President. All degree program discontinuations must be approved by the Board of Visitors. Degree program discontinuations also require notification to the State Council of Higher Education for Virginia and the Southern Association of Colleges and Schools Commission on Colleges.

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

DEGREE PROGRAM DISCONTINUATION: MASTER OF ARTS IN SLAVIC LANGUAGES AND LITERATURES IN THE COLLEGE AND GRADUATE SCHOOL OF ARTS & SCIENCES

RESOLVED, the Board of Visitors approves the discontinuation of the M.A. in Slavic Languages and Literatures degree program in the College and Graduate School of Arts & Sciences.

Action Item: New Degree Program: Master of Education in Reading Education in the School of Education and Human Development

The proposed M.Ed. in Reading Education is designed to prepare students to serve as reading specialists in PreK-12 school settings. Reading specialists work alongside teachers, administrators, and families to support the development of students' reading and writing skills. The proposed M.Ed. degree program will equip students with specific background, education, and tools in literacy instruction. Graduates will have the knowledge and skills to apply and adapt reading instructional strategies and implement schoolwide developmental, creative, and intervention reading programs.

The proposed M.Ed. program builds and expands upon a longstanding reading concentration within the School's M.Ed. in Curriculum and Instruction. It will draw entirely upon courses from the School's existing reading concentration, leveraging 30 credits of coursework in topics such as children's literature; reading development, assessment and interventions, diagnosis and remediation, and literacy leadership and coaching. The academic core of the proposed degree and associated student advising will be carried out by the School of Education and Human Development.

In Virginia, four other public institutions offer degree programs that are similar to UVA's proposed degree: Longwood University offers an M.Ed. in Reading, Literacy, and Learning; Old Dominion University offers an M.S.Ed. in Reading; Radford University offers an M.S. in Literacy Education; and Virginia Commonwealth University offers an M.Ed. in Reading. All four existing degree programs are aligned to VDOE requirements; therefore, UVA's proposed degree is quite similar in curriculum and structure to these existing degree programs.

The proposed degree program is in direct response to the 2022 Virginia Literacy Act (VLA), which requires *inter alia* that by Fall 2024 every school division must staff at least one reading specialist for every 550 students in grades kindergarten through third grade. It has been approved by the Curriculum and Program Review Committee of the School of Education and Human Development, the University 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 for review and consideration of approval.

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

NEW DEGREE PROGRAM: MASTER OF EDUCATION IN READING EDUCATION IN THE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Master of Education in Reading Education is established in the School of Education and Human Development.

Action Item: New Degree Program: Doctor of Philosophy in Kinesiology in the School of Education and Human Development

The field of kinesiology involves the study of physical activity and its impact on health, society, and quality of life. It encompasses a multidisciplinary approach that includes biological, medical and health aspects, as well as psychological, behavioral, and social perspectives. Driven in large part by the recognition that inactivity represents a major societal concern, the last decade has seen a clear consensus on the need for innovative programs to promote and increase physical activity at all stages of life. There is also a critical need to study and develop best practices in the prevention and treatment of injuries to improve athletic performance, quality of life, and the likelihood of maintaining independent living.

The proposed Ph.D. in Kinesiology is designed to prepare students with the advanced knowledge and skills necessary to engage in innovative kinesiology teaching and research. The proposed program builds and expands upon a longstanding kinesiology concentration under the School's Ph.D. in Education degree program. The program will emphasize the study, design and delivery of physical activity, exercise, sport, and rehabilitation opportunities to enhance quality of life across the lifespan. A robust core curriculum will train students to develop new knowledge that addresses fundamental and applied research questions and guides professional practice in clinics, schools, and other real-world settings. Research ethics, design and methodologies – including quantitative methods and analysis – are a core focus of the degree. This proposed degree offering will bolster the University's presence in the growing field of kinesiology and support the School's continued reputational advancement in doctoral education.

The proposed Ph.D. in Kinesiology will draw heavily upon courses from the School's existing kinesiology concentration, leveraging over 40 credits of existing coursework in topics such as physiology; quantitative methods and data analysis; multivariate statistics; exercise principles and intervention; and clinical testing, evaluation, and prescription. Candidates will be required to complete at least four research apprenticeships, a pre-dissertation manuscript, a comprehensive examination, and a successful dissertation proposal and defense. The academic core of the proposed program will be carried out by the School of Education and Human Development. In addition, graduate students will benefit from the expertise of research mentors and scholars in various peer and domain areas across the University.

