INTRODUCTION

Very simply, the Division of Student Affairs exists to serve the academic enterprise of the University of Virginia. While much of our work is focused on activities outside the classroom, everything we do is in support of the academic mission.

The University’s public mission to develop engaged citizen-leaders is the foundation of our work. During their time at the University, students develop along many dimensions – intellectually, socially, physically, psychologically, and spiritually. To state the obvious: The college years represent a time of intense change and growth, especially for undergraduate students. For the first time, they are developing independence and identities of their own within a new environment where it is largely safe to experiment, try new things, and make mistakes.

Student Affairs, which serves all students at the University, provides the framework for personal development to occur along these various dimensions. We offer students support in the form of mentoring, programming, services, and advocacy. Our work is relationship-intensive and collaborative. It is both broad in scope and concentrated in delivery. To manage such breadth and concentration, we organize our work in several ways. One is by focusing on the challenges and needs of defined groups – all second-year students, for example, or first-generation students or transfer students. At the same time, we dedicate time to individual students, meeting them where they are in terms of their development or needs. Those individual interactions run the gamut – from discussing goals with a class president to counseling a student about alcohol abuse.

More recently, we have organized our priorities around three broad themes that cut across units within the division and take into account the full life cycle of students while at the University. These student-focused themes are:

- Building Community
- Developing Skills and Competencies
- Fostering Safety and Wellness

A fourth theme, Achieving Organizational Excellence, is focused more internally to ensure our operations are efficient, cohesive, and coordinated.
Several core values and philosophical underpinnings, with the Honor System and student self-governance chief among them, guide our work and shape the student experience. These guideposts provide both a solid foundation and legal boundaries, yet we recognize the importance of flexibility and openness to change. The need to operate within an ever-changing environment never ceases, whether those changes come from new or increased regulations, cultural or technological shifts, or new patterns in parent-student relationships.

Like other areas of the University, the limits of our work are constrained by financial resources. Our financial picture is complex, given the large number of funding sources, the prevalent reliance on temporary funding, and the degree of flexibility characterizing certain funds. In terms of student programming, we often can “do a lot with a little,” but operating in such a frugal environment has become increasingly difficult. Compliance-driven priorities and cultural tides mean constant shifting and rearranging of budget sheets. We are working hard both to use our existing resources as effectively as possible, and at the same time to identify additional resources.
WHO WE ARE

The Division of Student Affairs consists of approximately 255 employees within five units: the Office of the Vice President and Chief Student Affairs Officer, the Office of the University Dean of Students, Student Health, the University Career Center, and the Office of African-American Affairs.

While many areas of the University engage face-to-face with students, such interactions characterize the work of nearly all the professionals within Student Affairs. We are a people-intensive operation, available 24 hours a day, 365 days a year to students and parents.

Office of the Vice President
In addition to providing overall direction for the division and remaining in close communication with the President and other University leaders, the Vice President’s office fosters innovative programs and initiatives. One notable example is the Meriwether Lewis Institute for Citizen Leadership. Established in 2014, this privately funded program brings together a diverse group of UVA students from across the University for a 2.5-year immersive leadership experience. As described later in greater detail, this program singularly represents an important leap forward in building upon a culture of student self-governance and shaping new pathways to better serve students and the University.

Office of the University Dean of Students
All units within the division directly serve students, with the Office of the University Dean of Students, staffed by some-80 professionals, delivering the greatest variety of front-line support. Associate and assistant deans, most of whom report through the Dean’s office but some of whom report to other units in Student Affairs, rotate in serving as the Dean-on-Call, responding 24/7 to students’ needs.

Unlike at other institutions, our deans and staff do not serve in conduct or enforcement roles at the University. Aligning with our philosophy of self-governance, students investigate and adjudicate cases of lying, cheating, and stealing, led by the elected student Honor Committee, and they address other disciplinary cases through the Standards of Conduct, led by the elected University Judiciary Committee. Only cases of sexual and gender-based violence are adjudicated outside of student processes, led by the University’s relatively new Title IX Office. Our deans and staff may hold students accountable in these systems by reporting cases. This structure allows staff to engage in open and educational conversations with students, building trusting relationships of care and support, while allowing students to set standards of accountability and hold one another to those standards.
In addition to the Dean’s office and his immediate staff, who are located in Peabody Hall above the Office of Admission, this unit includes several subunits:

- **Housing and Residential Life**, which oversees all residence halls, three residential colleges, Orientation and New Student Programs, and support for transfer students and veterans;

- **Newcomb Centers and Services**, which oversees several student facilities, certain student programming and advising, event planning services, business/marketing/technology services, and two major offices:
  
  o **Fraternity and Sorority Life**, which provides services and guidance for the University’s four Greek councils: the Inter-Fraternity Council (31 members), the Inter-Sorority Council (16 members), the Multicultural Greek Council (9 members), and the National Pan-Hellenic Council (7 active members). All four councils are governed by the Fraternal Organization Agreement (FOA), as described later. Approximately 30% of the undergraduate student body belong to a fraternity or sorority.
  
  o **Student Activities**, which provides advising services to certain student groups, general resources for independent student organizations, and oversight of several student leadership programs. Further information about the relationship between student organizations and the University, defined by four classifications – Agency, Special Status, Fraternal Organization Agreement, and Contracted Independent Organization – is included later in this report.

