UNIVERSITY OF VIRGINIA
BOARD OF VISITORS
MEETING OF THE
ACADEMIC AND STUDENT LIFE
COMMITTEE
SEPTEMBER 16, 2016
ACADEMIC AND STUDENT LIFE COMMITTEE

Friday, September 16, 2016
10:30 a.m. – 12:00 p.m.
Board Room, The Rotunda

Committee Members:

Barbara J. Fried, Chair
Mark T. Bowles
Whittington W. Clement
Frank M. Conner III
Elizabeth M. Cranwell
Thomas A. DePasquale

Babur B. Lateef, M.D.
Tammy S. Murphy
William H. Goodwin Jr., Ex-officio Member
Nina J. Solenski, M.D., Faculty Member
Phoebe A. Willis, Student Member
Allison S. Linney, Consulting Member

AGENDA

I. OPENING REMARKS BY COMMITTEE CHAIR (Ms. Fried) 1

II. CONSENT AGENDA (Mr. Katsouleas) 2

• VA Code Section 23.1-1303: Student Intellectual Property

III. ACTION ITEMS (Ms. Sullivan) 3

A. Establishment of the Julian Bond Professorship of Civil Rights and Social Justice in the College and Graduate School of Arts & Sciences

B. Establishment of the Paul G. Mahoney Research Professorship in Law in the School of Law

IV. EXECUTIVE VICE PRESIDENT AND PROVOST REMARKS (Mr. Katsouleas) 8

• Academic Affairs Report

V. DISCUSSION ITEMS 9

A. Report on the Background of NCAA Legislative Proposals to be Developed for the January 2017 Convention (Mr. Katsouleas to introduce Mr. Craig K. Littlepage; Mr. Littlepage to report)

B. Curricular Development and Carter Woodson Departmental Status in the College and Graduate School of Arts & Sciences (Mr.
Katsouleas to introduce Mr. Ian B. Baucom; Mr. Baucom to report)

C. Total Advising (Mr. Katsouleas to introduce Mr. Archie L. Holmes and Mr. Everette W. Fortner; Mr. Holmes and Mr. Fortner to report)

VI. CLOSED SESSION (to take place in separate session)
  • Faculty Personnel Actions

VII. ATTACHMENT
  • Policy on Student Intellectual Property
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: September 16 2016

COMMITTEE: Academic and Student Life

AGENDA ITEM: I. Opening Remarks by Committee Chair

ACTION REQUIRED: None

BACKGROUND: The Chair will provide an overview of the agenda.
II. VA CODE SECTION 23.1-1303: STUDENT INTELLECTUAL PROPERTY:
Requires Boards of Visitors to adopt policies regarding student intellectual property.

The University has long been supportive of student intellectual property rights. It maintains policies in the Undergraduate Record and Graduate Record concerning student ownership of intellectual property. Section 23.1-1303 of the Code of Virginia, amended during the 2016 session of the General Assembly, requires that “boards of visitors of state-supported institutions of higher education shall adopt policies that are supportive of the intellectual property rights of matriculated students who are not employed by such institution.” The University’s current Policy on Student Intellectual Property is included as an attachment.

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

THE UNIVERSITY OF VIRGINIA POLICY REGARDING STUDENT INTELLECTUAL PROPERTY PURSUANT TO THE REQUIREMENT OF SECTION 23.1-1303 OF THE CODE OF VIRGINIA

RESOLVED, the University’s Policy on Student Intellectual Property, as set forth in the Undergraduate Record and the Graduate Record, is approved by the Board of Visitors, as required by § 23.1-1303 of the Code of Virginia.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: September 16, 2016

COMMITTEE: Academic and Student Life

AGENDA ITEM: III.A. Establishment of the Julian Bond Professorship of Civil Rights and Social Justice in the College and Graduate School of Arts & Sciences

BACKGROUND: Horace Julian Bond was a legislator, civil rights activist and leader, and a teacher. His lifelong commitment to civil rights began at a young age, including founding the Student Nonviolent Coordinating Committee (SNCC) while a student at Morehouse College. In 1965, he was elected to the Georgia State Legislature, which refused to seat him because of his support of SNCC’s opposition to the Vietnam War. In 1966, the U.S. Supreme Court declared the exclusion unconstitutional and he was seated as a legislator in January 1967, where he served in the Georgia House of Representatives and later the Senate until 1987.