In the Commonwealth of Virginia, two other public institutions offer degree programs that are similar or related to the UVA's proposed degree program. Old Dominion University offers an inter-professional Ph.D. in Kinesiology and Rehabilitation that draws upon faculty from its College of Health Sciences and Darden College of Education & Professional Studies, with an emphasis on athletic training, occupational therapy, physical therapy, and speech and language pathology. Virginia Commonwealth University offers an interdisciplinary Ph.D. in Rehabilitation and Movement Science between its College of Humanities and Sciences and College of Health Professions, which focuses on athletic training, exercise science, physical therapy and physical medicine and rehabilitation. UVA's proposed Ph.D. in Kinesiology will be based in a dedicated kinesiology department and build upon existing strengths in the academic discipline of kinesiology.

The proposed Ph.D. in Kinesiology has been approved by the Curriculum Review Committee of the School of Education and Human Development, the University 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 for review and consideration of approval.

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

NEW DEGREE PROGRAM: DOCTOR OF PHILOSOPHY IN KINESIOLOGY IN THE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Doctor of Philosophy in Kinesiology is established in the School of Education and Human Development.

Executive Vice President and Provost's Remarks

Provost Baucom shared key priorities for the Provost's office for the remainder of the year. The first was to keep focusing on the Pan-University Institutes and Grand Challenge Initiatives. Working on the next phase of launching the Manning Biotech Institute will involve recruitment of its inaugural director and its first cohorts of researchers. He said they were moving forward on preliminary design planning for the Center for the Arts which will combine a performing arts center, the Fralin and Kluge Ruhe Museums, and the Music Department. This is all contingent on state funding and further philanthropy. They are also looking forward to the opening of the Contemplative Commons and maximizing the impact of the Contemplative Sciences Center through its integration with the academic mission and student life and by recruiting its permanent director.

Provost Baucom spoke about the search for a permanent Vice President for Research. The office is also continuing to work with faculty on addressing the impacts of generative AI.

The Provost's Office is partnering with the deans, UVA NOVA, and Kemi Jonah (Vice Provost for online education and digital innovation) on expanding operations in Northern Virginia – both in Fairfax and Roslyn. They are also working on developing a Pan-University entrepreneurship initiative focused on extra-curricular opportunities for students, faculty research commercialization opportunities, and building up the area entrepreneurship ecosystem.

Provost Baucom said they are partnering with the Faculty Senate to work on the rise of disability accommodations for students and their impacts on student and faculty alike as well as a faculty salary study. They are in the process of sharing with faculty and will update the Board at their next meeting.

The Provost pointed out that the University is continuing to pay deep attention to the impacts of the Israel and Gaza conflict on students, faculty, staff, and the community through sustained academic programming; working with Student Affairs, the Karsh Institute, and the deans on student programming, dinners, and support for dialogues across difference; and through the work of the Task Force on Religious Diversity and Belonging. At the heart of the work are two key things: a deep care for students, faculty, and staff, and a commitment to understanding the realities of Jewish, Muslim, and other religious minority students experience on Grounds and doing everything possible to strengthen the experience.

Introduction of New Vice President and Chief Student Affairs Officer

Mr. Kenyon R. Bonner became the new vice president and chief student affairs officer, effective January 16, 2024. As vice president, Mr. Bonner leads approximately 300 student affairs

professionals supporting undergraduate, graduate, and professional students through all dimensions of the student experience.

Reporting to the president and to the provost, Mr. Bonner oversees a diverse portfolio, including Student Health and Wellness; Housing & Residence Life; the UVA Career Center; the Office of African-American Affairs; Policy, Accountability, & Critical Events; administration of the Rotunda; and areas reporting to the Dean of Students, including Orientation and New Student Programs, Student Engagement & Event Management, Multicultural Student Services, Hoos First, Fraternity and Sorority Life, and Student Center Facility Operations. Mr. Bonner made brief remarks. He emphasized that he is listening right now, and learning about UVA. He spoke about the work Student Affairs is doing to support students affected by the war in the Middle East, much of it behind the scenes. He also said that Dean of Students Cedric Rucker has delayed his retirement another year to work with him until a new Dean of Students is chosen. He closed by saying he was excited about working with many constituents including the members of the Board, and he said there were several aspects of UVA that attracted him to the position, including the strong tradition of student self-governance.