Of special note is the fact that Housing and Residential Life currently has a dual reporting relationship. The executive director reports both to the University Dean of Students with regard to staffing and programming, and to the Associate Vice President for Business Operations with regard to financial matters. The resulting bifurcation poses special challenges, with programming priorities often playing a secondary role to financial priorities.

**Student Health**

The largest unit in the division is Student Health, with approximately 112 staff members. Student Health encompasses Counseling and Psychological Services (CAPS), an area characterized by growth and change in recent years. The increased presentation of mental health issues among students, coupled with an increasing demand for services and the reduced stigma associated with seeking such help, has led to the hiring of additional counseling professionals. This includes professionals experienced in serving certain populations, such as international students, or trained in treating specific issues, such as disordered eating. These changes represent national trends not unique to UVA.
In addition to CAPS, other sub-units within Student Health include General Medicine; Gynecology; the Student Disability Access Center; Office of Health Promotion; and the Gordie Center for Substance Abuse Prevention, which creates and disseminates evidence-informed and student-tested national campaigns to prevent alcohol abuse and hazing.

The growth of Student Health, along with national movements in the delivery of healthcare and an increased emphasis on wellness and preventative services, has had a major impact on Student Health’s ability to operate within its current physical structure, which is located at the corner of Brandon and Jefferson Park avenues. Plans for construction of a new student wellness center is now taking shape as part of the University’s upcoming capital campaign. Such a center will be imperative in delivering world-class health services and preventative care to our students and in ensuring our commitment to one of our core values, safety and wellness.

**University Career Center**

The University Career Center, physically located in Bryant Hall in Scott Stadium, has undergone a major transformation in the past four years. Students have embraced these changes, seeking out services of the center earlier in their time at the University, attending programs and recruiting events in growing numbers, and frequently dropping in to the center’s satellite locations in the 1515 student center on the Corner and in Newcomb Hall. As an overall function, career counseling and programming remain decentralized within the University, a factor that creates challenges for funding and fostering coordinated, centralized services. Strong partnerships and collaboration certainly exist among the center and school-based career offices, but resources remain limited to support liberal arts students, largely those enrolled in the College of Arts & Sciences, in developing career plans.

**Office of African-American Affairs**

Located on Dawson’s Row, the Office of African-American Affairs has served as a welcome center, gathering place, and source of support for the University’s African-American student population for more than 40 years. Recent priorities have focused on student success, specifically the implementation of programming and support to increase African-American students’ GPAs and to lift those students whose GPAs fall below 2.0. The office’s peer mentoring program, which matches new students with upperclass students, has long been a source of pride, serving as a model for other peer mentoring programs at the University and beyond.

A large percentage of division staff members hold advanced or terminal degrees in student affairs, higher education administration, or in their areas of specialty. Several teach in the School of Medicine or the Curry School of Education. The Executive Director of Student Health is an internationally recognized expert in toxicology and emergency medicine. The University Dean of Students is a sought-after speaker for national and regional conferences. Others in the division hold leadership positions within professional organizations related to their areas of expertise.
Members of the division are known for their longevity of service to the University and to the division. While younger professionals with less than 10 years of work experience fill many assistant dean and program coordinator positions, those in senior managerial or administrative positions often observe service milestones of 20, 25, or more years. Some have remained in Student Affairs for their entire time at the University, while others have moved into leadership positions in other areas of the University.
WHO WE SERVE

Students come to UVA from all backgrounds and geographic locations. As already described, we serve all students – nearly 23,000 undergraduates as well as graduate and professional students. While the bulk of our resources are concentrated on undergraduates, we look for opportunities to support graduate students, especially those in the Graduate School of Arts & Sciences. Each of the professional schools has hired Student Affairs professionals to join their staffs, and we coordinate and collaborate with them in a number of ways.

Generally speaking, UVA students are extremely bright, engaged, and proud of where they go to college. A spirit of competitiveness permeates the Grounds, but at the same time students demonstrate a strong sense of support for one another. They volunteer in large numbers, both locally in the Charlottesville area and beyond, participating in service trips around the country and abroad.

As frequently reported in current literature about recent generations of students, we see some misalignment between intellectual and emotional maturity. Sociologists and psychologists point to parents who are overly protective in shielding their children from harm as well as overly zealous in charting their futures and brokering their success in the college admission process and even later in the employment process. In the past 10 to 15 years, our work has necessarily expanded to include responsiveness to parental inquiries and concerns. As hard as we might try to interact directly with the student, we often find ourselves maneuvering between parent and student. As a result, Orientation programming, targeted communication, and engagement programming all have increased to better serve the parents of our students. Parental influence remains strong, and we see value in channeling that influence to enrich the student experience.

