MEMORANDUM

TO: The Student Affairs and Athletics Committee:

Allison Cryor DiNardo, Chair
Helen E. Dragas, Rector
A. Macdonald Caputo
Hunter E. Craig
Marvin W. Gilliam Jr.
Hillary A. Hurd

Consulting Members:

Allison S. Linney
Dennis R. Proffitt

and

The Remaining Members of the Board of Visitors and Senior Advisor:

Frank B. Atkinson
The Hon. Alan A. Diamonstein
William H. Goodwin Jr.
Victoria D. Harker

Stephen P. Long, M.D.
Vincent J. Mastracco Jr.
Edward D. Miller, M.D.
John L. Nau III

FROM: Susan G. Harris

RE: Minutes of the Meeting of the Student Affairs and Athletics Committee on February 22, 2013

The Student Affairs and Athletics Committee met, in Open Session, at 9:40 a.m., Friday, February 22, 2013, in the Auditorium of the Harrison Institute/Small Special Collections Library; Allison Cryor DiNardo, Chair, presided.
Ms. Helen E. Dragas, A. Macdonald Caputo, Hunter E. Craig, Marvin W. Gilliam Jr., George Keith Martin, Timothy B. Robertson, Linwood H. Rose, Ms. Hillary A. Hurd, Ms. Allison S. Linney, and Dennis R. Proffitt, were present.

Present as well were Frank B. Atkinson, the Honorable Alan A. Diamonstein, William H. Goodwin Jr., Stephen P. Long, M.D., Edward D. Miller, M.D., and John L. Nau III.

Also present were Ms. Teresa A. Sullivan, Ms. Susan G. Harris, Paul J. Forch, Ms. Debra D. Rinker, John D. Simon, Patrick D. Hogan, Steven T. DeKosky, M.D., Robert D. Sweeney, Ms. Nancy Rivers, Ms. Colette Sheehy, James L. Hilton, Ms. Patricia M. Lampkin, Ms. Susan A. Carkeek, Thomas C. Skalak, Craig K. Littlepage, Anthony P. de Bruyn, McGregor McCance, Ms. Donna Price Henry, Ms. Tabitha Enoch, Stephen Nash, and Ms. Simone Egwu.

Report by the Vice President and Chief Student Affairs Officer

The chair opened the meeting by announcing that Marvin Gilliam had been named vice chair of the committee, and she introduced Dennis Proffitt as the new faculty consulting member to the committee. The chair asked Ms. Lampkin to give her report. Ms. Lampkin said University-wide student elections begin on Monday. Students will be selecting their representatives for Student Council, Honor and UJC, and the school and class councils. Results will be announced on Friday, March 1. The transition processes for the over 600 Contracted Independent Organizations (CIOs) begin to follow the election cycle as students move up the "leadership ladder" that supports widespread engagement in student life.

She said student involvement includes Greek life, and earlier this month the Inter-Sorority and Inter-Fraternity Councils completed their recruitment processes. The ISC and the IFC each saw over 900 students sign up for recruitment. Participation is up nearly 10% for both of these organizations, and the IFC has seen a 30% increase in recruitment numbers since 2008.

Ms. Lampkin said student safety remains at the top of her mind this semester. Thirteen students escaped a house fire earlier this month, thanks to the quick action of two Charlottesville residents and the rapid response of the Charlottesville Fire Department and University and Charlottesville Police Departments.

Ms. Lampkin spoke about the tragic news that a first-year student was hit by a train in an apparent suicide. Counseling staff and Dean of Students staff have been working with his friends and hall mates to be sure they have the support they need.
In late January, students and faculty packed the Ern Commons to hear a panel of national experts speak on preventing sexual assault on college campuses. This was part of ongoing efforts to address difficult but important issues of safety and respect within the University community.

Ms. Lampkin said in recent discussions with Ms. DiNardo, she recognized that college orientations are very different at different places. Ms. DiNardo thought it would be a good idea to review the University’s program with a particular focus on how it is structured and why, and on what Student Affairs hopes to accomplish with the program.