Mr. Bond was president of the Atlanta chapter of the National Association for the Advancement of Colored People (NAACP) from 1978 to 1989. In 1998, he became the national chairman of the NAACP and served for 12 years in that role. He was the first president of the Southern Poverty Law Center. Mr. Bond spent his entire career working for the causes of civil rights, social justice, and peace.

Mr. Bond began his teaching career at the University in 1992 in the Corcoran Department of History. Over a period of 20 years, he taught more than 5,000 undergraduate students in courses including co-teaching “Explorations in Black Leadership” with Professor Phyllis Leffler. He also led alumni tours of the sites in the South that played key roles in the civil rights movement. Mr. Bond passed away August 15, 2015.

DISCUSSION: Many very generous former students, parents, and friends funded the Julian Bond Professorship of Civil Rights and Social Justice in the College and Graduate School of Arts & Sciences to honor his legacy and advance teaching and scholarship of the civil rights era.

Dean Ian Baucom said, “The Bond Professorship will help us attract the faculty talent we need to continue the civil rights
education work that Julian Bond championed throughout his life. Universities are called to pursue the unfinished business of democracy. To more fully reflect American ideals, it is imperative that we support and advance civil rights education. This is a critical part of the U.Va. student experience—for their own individual flourishing, and for the flourishing of the Commonwealth.”

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

---

**ESTABLISHMENT OF THE JULIAN BOND PROFESSORSHIP OF CIVIL RIGHTS AND SOCIAL JUSTICE**

WHEREAS, Horace Julian Bond was a legislator, nationally recognized civil rights activist and leader, and a teacher, who spent his entire career working for the causes of civil rights, social justice, and peace; and

WHEREAS, Mr. Bond taught courses on civil rights in the Corcoran Department of History for 20 years, from 1992 until 2012, teaching more than 5,000 students; and

WHEREAS, Mr. Bond passed away August 15, 2015; and

WHEREAS, many generous former students, parents, and friends funded the Julian Bond Professorship of Civil Rights and Social Justice in the College and Graduate School of Arts & Sciences to honor Mr. Bond’s legacy and advance teaching and scholarship of the civil rights era;

RESOLVED, the Board of Visitors establishes the Julian Bond Professorship of Civil Rights and Social Justice in the College and Graduate School of Arts & Sciences; and

RESOLVED FURTHER, the Visitors express their gratitude to the many friends, parents, and alumni who contributed to this professorship to honor Julian Bond, one of the most influential national figures in civil rights and social justice for more than 50 years and a beloved teacher and mentor at the University of Virginia.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: September 16, 2016

COMMITTEE: Academic and Student Life

AGENDA ITEM: III.B. Establishment of the Paul G. Mahoney Research Professorship in Law in the School of Law

BACKGROUND: Born and raised in St. Louis, Mr. Paul G. Mahoney took degrees from the Massachusetts Institute of Technology and Yale Law School. He clerked for Judge Ralph K. Winter Jr. of the U.S. Court of Appeals for the 2nd Circuit and U.S. Supreme Court Justice Thurgood Marshall. Mr. Mahoney practiced law with the firm of Sullivan and Cromwell before joining the School of Law faculty.

Paul Mahoney concluded his eight-year service as Dean of the School of Law on June 30, 2016. An expert in securities regulation, corporate finance, and law and economics, Dean Mahoney will return to teaching and scholarship full-time. During his tenure as dean, Mr. Mahoney advanced the School of Law’s reputation as one of the nation’s top law schools by leading efforts to strategically expand the faculty, launch curricular innovations, enhance support for students, and set records in fundraising. In those eight years, 26 new tenured and tenure-track professors joined the Law faculty.

When Mr. Mahoney was associate dean for Academic Affairs, he designed the curriculum and organized the personnel necessary to introduce the most serious law and business program in legal education. His efforts were recognized by the naming of the John W. Glynn Jr. ’65 Law & Business Program in 2013.

Mr. Mahoney also oversaw the implementation of the school’s innovative Program in Law and Public Service, an effort to provide curricular support and mentoring to students seeking careers in public service, and an expansion of clinical and externship opportunities.

Tested during the financial crisis, Mr. Mahoney oversaw the creation of the Kennedy Fellowships, named for Robert F. Kennedy of the Class of 1951, which created opportunities for third-year law students to join public interest organizations and gain real world experience.
Mr. Mahoney helped bring the School of Law’s capital campaign, “The American Ideal in Legal Education” to a successful close in 2012, surpassing the $150 million goal by more than $25 million. The School of Law’s endowment has become the fifth-largest endowment among the nation’s law schools.