Technology and the advent of social media have had a major impact on students’ lives prior to college and on our work once they enroll. Information and misinformation travel at lightning speeds throughout the student body, often inciting public indignation or protest before we can gather all the facts or determine our own response. Facebook posts, texts, and other forms of social media now figure prominently in student disciplinary hearings. For all the positive aspects of technology, the negative aspects can color and skew students’ emotional development. One assumption among students that we have witnessed and questioned in recent years is the view that “community” is built through technological avenues instead of through face-to-face dialogue and the sometimes more challenging work of human interaction.

Data collection and analysis have become increasingly important in understanding students and their needs so we can appropriately tailor services and programming. The infographic that
follows on page 9 offers a prime example of gaining data-informed insight into how our students’ viewpoints and behavior compare with national norms. A long-term initiative of the Higher Education Research Institute at the University of California-Los Angeles, these data come from the annual Cooperative Institutional Research Program (CIRP), which includes administration of a questionnaire to college freshmen across the country at the beginning of each fall semester.

The UVA numbers reflected on the infographic are hardly surprising. Clearly, our students exceed many national norms in areas such as critical thinking and plans to engage in research and science. As previously mentioned, however, from the first year onward they bring mental health concerns with them to the Grounds. Their levels of anxiety, depression, and feelings of being overwhelmed closely match national statistics. As for the likelihood of seeking personal counseling, UVA students indicate a much higher likelihood than their peers throughout the nation.

In recent years, we have found ourselves expending tremendous energy on students at two ends of the same spectrum – those super-achievers who serve as student leaders and form strong partnerships with us, and those whose behavior warrants discipline or remediation. We now have intentionally looked at how we can better serve all those students in the middle, while still focusing on certain populations that may need special attention and help. Falling into this latter category are transfer students, first-generation students, low-income students, and other students who may feel different because of everything from their ethnicity to their sexual orientation.
2016 FRESHMEN

With a divisive political climate, freshmen are expressing their views...

- 80% | 87% Think global climate change should be a federal priority
- 87% | 90% Agree that sexual activity without explicit, affirmative consent is considered sexual assault
- 68% | 80% Believe the federal government should have stricter gun control laws

...And are taking action to promote change.

- 22% | 27% Demonstrated for a cause
- 51% | 56% Spoke up publicly about a cause
- 55% | 63% Helped raise money for a cause or campaign

Incoming students believe in the importance of community involvement and civic values.

- 36% | 45% Feel it's important to participate in a community action program
- 43% | 53% Feel it's important to become a community leader
- 47% | 54% Feel it's important to promote racial understanding
- 49% | 53% Feel it's important to influence social values

Students seem eager and ready to engage with research and science...

- 53% | 71% Are confident in their ability to understand scientific concepts
- 65% | 85% Anticipate working on a professor's research project
- 50% | 64% Derive satisfaction from working on a team that is doing important research
- 35% | 47% Feel like they belong in the field of science

...And are applying complex thinking strategies.

- 63% | 80% Frequently supported their opinion with a logical argument
- 49% | 67% Frequently evaluated the quality or reliability of information
- 46% | 63% Frequently analyzed information from multiple sources before drawing a conclusion

And colleges need to be prepared to support students' mental health concerns as they arrive on campus.

- 84% | 85% Felt anxious
- 51% | 50% Felt depressed
- 41% | 41% Were frequently overwhelmed by all they had to do
- 47% | 55% Anticipate seeking personal counseling

National results are shown in NAVY | UNIVERSITY OF VIRGINIA results are shown in GRAY

Members of the 2016 freshman class are thinking a lot about politics. They are eager to get involved and share their views, but are also looking for support as they try to navigate their new environment.
OUR CORE VALUES AND RELATED PHILOSOPHY

Nearly 20 years ago, the division identified and adopted a set of core values as central to the student experience and to our work. The values continue to stand the test of time. Broadly defined, they are:

- **Honor**: Promoting ethical conduct and decision-making, which encourage integrity and civility.

- **Academic Rigor**: Teaching critical thinking skills and providing opportunities to apply them inside and outside the classroom.

- **Self-governance**: Collaborating with students and vesting them with ownership in the creation, implementation, and revision of policies and practices that regulate the community in which they live, while ensuring that basic institutional responsibilities of safety, legality, and fiscal soundness are not compromised. Upholding elements of personal responsibility, including health and wellness, safety, and personal conduct.

- **Public Service**: Investing time and effort in activities that are essential to participatory citizenship and that enrich the intellectual and social understanding of students who are engaged in service while also benefiting those who receive the service.