Honor System Report

Mr. Hamza Aziz is a fourth-year College of Arts & Sciences student from Ashburn, Virginia, majoring in Global Public Health and Applied Statistics with a minor in Bioethics. He serves as the 2023-2024 chair of the Honor Committee. The following are his remarks:

Good afternoon, everybody.

Thank you so much for providing me the time to speak with you again. My name is Hamza Aziz, and I am a fourth-year student in the College. I've had the privilege of serving as the Chair of the Honor Committee for its 2023-24 term. The past eleven months have been a period of significant evolution, excitement, and hope surrounding Honor and the unique Community of Trust it fosters.

I know many Honor Chairs have spoken to and apprised the Board of their work, and I feel lucky to be here following a major turning point for Honor in which its vitality is evident and improving. Frankly, this makes sharing my remarks a bit easier. *Also joining me today are newly elected Honor representatives taking office this April.*

As I am seated before you, nearing the end of my time at UVA, I feel both proud and assured. Proud of the work that the Honor Committee engaged in this term and reassured of Honor's future. These two emotions, I can say, are shared by the representatives on the Honor Committee, the support officers who enable our work, and the countless students and faculty around Grounds who have felt a reinvigoration of Honor and our Community of Trust.

In September, when I last spoke with all of you, I overviewed some of the big jobs the soon-outgoing Honor Committee had before us: Fully implement and monitor the multi-sanction Honor System, ensure students and faculty understand what Honor looks like today, and continue being an active and positive force around Grounds. I'm excited to share our progress and the current state of the Honor System here at UVA with you.

Honor always has and continues to foster our Community of Trust. The multi-sanction system envisioned for decades has successfully been actualized in this term. I am confident it will only improve as the Committee grows more experienced with its sanctioning function. The system took effect last summer, and since then, the Committee has processed 70 cases of alleged Honor violations to date. This is a 220% percent increase from the 22 cases Honor adjudicated the prior term.

Even more so than under the previous single-sanction system, the vast majority of reported students demonstrate accountability by taking the Informed Retraction, through which they fully admit to and make amends for their actions. The Committee capitalized on the multi-sanction referendum to reform the stages of our case process, too, making the IR process more efficient for all parties involved. If a student does not admit to the offense, the Committee conducts an investigation and, if warranted, a hearing. For the first time in the past couple of years, Honor Hearings have successfully found students responsible, or guilty, of committing an Honor Offense, better pursuing the truth. The Committee has rendered 4 guilty verdicts this term, compared to 0 last term. Of note, some cases have involved the unauthorized use of generative AI, which the Committee has successfully adjudicated following UVA's AI detection guidance. Most of our cases of cheating, however, do not currently involve using this technology.

Aside from a better functioning case process, the most powerful result of a multi-sanction system is, of course, the creation of varied sanctions. The Committee sanctions all students found responsible with the philosophy that our sanctions *can* and *should* be more than punishments; they can be powerful opportunities for positive transformation as students navigate their academic and personal lives. Of the four sanctioning categories of permanent and temporary removal, education, and amends, we have mainly leaned on the latter two newly constructed categories this term.

These sanctions can take shape in various ways, ranging from formal mentorship with faculty to reflection meetings with applicable school administrators to seminars. The seminar has, in fact, been one of the most utilized sanctioned by the Committee: 44 students have completed or are in the process of completing Honor's Restorative Ethics Seminar, a seven-week sanction we designed and facilitate, led by second-year Will Hancock. This seminar equips students with tools to affirm their role in the Community of Trust through dialogue with peers, community members, and themselves. At the end of the seminar, students must compose an anonymous reflection called the "XYZ Case Study" regarding their experience and lessons learned, which we then publish for all members of our UVA community to review. The XYZ Case Study gives the sanctioned student a voice in the Honor process and a moving opportunity to benefit all students through the completion of their sanction.

