ACADEMIC AND STUDENT LIFE COMMITTEE

Friday, March 3, 2017
10:45 a.m. – 12:15 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
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 (Ms. Sullivan)
   • Renaming the Tussi and John Kluge Professorship in Contemplative
     End-of-Life Care the Tussi and John Kluge Professorship in
     Compassionate Care in the School of Nursing 2

III. ACTION ITEMS (Ms. Sullivan)
   A. Establishment of the Harrison-Wood Jefferson Scholars Foundation
      Professorship in Neurology 3
   B. Establishment of the Brockman Foundation Jefferson Scholars
      Foundation Professorship 4

IV. EXECUTIVE VICE PRESIDENT AND PROVOST REMARKS (Mr. Katsouleas) 5

V. DISCUSSION ITEMS
   A. National Scholarships & Fellowships Program (Mr. Katsouleas to
      introduce Mr. Archie L. Holmes, Jr., Mr. Andrus G. Ashoo, Mr. Abraham
      Axler, Ms. Jill Ferguson, Ms. Aryn Frazier, Mr. William Henegan, Ms.
      Lauren Jackson, and Ms. Sarah Koch; Mr. Holmes, Mr. Ashoo, Mr. Axler,
      Ms. Ferguson, Ms. Frazier, Mr. Henagan, Ms. Jackson, and Ms. Koch to
      report) 6
   B. Center for Teaching Excellence Course Design Institute/Ignite Programs
      (Mr. Katsouleas to introduce Mr. Michael S. Palmer and Ms. Lisa
      Messeri; Mr. Palmer and Ms. Messeri to report) 9

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

PAGE
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: March 3, 2017

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. Renaming the Tussi and John Kluge Professorship in Contemplative End-of-Life Care the Tussi and John Kluge Professorship in Compassionate Care

The Tussi and John Kluge Professorship in Contemplative End-of-Life Care was established by the Board of Visitors at its November 16, 2009 meeting, and was based on Maria and John Kluge’s interest in improving the education of those in the medical fields providing contemplative, compassionate, and end-of-life care to patients. The professorship was intended to expand the School of Nursing’s focus on palliative care by providing instructional and practical resources to educate nursing and medical students, emerging clinicians, and healthcare providers with the knowledge, skills, and attitudes necessary to address patients with compassion and to support reflective contemplation for patients and families facing end-of-life issues.

The School of Nursing proposes to change the formal name of the professorship to the Tussi and John Kluge Professorship in Compassionate Care. In the time since the professorship was established, the field has evolved and the vernacular has changed. The School wishes to be inclusive in recruiting for the position. Changing the title will help broaden the pool of candidates and set a new standard of care, for compassionate care is not just needed at the end of life, but throughout human lives. The impact of the professorship will be evident in changing practices in multiple settings of care. The John W. Kluge Foundation, which contributed the funds to establish the professorship, and Mrs. Maria T. Kluge, a Trustee of the Foundation, are supportive of this change.

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

**RENAME THE TUSSI AND JOHN KLUGE PROFESSORSHIP IN CONTEMPLATIVE END-OF-LIFE CARE THE TUSSI AND JOHN KLUGE PROFESSORSHIP IN COMPASSIONATE CARE**

WHEREAS, on November 16, 2009, the Board of Visitors established the Tussi and John Kluge Professorship in Contemplative End-of-Life Care; and

WHEREAS, since that time, the vernacular in the field has evolved, and it is widely recognized that compassionate care is needed throughout human lives; and

WHEREAS, changing the name to Compassionate Care will allow the School of Nursing to be more inclusive in recruiting for the chair holder;

RESOLVED, the Board of Visitors renames the Tussi and John Kluge Professorship in Contemplative End-of-Life Care the Tussi and John Kluge Professorship in Compassionate Care.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: March 3, 2017

COMMITTEE: Academic and Student Life

AGENDA ITEM: III. A. Establishment of the Harrison-Wood Jefferson Scholars Foundation Professorship in Neurology

BACKGROUND: The donors to the Harrison-Wood Jefferson Scholars Foundation Professorship in Neurology are the Harrison Foundation and the Jefferson Scholars Foundation.