- **Diversity and Inclusion**: Ensuring that students are purposefully immersed in experiences that expose them to different perspectives and provide them with an opportunity to learn. This exposure is premised on the concept of respecting and celebrating individual differences, pertaining, for example, to a person's race, ethnicity, sexual orientation, disabilities, economic background, political views, or religious beliefs.

- **Health and Wellness**: Promoting students' physical, mental, and emotional well-being.

The division places a high priority on providing opportunities that build upon these core values. At the same time, we remain committed to meeting specific responsibilities and institutional obligations with which we are vested, and to using available resources as effectively and efficiently as possible.

**Student Self-Governance: A Legal and Philosophical Framework**

A central assumption guiding our work is the belief that students are trustworthy partners and will meet high expectations. Student self-governance serves as both a legal and philosophical framework for how we work with students. The legal origin of this approach is the delegation of
authority from the Board of Visitors to students for disciplinary proceedings overseen by the Honor Committee and University Judiciary Committee (UJC). Only three bodies can expel a student for behavior: Honor, UJC, and the Title IX Office. Students are the only decision-makers in the first two bodies.

More broadly, for all students, self-governance means a direct relationship between responsibility and autonomy. Students make decisions, take responsibility, and speak for their communities in ways that professionals typically do at other institutions of higher education. The final decision in an Honor case, for example, rests with the Honor Committee. No one else in the University reviews or confirms those decisions. Likewise, the President of Student Council and the Student Member of the Board of Visitors speak for the student body, not the Vice President or Dean of Students.

Responsibility for choices, actions, and decisions extends throughout student life. In order to foster their learning and development as citizen-leaders, students must be granted latitude to test their own ideas and be accountable for the consequences. As a result, adhering to a philosophy of self-governance requires a delicate balance among all members of the University community. Student self-governance requires that faculty and staff act as mentors for students, equipping them with the tools and knowledge to take responsibility for their success or failure – in the classroom, in resolving an issue with a roommate, in seeking financial aid, and in any number of other possible scenarios.

Student self-governance creates an environment in which virtually every interaction is rooted in the educational process. As students go about their daily lives, faculty, staff, and administrators may offer guidance and expertise, but students must ultimately be responsible for their choices, actions, and decisions. We recognize they will sometimes make mistakes, yet student self-governance allows mistakes as part of the development process. Some students have described it as “autonomy with a safety net.”

Student self-governance often creates tension and discomfort. No set formula can guide every interaction with students. The tension of allowing a student to attempt and err, of deciding when to step in and when to step back, of giving a platform to dissenting and discordant student voices – all are normal push-and-pull responses to embracing student self-governance as an organic, rather than a proscribed, process.

“Structured Spontaneity”
Our approach within Student Affairs has been characterized as creating “structured spontaneity,” a concept of intensive interaction that welcomes students into the University community and helps them become active members.
In an environment characterized by structured spontaneity, students experience an abundance of interactive opportunities, such as student workshops, academic programs, research opportunities, organizational activities, and group membership, which lead to related discussion and deliberation around the University’s core values. These opportunities for interaction are purposeful, though often informal and unpredictable.

The division engages all members of the University in the process of creating opportunities for students to participate in academic discoveries, challenging discussions, and fulfilling social interactions. In that way, the division serves as the “glue” of the student experience, helping students blend the academic, the co-curricular, the social, and their professional aspirations into a cohesive student experience.

**Legal and Structural Elements**

The practice of student self-governance flows from the power delegated by the BOV. While there is much variance between the Honor Committee and organizations such as club sports, students’ sense of ownership and authority, embedded in the UVA culture, flows from this single source. Student Affairs staff, policies, and procedures provide the scaffolding required to support student self-governance.
In the fall of 2017, more than 600 student organizations were registered with the Student Activities office. All these groups are defined by their relationship to the University, falling along a spectrum that ranges from “legally part of the University” to “legally independent from the University.” Illustration 2 (below) summarizes the four classifications of student organizations, their level of support, and degree of autonomy. The four classifications include Agency, Special Status, Fraternal Organization Agreement, and Contracted Independent Organizations.

**Illustration 2: LEGAL FRAMEWORK FOR STUDENT ORGANIZATIONS AT UVA**

<table>
<thead>
<tr>
<th>Agency (5)</th>
<th>Special Status (30)</th>
<th>FOA (63) (Fraternal Organization Agreement)</th>
<th>CIO (600+) (Contracted Independent Organizations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations doing the work of the University, for which we would hire staff if not for students’ service.</td>
<td>Organizations that perform designated functions for the University, for which we may hire if not for students’ service.</td>
<td>Greek-letter organizations governed by Inter-Fraternity Council, Inter-Sorority Council, Multicultural Greek Council National Pan-Hellenic Council.</td>
<td>All other student organizations. Includes club sports, interest, affinity, academic, and other organizations.</td>
</tr>
</tbody>
</table>

**Legally Part of UVA**

- **University-sponsored and supported. Full liability coverage. Staff Support.**
  - Includes: Honor, University Judiciary Committee, Resident Staff, UPC, Student Council (SAF)
- **Covered by designated functions only. Have formal advisor.**
  - Examples: Class and School councils, peer education groups, University Guide Service
- **Independent, but University recognition typically required by nationals. Staff support available.**
  - Examples: Alpha Kappa Alpha, Pi Beta Phi, Beta Theta Pi, Lambda Phi Epsilon
- **Independent. No formal advisors (although some faculty/staff fill roles informally).**
  - Examples: Black Student Alliance, Club Volleyball, Harry Potter Club

Source: UVA Office of the Vice President and Chief Student Affairs Officer, 2017.