Sanctions in the system are proportional and unique, reflecting a broad consensus and demand on Grounds. While suspension nor expulsion have yet to be utilized, the Committee stands by their role and place within our system.

And to emphasize, the increase in case numbers does not reflect a pandemic of dishonorable conduct on Grounds. Instead, it is a testament to a system increasingly

relied on by faculty, students, and community members. The Committee expects this trend to continue as we better serve as a resource within our academic community to promote and maintain integrity.

A clear co-requisite of implementing multi-sanction is ensuring a widespread understanding of the system. The Committee has worked steadily to instill this understanding at the student and faculty levels, amending decades of, at times, declining connotations in regards to Honor. We will continue to reach and educate circles around Grounds, regarding what has changed and what has remained the same: A shared commitment to living honorably.

But as we clearly know, Honor, while often synonymous with its case process, is so much more.

Honor has strived to be a positive and supportive force on Grounds for all students. We've partnered with Student Health and Wellness to support students during periods of heightened academic stress, we've implemented focused initiatives like our first International Students Days this past November with the International Studies Office, and – my personal favorite – we hosted our first-ever Honor Week in early February. This week was a tremendous success, reaching thousands of students on and off Grounds. We partnered and were supported by many groups, ranging from the Library to Karsh to the President's Office, to name a few.

The key takeaway from this week and our other outreach is this: For the first time in many years, and definitely since the first time since I came to Grounds four short years ago, Honor has an upward trajectory being widely witness and felt. I attribute this directly to the multi-sanction referendum.

I said this in September, but it's worth repeating: The referendum proves just how powerful the tool of student self-governance is. Through this tool, students took ownership of and reinvigorated the tradition and differentiator that Honor is, recommitting to the same ideal of honor many of you committed to during your time as a Virginia student and beyond.

The multi-sanction referendum this year underscores a remarkable truth about our Honor System: It is capable of change and made stronger by them. I'm grateful our 182-year-old institution of Honor will prevail and instill an ethic for generations of Virginia students.

Thank you for your support, buy-in, and ears, and I look forward to your questions.

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

Dean Acampora was unable to join the committee meeting but Jenn Bair, Associate Dean for the Social Sciences, reported on the College's work to strengthen undergraduate advising in the College of Arts and Sciences, which is a priority for the College. Pre-major advising has not been effective in large part because advisers are not always knowledgeable about the areas and interests of randomly assigned students. They have discovered that there are multiple models for this work; four models are shown in the presentation which is attached to these Minutes. Discussions with

faculty are ongoing, but changes will include building an academic experience for students providing a curricular foundation for advising; build an advising community of practice; and strengthen the advising ecosystem with professional advisers. It will take time to build the system, but they will have initial systems in place for the fall. This will include a “major map” for all majors, to help every student figure out their curriculum. The maps will be a “living thing” with continuous revisions to stay current.

The chair adjourned the meeting at 5:00 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

Meeting of the

*Academic &
Student Life
Committee*

February 29, 2024



UVA | ARTS & SCIENCES

GETTING IT DONE:

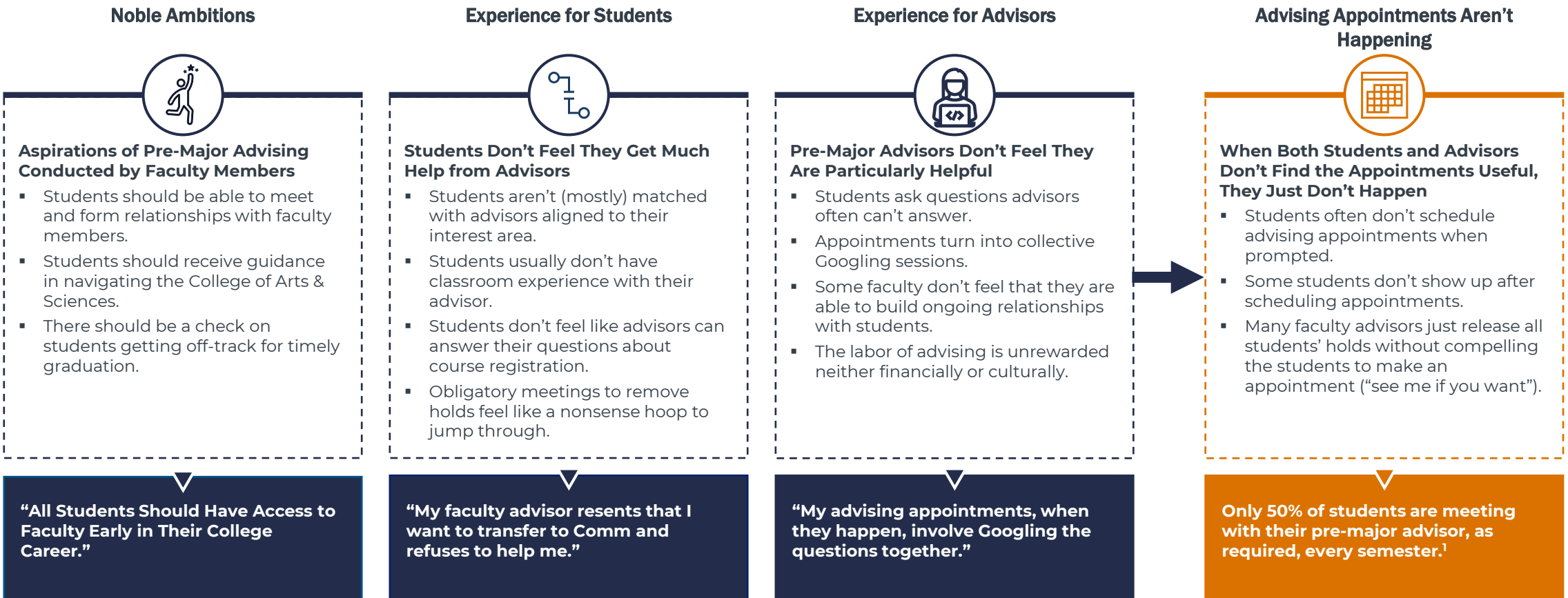
College Advising in a Great & Good University

UPDATE



Pre-Major Advising is Not Working

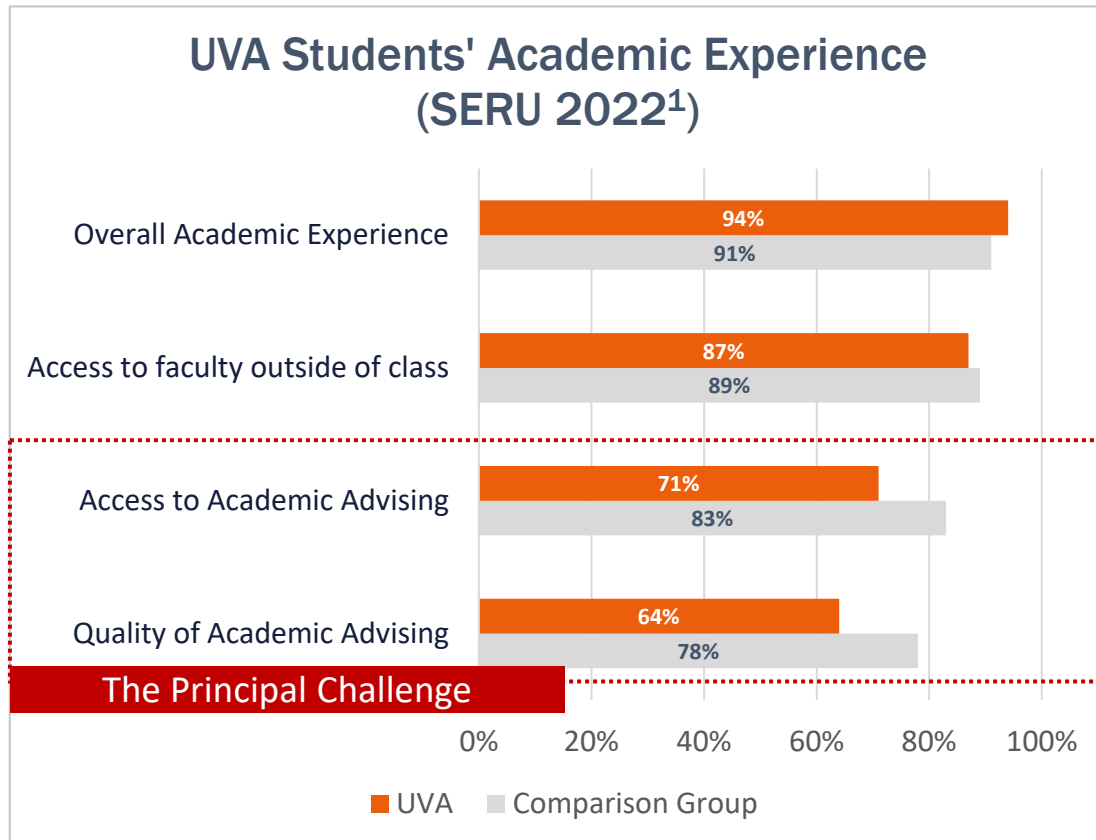
While pre-major advising not working is the principal challenge, creating a more seamless and holistic student experience is a valuable secondary goal ungerding this pursuit.