Mr. Mahoney is a fellow of the American Academy of Arts and Sciences and a member of the Council on Foreign Relations. He is a recipient of the All University Outstanding Teacher Award and the Law School’s Traynor Award for excellence in faculty scholarship.

DISCUSSION: Through the generosity of more than 135 donors, including participation of all of the Law faculty, Mr. Mahoney’s “small section” students, and alumni, the School of Law will be able to recognize Mr. Mahoney’s commitment to teaching excellence, to provide an unparalleled classroom experience, and to convey the esteem of the entire community.

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

ESTABLISHMENT OF THE PAUL G. MAHONEY RESEARCH PROFESSORSHIP IN LAW

WHEREAS, Mr. Paul G. Mahoney took degrees from the Massachusetts Institute of Technology and Yale Law School. He clerked for Judge Ralph K. Winter Jr. of the U.S. Court of Appeals for the 2nd Circuit and U.S. Supreme Court Justice Thurgood Marshall, and practiced law with the firm of Sullivan and Cromwell before joining the School of Law faculty; and

WHEREAS, Paul Mahoney concluded his eight-year service as Dean of the School of Law on June 30, 2016. An expert in securities regulation, corporate finance, and law and economics, Dean Mahoney will return to teaching and scholarship full-time; and

WHEREAS, during his tenure as dean, Mr. Mahoney advanced the School of Law’s reputation as one of the nation’s top law schools by leading efforts to strategically expand the faculty, launch curricular innovations, enhance support for students, and set records in fundraising; and
WHEREAS, through the generosity of more than 135 donors, including participation of all of the faculty, Mr. Mahoney’s “small section” students, and alumni, the School of Law will be able to recognize Mr. Mahoney’s commitment to teaching excellence, provide an unparalleled classroom experience, and convey the esteem of the entire Law School community;

RESOLVED, the Board of Visitors establishes the Paul G. Mahoney Research Professorship in Law in the School of Law; and

RESOLVED FURTHER, the members of the Board of Visitors express their gratitude to the faculty, students, alumni, and friends who contributed to this professorship in honor of Dean Mahoney, and they thank Mr. Mahoney for his many contributions to the School of Law and the University of Virginia.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: September 16, 2016

COMMITTEE: Academic and Student Life

AGENDA ITEM: IV.A. Academic Affairs Report

ACTION REQUIRED: None

BACKGROUND: There are a number of reports to provide to the Board of Visitors. These include effectively managing the generational turnover of our faculty; Datapalooza, a showcase of the data-driven research, resources, services, and outreach here at the University of Virginia, presented by the Data Science Institute (DSI) with co-sponsorship from the Vice President for Research and Vice President for IT offices; progress with the pan-University institutes; and other reports for the Board.

DISCUSSION: Mr. Katsouleas will report on accomplishments in the area of Academic Affairs since the last meeting of the Board of Visitors.
DISCUSSION: In recent years, there has been increased national interest in reconsidering the balance of activities, both mandatory and voluntary, and athletics and non-athletics, of student-athletes in all NCAA sports. During the 2016 NCAA Convention in San Antonio, Texas, the 65 institutions comprising the five Autonomy Conferences (including members of the Atlantic Coast Conference, Big Ten, Big Twelve, Pac 12, and Southeast Conference) committed to developing a slate of legislative proposals to impact student-athlete time demands.

Director of Athletics, Mr. Craig Littlepage, will report on progress toward proposals that are gaining interest among the Autonomy institutions.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: September 16, 2016

COMMITTEE: Academic and Student Life

AGENDA ITEM: V.B. Curricular Development and Carter Woodson Departmental Status in the College and Graduate School of Arts & Sciences

ACTION REQUIRED: None

BACKGROUND: On May 4, 2016, the faculty of the College and Graduate School of Arts & Sciences voted to pilot a new undergraduate curriculum. The proposed curriculum was developed via a rigorous, multi-year effort led by faculty on the Arts & Sciences’ General Education Committee in collaboration with Ian Baucom, the Dean of the College.

The new curriculum is designed to build on U.Va.’s strengths and to better equip students to flourish in their chosen careers and as active, reflective, articulate and contributing members of society. Building on great interest from faculty, students, alumni, and friends in this process, next steps are underway to launch the pilot. An inaugural cohort of College Fellows (faculty members drawn from across Departments to design and teach a set of signature First-Year courses) will be selected by September 2016, and the pilot will begin with a cohort of students drawn from the College’s entering class of 2017-18. Affirmation of the pilot in April 2018 would put the new curriculum into full effect as early as the 2019-2020 academic year.