Student self-governance also is reflected in low ratios for our peer advisors and staff, such as the 1:22 Resident Advisor-to-resident ratio in the residence halls, and the 1:5 Peer Advisor-to-new African-American student ratio.

We have learned that when launching new initiatives, the quickest path to failure is not to solicit student input. On the other hand, if students become involved and get to co-create something, they help ensure its success. The Green Dot bystander intervention program and the Social Entrepreneurship minor in the McIntire School of Commerce are good examples of how student involvement has led to success.
Challenges Posed by Student Self-Governance

While we are clearly committed to student self-governance, there are challenges to this approach. We must balance the need for efficiency with the often circuitous process of allowing students to learn and shape their experiences. Allowing them to make mistakes means we see reinvention of the wheel over and over.

Twenty-three thousand undergraduate and graduate students never speak with one voice, nor are they completely on the same page with us as faculty and staff. Making space for the discordant notes and tension that come from this diversity is part of our obligation; it ultimately produces better citizens and a more equitable and responsive University community.

Student self-governance also requires adaptable and creative professionals who can shift their approach as the nature or profile of students changes. In recent years, for example, our professionals have recognized that the current generation of students is less comfortable with risk and possible failure. This heightened fear does not dovetail neatly with a philosophy in which the most teachable moments originate in failure. As a result of this new challenge, we have shifted our approach and addressed the need to provide staff members with more training in mentoring and coaching. Understanding the inherent value in failure and being able to coach students when they fail are new skills needed to maintain a commitment to student self-governance while at the same time providing students with the safety net they still want.

Similar to other highly selective institutions, a sense of competition characterizes student life at UVA. This factor produces both benefits and drawbacks for our students and self-governance. Many student organizations, especially those seen as more “prestigious,” have selection processes that ultimately exclude large numbers of interested students. At the same time, peer support and encouragement are unusually high here; students value and perpetuate this camaraderie as a means of navigating the University environment. Those without access to supportive networks, however, can be disadvantaged as they work to navigate entry into programs and services. This dynamic challenges our professionals to ensure equitable access to opportunities, regardless of a student’s contacts or social capital.
CURRENT PRIORITIES AND THEMES GUIDING OUR WORK

While these values and guiding philosophies have characterized Student Affairs work at UVA for decades, the operations and services we provide must necessarily adapt as student needs change and the world for which they must prepare becomes more complex and globally focused.

Over the past five years, the division has devoted significant energy to developing and enhancing many policies and procedures, often in response to crises or increased federal oversight and compliance requirements. With strong policies and practices now in place, the staff have undertaken new initiatives to collaborate across siloed units and revitalize the core of our work: to serve the vast majority of students who will not violate conduct policies or experience a serious crisis. To facilitate that work, cross-functional teams have been collaborating around four core student affairs priorities: building community, providing robust opportunities for students to develop skills and competencies, engaging students in their safety and wellness through education and prevention, and ensuring organizational excellence throughout the division.

Building Community
A welcoming and vibrant community smooths students’ transition to the University and supports their learning and growth. Building community requires facilitation through any number of avenues. Among them are providing spaces conducive to student congregation and interaction, offering a range of programming to attract a variety of interests and ambitions, and creating learning opportunities that raise awareness and build understanding around differences.

The ultimate goal of building community often boils down to “making a big place seem small.” From the first step of joining the University community, our intention is for students to go on to identify with smaller, more focused communities – their class, their school, their department, a student organization, a specific cause, project, or academic pursuit. A strong community means every student finds her or his niche and feels connected to some aspect of the community. As part of our mission, we are compelled to help students make these connections when they are not able to do so on their own. Once they find a “home base” where they can be themselves with others, students can build the confidence and skills to propel themselves both personally and academically.

To invigorate our commitment to creating community, we are approaching the concept of building community from several different viewpoints:

- Connection to a common community: common experiences that help all our students connect to the University community.
• **Connection to chosen communities**: opportunities that help every student build the skills to establish and connect with communities that fulfill their personal, professional, and community goals.

• **Value diversity**: opportunities that help every student build the skills to reach across lines of all types of diversity.

• **Support identified communities**: partner with all students to make the University a welcoming place for everyone who studies or works here.