¹ Source: Data collected by the Advising Task Force

Understanding the Principal Challenge

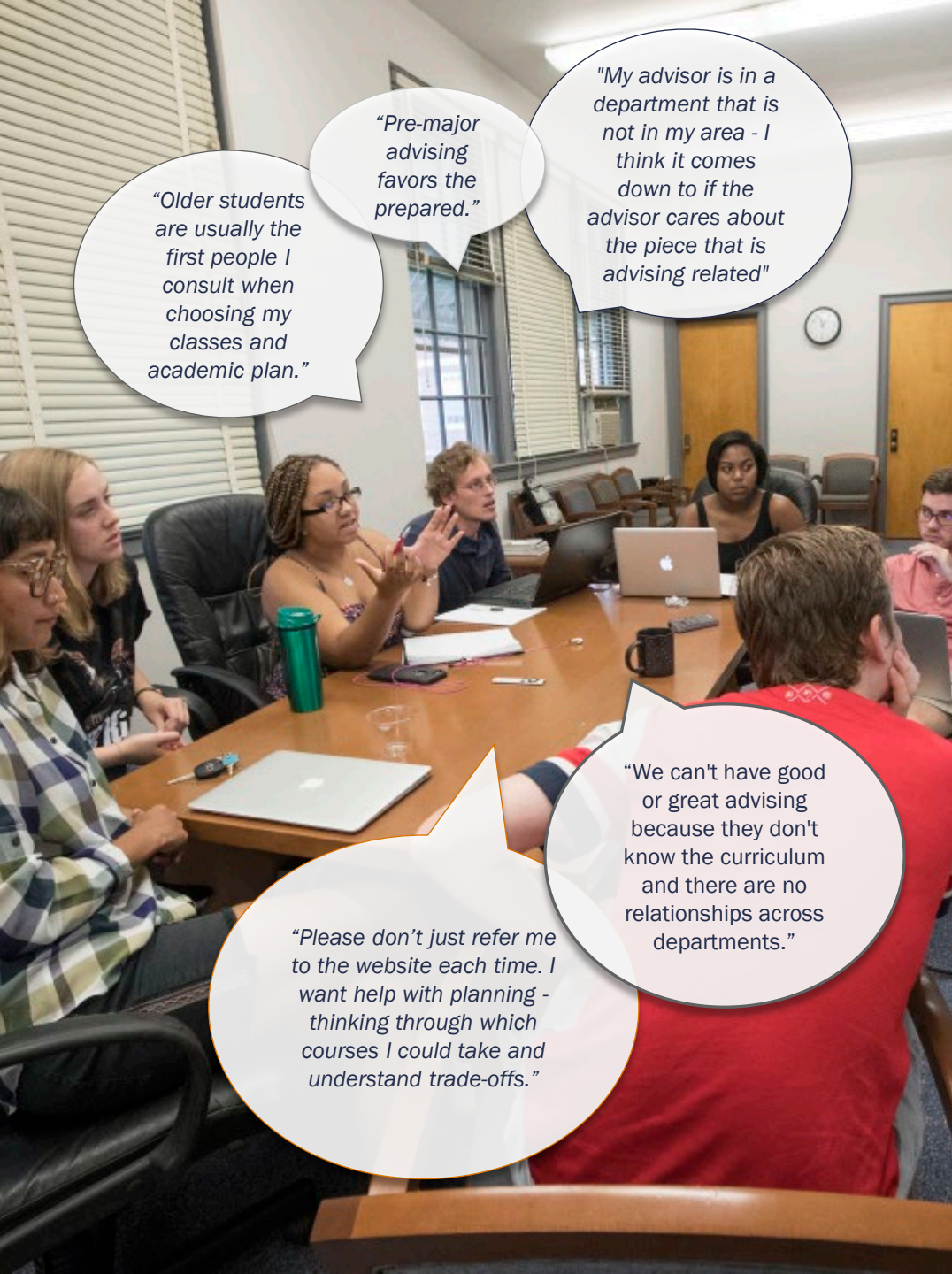
Student feedback, from UVA's most recent SERU¹, indicates that faculty engagement and accessibility are strong. However, the breakdown is primarily related to the access to and quality of advising.