In addition to the curriculum, the Carter Woodson Institute and the proposed departmentalization of African and African American Studies will be discussed. Since the 1980’s, Carter Woodson has been a recognized leader in African and African-American Studies on-Grounds and nationally.

DISCUSSION: Ian Baucom, Buckner W. Clay Dean of Arts & Sciences, will discuss the objectives, framework, and pilot implementation of the new curriculum. He will also discuss plans to further advance the Carter Woodson Institute’s standing as one of the nation’s premiere centers for research and teaching in African and African-American studies, including plans for departmentalization.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: September 16, 2016

COMMITTEE: Academic and Student Life

AGENDA ITEM: V.C. Total Advising

ACTION REQUIRED: None

BACKGROUND: As a prestigious public research university, U.Va. provides a comprehensive number of academic, extra-curricular, and co-curricular opportunities for students. One of the challenges that students face during their time on Grounds is making the best use of these opportunities. Within a relatively short time span, students decide which classes to take, which major (or majors) to select, which research projects to choose, how to manage their time outside of the classroom, and, eventually, which career to pursue, among other daily choices. Total Advising is envisioned to help students best use these opportunities with a three-pronged approach: strengthening academic advising, integrating multiple sources of advising – including career counseling and personal coaching, and connecting students to alumni mentors and internship opportunities.

One of the three legs of total advising, career development, has undergone intense scrutiny and reorganization in the past 24 months. In 2014, a committee of the Council of Foundations benchmarked U.Va. career services versus peer institutions and spoke to students about their experiences. Five major issues emerged: career advising, particularly in the College, was too general and not individualized or tailored to student needs around specific careers; engagement was low – fewer than 30% of students ever encountered the Career Center; access to internship information was decentralized and confusing; employer relations was decentralized and thus not engaging employers across Grounds; and key stakeholders such as alumni, employers and even parents, were not actively engaged in the student development process. The Vice President of Student Affairs assembled a taskforce to create a plan for the "Next Generation of Career Development" which would address the issues, and the plans are in year three of implementation.

DISCUSSION: During the past two years, the Office of the Executive Vice President and Provost has led an effort to engage students and the providers of academic, career, and personal
advising services on what is needed to better support students during their time on Grounds. To assist with this effort, Brightspot – a strategy consultancy with expertise in working with leading universities, cultural institutions, non-profits, and companies on strategies for work and learning experiences that enable people and organizations to thrive – was retained to work collaboratively with U.Va. in gathering this information. The key findings from this work are:

- While U.Va. offers a multitude of advising services and academic, career, extra-/co-curricular, and financial services, students are not always aware of them and – when they are – often need help navigating them;
- While U.Va. students value personal relationships with their advisors, they also desire “expert” opinions from a variety of individuals who help them discover and pursue opportunities they may not have been aware of; and
- Students feel that it is important to have academic, career, extra-/co-curricular, and financial services offered co-located on Central Grounds

Overall, the system which will best support students will consist of:

- Academic, career, extra-/co-curricular, and financial services which are flexible, support a variety of activities and needs, and provide them with choices in how they would like to receive support;
- A blend of physical and digital resources which actively helps them address their needs, make informed decisions, and engages and empowers them to design and follow their own paths.

Simultaneous to this effort, the Office of Student Affairs led by Pat Lampkin and Everette Fortner embarked on an ambitious overhaul of the career services at U.Va. Based on the issues identified above, the team identified four strategies:

- Implement a new model of career advising focused on career communities and partner with academic departments to broaden opportunities for career and integrated advising;
- Enhance student engagement in their career readiness through new programs and new innovative, interactive technology;
- Enhance U.Va. pre-health and pre-law advising capability; and
• Implement a model of integrated customer-service focused employer relations.

Highlights of accomplishments in the first two years include:

1. Launch of six career communities and associated events (nearly 100 small and large events). Examples of events include Consulting Symposium, Backpack to Briefcase, Entrepreneurship, Pathways to Architecture, Working in Education Policy, Hoos in Government, and many more associated with each of the career communities;
2. Launch of a common career management software across all Schools for consistent student and employer communication and job postings;
3. Dramatic improvement in website and website traffic (+140%), and significant improvement in social media engagement (Facebook engagement increased nearly 300%);
4. Launch of internship center focused on creating unique and recurring internship programs with employers;
5. Launch of three academic courses co-taught by faculty in the College and Graduate School of Arts & Sciences and the Career Center, reaching over 200 students in two years;
6. Building of Virginia Alumni Mentoring, engaging nearly 1000 students with alumni mentors in first two years;
7. Launch of inaugural employer advisory board for the Career Center, engaging 30 employers/alumni in diverse industries;
8. Hire of new Director of Pre-Health and Pre-Law advising and implementation of new programs to engage students starting with orientation.