Connecting students to a common community begins with **Orientation**, an individual’s first experience as a student on the Grounds. Each summer and fall, 52 student Orientation Leaders work alongside three full-time staff members to welcome approximately 4,000 new first-year and transfer students to the University of Virginia. New first-year students attend a two-day program, staying overnight in a first-year residence hall. Transfer students attend a one-day program. A parallel program is offered for parents and guardians.

With the requirement for all first-year students to live on Grounds, the residential learning experience represents another core building block of establishing community among undergraduate students. In total, approximately 40% of the undergraduate student body live on Grounds. About 37% of first-year students choose to remain on Grounds as second-year students.

The three residential colleges – [Brown, Hereford, and the International Residential College](#) – offer a “community within a community” for some 800 students. Living in a residential college is an option available to first-year as well as upperclass students. In addition to the sense of community they provide, location and distinct programming opportunities attract students to the residential colleges.

Students who serve as members of the Resident Staff represent a significant aspect of student self-governance. During the 2016-17 academic year, approximately 250 Resident Advisors and Senior Residents worked alongside six full-time staff members to foster community for 6,370 students living in 41 buildings on Grounds. With a commitment to a high-touch, student-led, first-year residential experience, all first-year students lived on Grounds with a student-to-RA ratio of 22:1.

Growing enrollment has decreased upperclass housing availability, with former upperclass spaces now being dedicated to first-year students. Based on the premise that a rich, residential experience is important for all students, especially second-years who continue to need support as they undertake more rigorous academic and co-curricular demands, a cross divisional Capital Planning Group has been at work to consider expansion of upperclass housing inventory in the Brandon Avenue corridor. Located near key academic buildings on the South Lawn, this corridor
offers great potential for becoming a new center of student life where a sense of community for upperclass students can thrive.

Outside the residence halls, as students begin to gravitate toward chosen communities, other spaces provide opportunities for students to casually gather, sometimes with an intentional purpose and sometimes not. The division manages several student spaces across the Grounds and seeks to maximize opportunities for student learning and connection through their creative and innovative use. In an effort to increase access to inclusive, communal spaces for all students, the division opened two new facilities during the 2016-17 academic year: 1515 on the Corner and the Multicultural Student Center in Newcomb Hall. These spaces provide opportunities to connect to the common community, as well as offer dedicated gathering space for chosen communities.

Designed by and for students under the direction of Student Affairs, the 1515 building – a three-story, 15,000-square-foot multipurpose facility – significantly expanded access to alcohol-free spaces on the Corner where students can study, socialize, and collaborate. Students from the first cohort of Fellows in the Meriwether Lewis Institute were heavily involved in the design and planning process, and a student staff manages day-to-day operations. The student-run University Programs Council continues to pilot social activities in the space, concentrating on programming that makes maximum use of the space and appeals to a diverse cross-section of the student body.

Also designed by and for students, the Multicultural Student Center is located adjacent to the LGBTQ Center in the lower level of Newcomb Hall and has been in operation since the fall of 2016. It features space for multipurpose use, informal gatherings, and professional staff offices. The center has served as a place of belonging, solidarity, and emotional support in times of distress and turbulence; it has also become a natural meeting point for many student groups convening to find ways to tackle discrimination and hate. Usage of the center has exceeded expectations, requiring an extension of original staff hours to better support students during evenings and weekends.

Simply sharing spaces with students of different backgrounds can provide a powerful catalyst for exposing students to diverse perspectives. In fact, recent data from the Student Experience in the Research University (SERU) survey show that our students report being more challenged to appreciate the world from the perspective of others through their outside- instead of inside-the-classroom experiences (see Illustration 3, page 18).
Helping students to live and value life in a diverse community, while also providing support to those traditionally underrepresented at the University, is an intense focus area and commitment of the division. Recent data (see Illustration 4 below) show that while our students broadly hold a strong sense of belonging at the University, disparities among certain groups do exist.

Illustration 4: UVA STUDENTS’ SENSE OF BELONGING BY RACE

Source: Student Experience in the Research University (SERU) survey, 2016.
As another means of challenging students and helping them reach across lines of diversity, the President’s Committee on Inclusiveness conducted a pilot online module on “Understanding Implicit Bias” with 300 first-year students in October 2017. Given the initial results, discussions are now in progress to identify and implement appropriate follow-up programming.

With the increased enrollment of African-American students beginning in the 1970s, the Office of African-American Affairs (OAAA) has served as a sustaining force for these students as well as a valuable partner for other areas of the University. OAAA currently focuses its work on student success of African-American students using two overlapping strategies: first, advancing the goal of graduating students with competitive grade point averages, and second, lifting at-risk students with GPAs below 2.0. This approach has engendered success. Within the Class of 2017, for example, 68.4% of the class graduated with a 3.0 or higher GPA, in contrast with 41.6% in the Class of 2006. The office is continuing to provide specialized attention to academically struggling students, working with academic partners across the undergraduate schools. In addition to focused advising, OAAA hosts a renowned peer mentoring program as well as leadership and development opportunities for students. In times of crisis, staff members also serve a critical role in providing support and resources to the African-American community.