¹ 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."

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

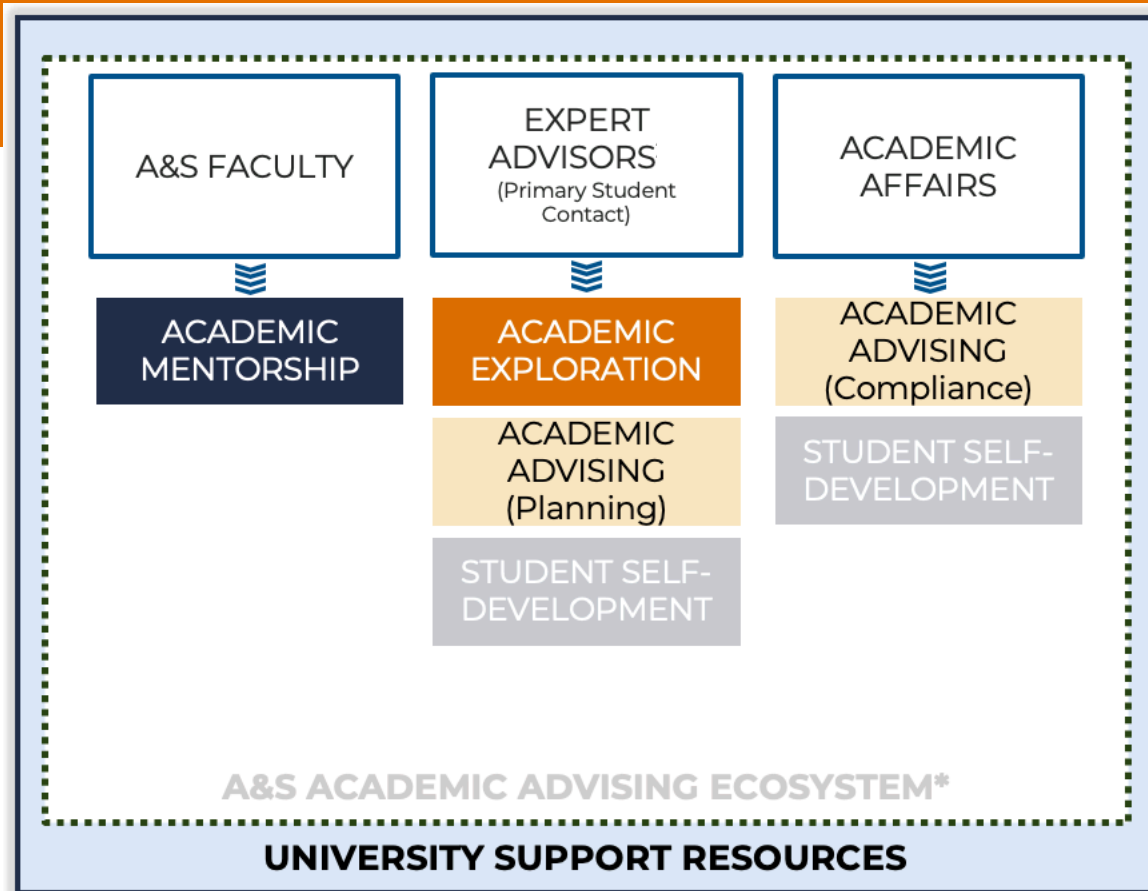
Guide students in their development as a student, citizen, and learner so they can self-advocate and navigate to resources on their own..