DISCUSSION: The professorship’s purpose is to bring to the faculty of the School of Medicine scholars widely recognized in the field of Neurology, specifically neuro-cognitive disease, who will be active participants in the Jefferson Scholars Foundation community. The professorship is named for the David A. Harrison Family and for Trudy Wood, the mother of Elizabeth W. Wright. The Harrison Family has a long and exceedingly generous history with the University. Elizabeth Wright is the spouse of James H. Wright, President of the Jefferson Scholars Foundation.

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

ESTABLISHMENT OF THE HARRISON-WOOD JEFFERSON SCHOLARS FOUNDATION PROFESSORSHIP IN NEUROLOGY

WHEREAS, the Jefferson Scholars Foundation has raised funds from donors to support professorships at the University; and

WHEREAS, the donors to the Harrison-Wood Jefferson Scholars Foundation Professorship in Neurology are the Harrison Foundation and the Jefferson Scholars Foundation; and

WHEREAS, the intent of the donors to the Harrison-Wood Jefferson Scholars Foundation Professorship in Neurology is to support a scholar widely recognized in the field of Neurology, specifically neuro-cognitive disease;

RESOLVED, the Board of Visitors establishes the Harrison-Wood Jefferson Scholars Foundation Professorship in Neurology; and

RESOLVED FURTHER, the Board thanks the Harrison Foundation and the Jefferson Scholars Foundation for their generosity in funding this professorship.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: March 3, 2017

COMMITTEE: Academic and Student Life

AGENDA ITEM: III.B. Establishment of the Brockman Foundation Jefferson Scholars Foundation Professorship

BACKGROUND: The Jefferson Scholars Foundation has raised funds from private donors to support professorships at the University.

DISCUSSION: Holders of the Brockman Foundation Jefferson Scholars Foundation Professorship will be leading minds with interest in the life, ideas, and time of Thomas Jefferson. The chairholder may study the principles that form the bedrock of our democratic system and the philosophy, politics, and history of the Colonial era. Other scholarly interests might include the architectural forms, material collections, literature, cultural norms and institutions, and religion of the early Republic.

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

ESTABLISHMENT OF THE BROCKMAN FOUNDATION JEFFERSON SCHOLARS FOUNDATION PROFESSORSHIP

WHEREAS, the Jefferson Scholars Foundation has raised funds from donors to support professorships at the University. The Brockman Foundation Jefferson Scholars Foundation Professorship will support a leading mind with interest in the life, ideas, and time of Thomas Jefferson. The research conducted by the chairholder will relate to the principles that form the bedrock of our democratic system and the philosophy, politics, and history of the Colonial era. Other scholarly interests could include the architectural forms, material collections, literature, cultural norms and institutions, and religion of the early Republic;

RESOLVED, the Board of Visitors establishes the Brockman Foundation Jefferson Scholars Foundation Professorship to support a leading mind with interest in the life, ideas, and time of Thomas Jefferson; and

RESOLVED FURTHER, the Board thanks the donors to the professorship for their generosity to the University.
BOARD MEETING: March 3, 2017

COMMITTEE: Academic and Student Life

AGENDA ITEM: IV. Executive Vice President and Provost Remarks

ACTION REQUIRED: None

BACKGROUND: Provost Katsouleas will report on research growth, faculty hiring, and news from the Arts, as well as summarize findings from an online education report.
BACKGROUND: The University of Virginia is committed to the academic, professional, and personal development of its students as citizens and scholars committed to the public good. One way in which the University invests in the development of its students is through the National Scholarships & Fellowships Program (NSFP). The program has made strides toward diversifying the opportunities it supports, providing greater access to these opportunities for students from across the University, and increasing the number of students who participate in the program.