In this presentation Archie Holmes, Vice Provost for Academic Affairs, and Everette Fortner, Associate Vice President of Career and Professional Development, will provide a timeline and plans for the Dathel and John Georges Student Center.
ATTACHMENT
G. Date of Resolution.

This information will be retained in a secure and confidential location for two (2) years.

Complaints of discrimination or harassment, that is any complaint that the student has been subjected to discrimination or harassment based on the basis of age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, or family medical or genetic information by the University, are not appropriate for review under the grievance procedure described in this policy and are handled under policy HRM-014, Preventing and Addressing Discrimination and Harassment (VAPD-007), HRM-010, Preventing and Addressing Harassment, and the related complaint procedure maintained by the Office of Equal Opportunity Programs (OEP).

Reports of sexual assault, sexual exploitation, intimate partner violence, stalking, or sexual or gender-based harassment are not appropriate for review under the grievance procedure described in this policy and are handled in accordance with policy HRM-011, Policy on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence and its appendices.

For the complete policy please see http://oep.virginia.edu/policy/HRM-019.

Student Intellectual Property

Ownership of Inventions and Works Created at UVA. In general, students own the intellectual property associated with work or inventions they create in a course as a condition of completing course requirements, except in the following circumstances:

- the work or invention is created through significant use of University resources (including sponsored research funds, routine use of University library holdings in an individual student's research is not considered "significant use");
- the work or invention is created within the scope of a student's employment (including as a graduate student, worker or research associate) with UVA; or
- the student voluntarily waives his/her intellectual property rights to a third party outside the University in order to collaborate with that third party as part of a course project approved by the course instructor.

When students are asked to waive their intellectual property rights in conjunction with a course project, they need to be given advance notice that such a waiver is required and must be provided an alternate project that will meet course requirements without requiring a waiver.

The University claims ownership of University Research created using University resources (including sponsored research funds) or within the course and scope of a student's employment (including as a graduate student, worker or research associate) with UVA. "University Research" is specifically defined as "research and related activities by any person, which are related in any way to duties or responsibilities for which he/she has been compensated either by or through the University, or for which facilities owned, operated, or controlled by the University are used." Students employed by the University to engage in University Research or who are otherwise engaged in University Research should review and sign the Patent Agreement located at http://www.virginia.edu/erp/patent.pdf. For additional information about ownership of inventions and works created at UVA, please consult the University's Patent Policy and Copyright Policy at www.virginia.edu/uva/policies or request a printed copy from the Office of the Vice President for Research (VPR) (294-3606). Students should also check with instructors and advisors about any special departmental policies.

Students should be aware that any contractual relationships with a third party that require them to give inventions and works to that party may conflict with their obligations under the University's Patent and Copyright policies. It is therefore each individual's responsibility to address any such conflicts in advance with VPR before commencing any research at UVA. VPR will work to resolve any conflicts with third parties that will govern ownership of inventions and works students might make during their time at UVA.

If students feel they have made an invention or a valuable work of authorship, UVA Innovation (http://innovation.virginia.edu) may be able to provide support and assistance in realizing its commercial value.

Student Status

Full-Time: A student who is enrolled for at least twelve (12) credits in a fall or spring term, six (6) credits in summer term, three (3) credits in January term, or a student who is enrolled in the School of Medicine and has been identified by the school as full-time (Medicine does not award credit for its courses).

Part-Time: A student who is enrolled half-time or less than half-time. Students enrolled for three-quarter time must be approved for a reduced course load by their dean's office and pay full-time tuition. Reference in this policy to part-time enrollment do not include three-quarter time enrollment.

Temporary Part-Time Status for Currently Enrolled Undergraduate Students: Undergraduate students who are admitted to the University for full-time study only, due to extenuating circumstances, petition their deans for temporary part-time status. Students approved for temporary part-time status may take no more than eight (8) credits (two classes) per semester. No more than sixteen (16) credits taken on a temporary part-time basis can be counted toward the total number of credits required for an undergraduate degree. Temporary part-time status requires a dean's written approval.

Taking Courses in Other Schools of the University

Students enrolled in a degree program in one school who wish to take a course or courses in another school should consult their school's policies before attempting to enroll.

Thesis Opportunities

The opportunity to write a thesis for credit is available to participants in distinguished majors programs and to majors