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.

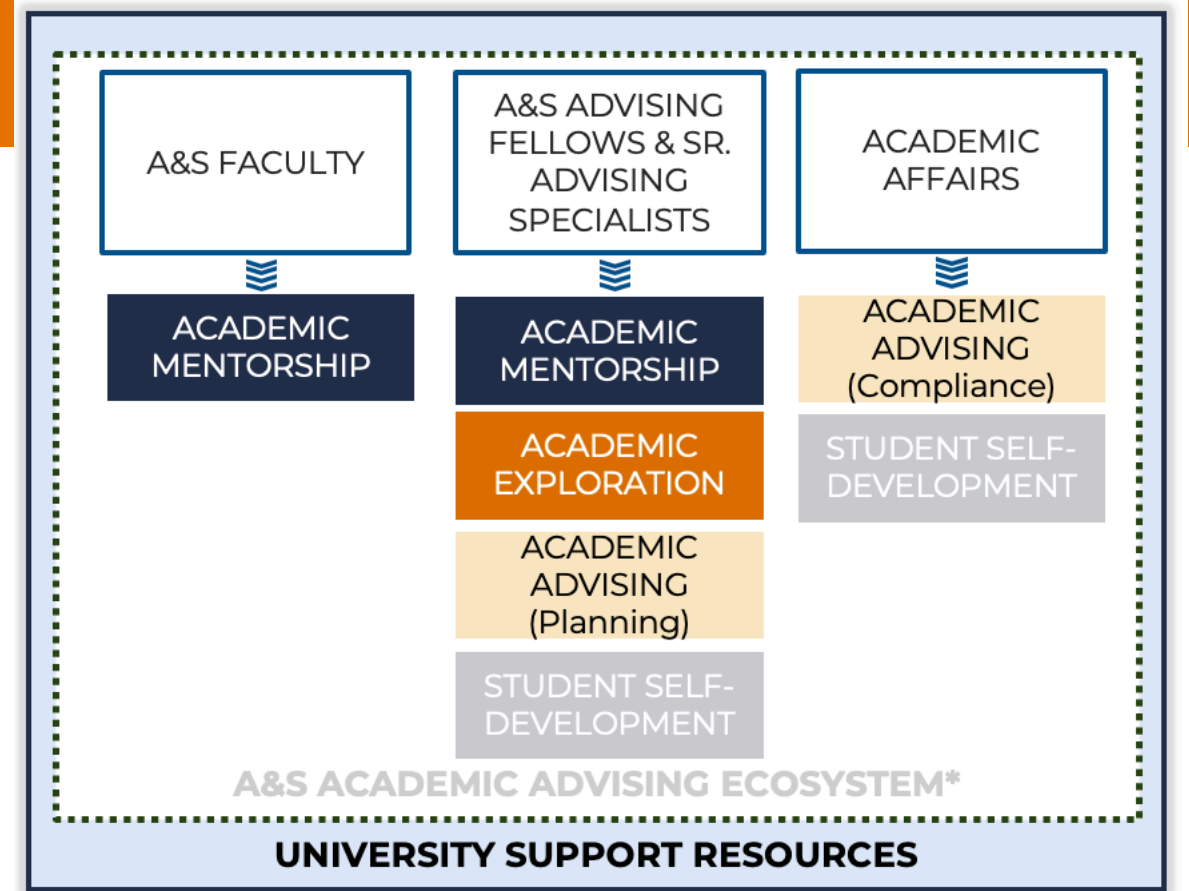
(1) **Planning.** Help students select courses that balance exploration with requirements and help them achieve their academic goals, and (2) **Compliance.** Ensure all students are in alignment with College policy, i.e., Compliance.

New Advising Models Have Been Developed

EXPERT ADVISING MODEL



ENGAGEMENTS ADVISING MODEL





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



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?



Thank You



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