DISCUSSION: Mr. Archie L. Holmes will introduce the participants: Mr. Andrus Ashoo, Associate Director of the Center for Undergraduate Excellence, and students, Mr. Abraham Axler, Ms. Jill Ferguson, Ms. Aryn Frazier, Mr. William Henagan, Ms. Lauren Jackson, and Ms. Sarah Koch. Mr. Ashoo and the students will talk about the recent successes of the NSFP. The students will focus on their experiences pursuing national scholarships and fellowships, and will share their plans for the future.

The NSFP is responsible for the Carnegie Endowment for International Peace Junior Fellows Program, Davis Projects for Peace, Fulbright U.S. Student Award, Luce Scholarship, Marshall Scholarship, Mitchell Scholarship, Rhodes Scholarship, Truman Scholarship, Udall Scholarship, and the UK Fellows Program. Over the last three years, the program added the Michel David-Weill Scholarship, Schwarzman Scholarship, Yenching Academy, and Knight-Hennessy Scholarship.

In the fall of 2015, the NSFP started a weekly series of informational sessions, panels, and workshops. It also expanded its outreach to include opportunities, such as the Critical Language Scholarship, DAAD Research Internships in Science & Engineering (RISE), Fulbright US-UK Summer Institutes, Ertegun Scholarship, Gates Cambridge Scholarship, Humanity in Action Fellowship, NSF Research Experiences for Undergraduates (REUs), and the Soros Fellowship for New Americans. The program welcomes the participation of the University faculty and staff who oversee the Boren Scholarship, Churchill Scholarship, and the Goldwater Scholarship.

NSFP gives a number of specialized presentations and workshops across Grounds. Examples include:
• General Workshop for the Rainey Academic Program. The presentation at this workshop challenged students to make wise decisions about involvement, managing risks, and seeking out exceptional opportunities while on grounds. The NSFP participated in this workshop for the first time in the summer of 2016.

• Personal Statement Workshop for the Resident Advisor applicants in collaboration with Housing & Residence Life. The workshop gives students the tools to write well about themselves, not just for the RA application but also for cover letters and other personal statements. The NSFP has done this workshop for the last two years.

• Fulbright Forum in collaboration with the Career Center. The NSFP brings former Fulbright US Student Award recipients to grounds for a panel discussion and a reception so current students can learn more about the award and envision themselves as applicants. This was hosted for the second time on February 21st in the Special Collections Library Auditorium.

Highlights of the program's successes from the last three years include:

• Student-initiated interactions increased from approximately 300 a year to over 800 (and counting).

• We have had a submission from every school at the university except the School of Medicine and the School of Continuing & Professional Studies, and the percentage of non-College of Arts & Sciences submissions has increased from approximately 17% to approximately 32%.

• Submissions to the Fulbright U.S. Student Award rose from 42 to 61 to 81. The last two years represent the greatest participation ever from the University.

• Two students were among the first cohort of Schwarzman Scholars.

In addition, last year one student was named the University's 32nd Truman Scholar since the creation of the Harry S. Truman Foundation in 1975. She was among six finalists from the University last year, a testament to the future public servants among the University’s students. This year, three students were named Marshall Scholars, representing the University’s 8th, 9th, and 10th since the creation of the Marshall Aid Commemoration Act in 1953, and two students were named Rhodes Scholars, representing the University’s 52nd and 53rd since the creation of the scholarship in 1901.

PARTICIPANTS

Mr. Andrus Ashoo is the Associate Director of the Center for Undergraduate Excellence, where his primary role is the oversight of national scholarships and fellowships. He has served in this position since August of 2014 when he left his role at the Sally McDonnell Barksdale Honors College at the University of Mississippi. He also serves on the Executive Board of Directors of the National Association of Fellowships Advisors (NAFA).
Mr. Abraham Axler is from New York City and is a student in the Politics Honors program. A self-proclaimed bureaucrat, he has served in the New York City Mayor’s Office for People with Disabilities, as a deputy campaign manager for city council, and as the Student Council President. In addition to being named a 2017 Marshall Scholar, he applied for the Fulbright and was a finalist for the Schwarzman and the Truman. Mr. Axler will pursue an MSc in Social Policy and an MSc in Politics & Communication at LSE.