Transfer, low-income, and first-generation students often struggle with a sense of belonging, and developing programming for these groups is a central goal of the division. Given the importance of the first-year residential experience to integrating new students into University life, we often struggle with how to provide an analogous experience for transfers without the residential component. In 2016, a group of professional staff members and students began a collaboration around the transfer student experience. From a survey the group conducted of current transfer students, 49% noted they did not find a community during their first semester at UVA, and 52% indicated dissatisfaction or strong dissatisfaction with transfer student support services. As upperclass student occupancy increases, this collaborative group will work to develop recommendations for strengthening a transfer-oriented community on Grounds.

The Office of the Dean of Students is developing focused programming for all students participating in the AccessUVA financial aid program, first-generation college students, independent students, and non-traditional students. The goal of the program is to strengthen the University’s commitment to promoting excellence and affordable access by ensuring all students have the support needed to overcome barriers to access and success while they attend the University. This is accomplished through one-on-one meetings with students, educational workshops, regular newsletters with important information for first-generation and high financial need students, emotional and academic support for students, and through our newly created Hoos First Program, which connects the University’s more than 1,700 first-generation faculty, staff, and students.
“Making a big place seem small” requires the collective efforts of everyone within the division, as well as students and other members of the University community. Establishing inviting and accommodating spaces, creating meaningful programming and opportunities for a variety of interests and ambitions, and paying special attention to students who do not readily feel a sense of belonging – all are factors in building a vibrant and welcoming community.

**Developing Skills and Competencies**
Another foundational aspect of our work is supporting students’ academic experiences, so that they graduate with the knowledge and skills required to thrive in their personal, professional, and community lives. Student self-governance provides the philosophical framework for students’ co-curricular experiences to complement in-class learning, allowing them to develop skills and put them into practice.

While our approach shares much in common with any institution serving highly motivated, high-performing students, data reveal some areas of distinction that are worth examining. In 2011, the division conducted a study of the student experience, turning to students for qualitative descriptions. The information collected across students and four decades of alumni demonstrated consistent themes, revealing some distinctive elements that set the University apart.

Overall, students agree that the UVA experience is unique. Challenging, rigorous academic work is central to the experience, characterized by high-quality teaching, small class size, strong relationships with faculty, access to research and service opportunities, and connections to “real world” issues. Students know they must make the effort to reach out to faculty, but when they do so, faculty are responsive. Feeling connected to faculty is particularly important – students perceive those connections as creating community, gaining access to research opportunities, and making the experience intimate rather than anonymous.

Co-curricular involvement also is a central aspect of the student experience. Significant levels of autonomy and responsibility, facilitated by a commitment to student self-governance, offer opportunities for growth that students elsewhere may not get. As we know from the 2016 SERU survey, by their fourth year, 89% of UVA students have been or are currently involved in a student organization, compared to 68% of fourth-years at our AAU public peers. Among those fourth-years who are involved, 72% reported being an officer, compared to 58% at our AAU public peers. (See note.)

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Note: The AAU public peer group for the 2016 survey included Kansas, Iowa, Texas, Pitt, Oregon, Rutgers, UCSB, UCSD, UCLA, UC Irvine, UC Davis, and UC Berkeley.
Consistent with our philosophy of self-governance, students are integral partners with professional staff members in the division, as evidenced by the prominent role they play in building community through orientation, residential, and engagement experiences. Programs across our units also target leadership development, peer-to-peer support and mentoring, and peer-led educational efforts around important topics of health, wellness, and safety.

One important program to highlight is the nationally recognized Peer Advisor Program in the Office of African-American Affairs (OAAA). It pairs incoming African-American students with current students, who serve as mentors and guides to the University experience. Supported with advice and training from divisional staff members, the program has been duplicated across several communities of color. These programs not only provide welcoming, supportive role models for our incoming students, but also allow current students to develop skills around mentoring and coaching. Similarly, peer advocacy and education programs promoting healthy behaviors around alcohol, sex, and relationships offer information and support to students, while those presenting the programs build skills in curriculum development, knowledge of learning strategies, and public speaking experience. Across all the units in the division, more than 200 undergraduates at any given time have been trained to perform roles as peer advisors and mentors.

The division also sponsors formal leadership development programming for students. The Meriwether Lewis Institute for Citizen Leadership, a privately funded program, brings together a diverse group of UVA students from across the University for a 2.5-year immersive leadership experience. Each cohort of Lewis Fellows, selected in the fall of their second-year, engage in a six-week summer leadership institute, enroll in two academic courses, and contribute to the University through student organizations and individual projects. Seventy-four second-, third-, and fourth-year students currently participate in the MLI program. Additionally, the L2K
(Leadership 2000) program brings student leaders to Grounds in the early summer for an immersive program that builds collaboration among the participants and provides a launching pad for them to plan the upcoming year. Forty-four student leaders participated in L2K 2017. Other leadership programming, such as the Women’s Leadership Development Program, target certain populations and explore leadership styles and concepts through the lens of different identities. Ninety-four women completed the most recent Women’s Leadership Program.