Ms. Lampkin introduced the Director of Orientation and New Student Programs, Tabitha Enoch, and gave some background on Ms. Enoch, who has been at the University since 1999, serving first in Residence Life and moving to the Orientation Programs office in 2002.

Ms. Lampkin said that following Ms. Enoch’s presentation, Chair of the Honor Committee Stephen Nash will report on the referendum that is coming before the student body this election cycle. His report builds upon what the committee heard from him in November. Mr. Nash is a fourth year student in the College of Arts and Sciences from Port Washington, New York.

Ms. Enoch said she is delighted to talk to the committee about how students are transitioned to the University. The process of orienting new students is an “all hands on deck” event and while summer orientation and fall orientation are coordinated, the delivery of the program is a University-wide endeavor.

Ms. Enoch said the main objective is simple: everything they do supports the academic mission of the University. They are committed to three things: First, preparing students for the academic transition to the University in partnership with the academic schools so that on the first day of classes students are prepared to hit the ground running. Second, they provide an opportunity for students to familiarize themselves with Grounds so that they have a sense of how to get around. Third, they introduce students to their new community by providing time to meet their classmates and upper-class students, beginning the process of making a big place feel small.

Ms. Enoch said summer orientation has not only become a part of the University culture but also a widespread expectation at institutions across the country that are similar to the University of Virginia. While the specifics of the programs look different from school to school, the starting point for many is summer orientation.

Part of the reason for the proliferation of these kinds of orientation programs is in direct response to the current generation
of students and parents: many of the parents of current students are a part of the "Baby Boomer" generation. A couple of defining characteristics of the "Boomers" are: they delayed parenting so they were a little older than the previous generation when they had their children; they were determined to have a close relationship with their child; and there is a high level of parental involvement that continues through college. The parents don't just want to be involved, but expect to have a say in the choices their children make.

She said the students, who have been coined the "Millennial Generation," also share important characteristics. They, for the most part, have been very sheltered their entire lives by their parents. They are very high achieving as evidenced by the increased SAT scores and GPAs. Finally, they are tech savvy and are accustomed to communicating with others through G-chat, text messaging, Facebook, and other more impersonal ways.

Because of the high level of involvement over the course of their child's life, parents today want to know everything regarding what their child may experience in college and they expect the University to give them the information just in time. They want University officials to communicate early and often on a variety of topics. She provided examples of the information parents want to receive.

Ms. Enoch said the reason for bringing students to Grounds versus having them complete an online module at home in their room is because the students often lack interpersonal skills that are key to their development. On Grounds, they must practice the important skill of engaging in face-to-face conversations with their peers and with faculty and staff.

The approach to transition occurs over the entire first year for new students with the starting point as Admissions and the next stop Summer Orientation. When the students arrive, they are introduced to values such as Honor as a way of life in the University community. The orientation leaders talk about community and emphasize that while the students are being shaped by the University, they too will help shape and change the University. Finally, the leaders mention student self-governance: the University belongs to them. She said the orientation leaders try to bring these ideals to life in a way that students can't glean from a website. Particularly, as a residential campus, the University remains committed to bringing prospective students to the Grounds so that they can experience it for themselves.

Ms. Enoch said it is critical for the students to begin to establish autonomy; to ultimately take ownership over their collegiate experience and have a sense of self-authorship over it. As part of this, the orientation program offers separate parent and student tracks. Students are separated from their parents for most of the two days. This allows them to learn to navigate Grounds on their own.
During the parent track of orientation, they participate in sessions that give parents the tools that they may need to help in the process of letting go, including a parent-only welcome address that sets the tone of what a parent should expect at the University. There is also a session entitled Parents as Partners, which is a candid conversation led by the Dean of Students that gets at some of the thornier issues students may face, and how parents might partner with University administrators to help their children.

She said generally parents and students alike are satisfied with the quality of the orientation program. Even the most skeptical of parents and students are usually sold by the time they complete the two day process. Ms. Enoch's office responds to parent and student feedback, such as moving many of the pre-enrollment requirements online. Feedback from transfer students prompted them to create a one-day transfer session. Transfer students want to spend their summer orientation session figuring out their academics, not necessarily meeting other students, whereas for First Years, meeting other people is most important. Finally, feedback from parents each year indicated that they wanted a chance to meet other parents from their region, and so they created a parent reception at Alumni Hall that allows the opportunity to do just that.