Ms. Jill Ferguson is from Bedford, Virginia and is a first-generation student in Material Science and Nanotechnology Engineering and a minor in engineering business. She conducts research on next generation materials for solar cells as a visiting scholar in MIT’s engineering photovoltaic lab and at the U.S. Department of Energy. She was named a 2016 Truman Scholar. Ms. Ferguson will eventually pursue the Master of Science in Technology and Policy at MIT.

Ms. Aryn Frazier is from Silver Spring, Maryland and is a student in the Politics Honors Program and African-American & African Studies. An influential activist, she has served multiple political campaigns, as president of the Black Student Alliance, and as one of the primary authors of *Toward a Better University*. In addition to being named a 2017 Rhodes Scholar, she was a finalist for the Marshall. Ms. Frazier will pursue an MPhil in Comparative Politics at Oxford.

Mr. William Henagan is from Atlanta, Georgia and graduated after five semesters with a degree in history and a minor in entrepreneurship. He then left the University to work in the Obama administration and the U.S. Department of Commerce before returning to pursue an MS in Commerce during his fourth year. In addition to being named a 2017 Marshall Scholar, he applied for the Fulbright and the Rhodes and was a finalist for the Truman last year. Mr. Henagan will pursue a DPhil in Social Policy at Oxford.

Ms. Lauren Jackson is from Little Rock, Arkansas and is a student in Political and Social Thought with a concentration in media and humanitarian policy. She has researched humanitarian advocacy at the United Nations, written long-form stories on gay Mormon suicide for CNN, and worked to promote ethical refugee representation at the International Rescue Committee and *National Geographic*. In addition to being named a 2017 Rhodes Scholar, she was a finalist for both the Marshall and the Truman. Ms. Jackson will pursue an MSc in Global Governance & Diplomacy and an MSc in Refugee & Forced Migration Studies at Oxford.

Ms. Sarah Koch is from Kansas City, Missouri and is a student in Middle Eastern Language & Literature and an Army ROTC cadet. She has conducted ethnographic research on girls’ high school science education in China and the Special Immigrant Visa Program for Afghan and Iraqi interpreters with the U.S. military. In addition to being named a 2017 Marshall Scholar, she applied for the Rhodes and was a finalist for the Truman last year. Ms. Koch will pursue the MSt in Oriental Studies and the MSc in Refugee & Forced Migration Studies at Oxford.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: March 3, 2017

COMMITTEE: Academic and Student Life

AGENDA ITEM: V.B. Center for Teaching Excellence Course Design Institute/Ignite Programs

ACTION REQUIRED: None

BACKGROUND: For nearly three decades, the University’s Center for Teaching Excellence (CTE) has helped instructors create rich, active classroom environments designed to support meaningful student learning. Mr. Michael Palmer, CTE Director and Associate Professor, will share two of CTE’s signature, high-impact programs: the Course Design Institute (CDI) and Ignite. Both programs are designed to help instructors become the teachers they dream of being, teachers who create truly transformative learning experiences for their students. Lisa Messeri (Assistant Professor of Science, Technology and Society, SEAS) will share some of her experiences participating in these programs.

DISCUSSION: At the heart of the CTE’s work is the annual CDI. This intensive, week-long course design experience helps instructors develop courses grounded in evidence-based principles of teaching and learning and which promote meaningful student learning. To date, nearly 400 instructors, representing every school at the University, have participated. The program continues to scale capacity, currently at 100 per year with the recent addition of a January offering.

The CDI anchors several other CTE programs, especially Ignite. Ignite provides faculty who are new to UVA with the knowledge, skills, and supportive community they need to develop into exceptional teachers. Originally designed to serve 36 new instructors between 2015-17, Ignite attracted and supported over 65 faculty from across the University during the two-year pilot program. Over the next three years—the period when the current hiring trend is expected to peak—it is anticipated that Ignite will help approximately 144 new faculty jumpstart their careers and become confident, effective teachers, teachers that will provide better learning for over half a million students over the course of their careers.