Moving forward, the Orientation office plans to focus on meeting the rapidly changing needs of students and parents, and on two increasing sub-populations, transfer and international students.

Ms. Enoch took questions from committee members, who indicated an interest in having some involvement in orienting new students. Ms. Lampkin said she would look at the itinerary and at the next meeting she would suggest some ways the Board of Visitors could be involved.

Mr. Stephen Nash reported on Honor Committee activities. He said there are three purposes of Honor: the Community of Trust; to pursue truth in an academic setting; and to promote student self-governance.

Mr. Nash said he believes internal problems are leading to external problems, with an erosion of support for the Honor System. Faculty are three times more likely to completely oppose the Honor System after they have made a report than prior to making a report. The general pattern has been very problematic. The system is failing to live up to its practical and philosophical purpose, and Honor is too important at the University to be satisfied with the status quo.

Mr. Nash said the disconnect leads to less buy-in and an impact on the student experience. He explained the two elements of the "Restore the Ideal Act" referendum, informed retraction and juries of trained Honor Committee members, and he said it is important to note that both of the elements in the referendum have been proposed in the
past and have failed independently. Both elements help, but neither alone comprehensively addresses the problems. Together, they provide a unique opportunity for a comprehensive fix. The proposal is not perfect, but he believes it is a substantial improvement and can lead to addressing many other external problems. Mr. Nash explained that the referendum requires 60% of the voting students to support it, and 10% of the student body must participate in the voting. He said a functioning Honor System will lead to many more important benefits that speak to the true purpose of the Honor System. Mr. Nash said much of the criticism about the referendum has come out of the School of Law. He said lack of experience with the Honor System explains some of the criticism—the School of Law has opted out of the Honor System for cheating cases. In answer to a question, Mr. Nash said the majority of honor violation reports come from faculty and not from students. There is no longer a requirement that students report if they see an honor violation.

A full explanation of the "Restore the Ideal Act" initiative was provided to the committee in the written materials.

**Report by the Athletics Director**

Mr. Littlepage introduced Ms. Simone Egwu to provide information on the Student-Athlete Advisory Council (SAAC). Ms. Egwu, who hails from Odenton, Maryland, is a fourth-year student majoring in Government in the College of Arts & Sciences. She is also pursuing a Master's degree in Public Policy in the Frank Batten School of Leadership and Public Policy, and is the starting center for the women's basketball team.

Ms. Egwu said it is her third year working with the SAAC. The council votes on NCAA legislation, but this year there is no legislation. The SAAC is divided into four committees: 1. The greater UVa. community; 2. Community service; 3. Athlete well-being; and 4. Social/communications. The fourth committee is used to broadcast activities to the student-athlete community.

Parking is one of the biggest issues for student-athletes. They have worked with administration, and now students are reimbursed for their parking and provided a designated place to park. The welfare of student-athletes is of concern, particularly conduct of prospective student-athletes on official visits. They have brainstormed some ways of preventing drinking on these visits. SAAC represents the student-athletes at ACC meetings of all the SAAC organizations. The next one is in April. One ACC representative is selected every year to go to the national NCAA SAAC meeting. She said student-athletes have almost full-time jobs as athletes in addition to being students, and this can make it hard for the students to feel that they have a place at the University. She said playing sports in high school is very different from playing sports in college, especially at a place such as the
University. It is very intense, and her day is often from 7:00 a.m. to 9:00 p.m.

Mr. Littlepage gave an overview of issues in Athletics. There are many new assistant coaches in the football program. He said the winter sports are pushing toward the end of the season and championship events, and many spring teams are nationally ranked and are looking to achieve not only ACC but also national championships this year.

On motion, the meeting was adjourned at 10:35 a.m.

SGH
These minutes have been posted to the University of Virginia’s Board of Visitors website.
http://www.virginia.edu/bov/studentminutes.html