Students also participate in public service at the University at high levels. UVA attracts civically engaged students from the beginning, and data show they participate more frequently in community service than their peers before arriving at UVA. They proceed to build on civic-minded pursuits, engaging in robust opportunities available to them while they are enrolled (see Illustration 6 below). Most of this activity is student-directed, in co-curricular CIO organizations, or through Madison House (see Illustration 7, page 23).

![Illustration 6: UVA STUDENTS – SERVICE PARTICIPATION](image)

Source: UVA Office of the Vice President and Chief Student Affairs Officer, 2017. Data for Incoming UVA students come from the 2016 CIRP. Comp 1 are Public Universities – High Selectivity, and Comp 2 are Public Universities. Data for UVA students while in college come from the 2016 SERU. Comp 1 in this set references AAU Public Peers, and Comp 2 comprises every respondent to the SERU survey.
Students reported through the 2016 SERU survey that by their fourth year, they gained many valuable skills over their time at the University through co-curricular activities, including developing a budget (52%), chairing a meeting (59%), leading or facilitating discussion (74%) and delegating tasks (78%). These opportunities and skills increase and deepen over a student’s tenure at UVA.

In 2016, a cross-functional team within the division took on the task of identifying what skills students need to thrive not only at the University but also in the world beyond. The team developed a set of Leadership Competencies to provide consistent learning objectives for programs and services across the units. A newly constituted team is now developing strategies for better integrating the Leadership Competencies into the daily work of our professional staff and students. Strategies include more standardized, professional training for our peer advisors and educators, along with more opportunities for assessment and data-driven decision-making around program offerings. Developing more focused programming and better measuring outcomes will provide the most effective support and services to our students.

In addition to divisional support for students’ University experiences, the University Career Center serves as a central hub for helping students connect their experiences to life beyond the University. At its core, the Career Center’s mission is to foster holistic career development and
facilitate connections to educate, inspire confidence, and empower all students to launch professionally and personally fulfilling lives.

In 2014, a career services task force was formed with a charge to examine, recommend, and implement best practices to aid the center in delivering its mission. In just three years, the center has evolved from a generalist to a specialist approach, from a career counselor as advisor to a community of advisers, from decentralized employer engagement to an active, centralized, outward-facing model.

**Illustration 8: UVA CAREER CENTER THREE-YEAR PLAN**

The UVA Career Center expanded from one location (Bryant Hall at Scott Stadium) to multiple sites in the last two years. In 2016, the center acquired space in the centrally located Newcomb Hall and now uses this popular location primarily for offering targeted Career Community advising on a drop-in basis. In 2017, the center opened an “Exploration Center” in 1515 on the Corner to attract students who prefer a less formal approach to career development. The center
continues to offer pre-scheduled appointments, informational and instructive programs and workshops, and on-Grounds interviewing with employers in the central Bryant Hall location.

Mentoring and experiential learning are important components of the new Career Center model. Two major initiatives were launched to expand students’ opportunities to develop mentors: Virginia Alumni Mentoring (VAM) and the UVA Internship Center. Career Communities were implemented to facilitate connections to alumni and provide specific industry knowledge. Students have the opportunity to explore six Career Communities: Business; Creative Arts, Media, and Design; Education; Engineering, Science, and Technology; Healthcare; and Public Service and Government.

Since implementation of this three-year plan, total student engagement has improved from an estimated 30% to more than 35%, student appointments and drop-ins increased by 32% and 68% respectively, and student electronic engagement increased by nearly 100%. This year, more than 100 alumni will be engaged in direct career service to students through Career Community programming (more than 100 events), and nearly 600 companies will engage in on-Grounds recruiting.

Data from the 2016 Student Outcome Activity Report (SOAR) reveal that 79% of 2016 graduates had at least one internship during their time at UVA. Data also show that 88% of the Class of 2016 had post-graduation plans within six months of graduation. In partnership with several of the University’s schools, the Career Center stepped up efforts to increase participation in the SOAR for the Class of 2017, with the goal of attaining an even better picture of where students head after graduation.

When students are able to connect their co-curricular and academic experiences and in turn connect their skills and competencies to professional aspirations, they begin to see interesting pathways for the future. Helping them to make these connections is another way that the division strengthens the student experience and prepares students to thrive as educated citizens long after they leave UVA.

**Fostering Safety and Wellness**

Students cannot focus on their immediate work or achieve their fullest potential unless they are feeling safe and well physically, mentally, and emotionally. In recent years, crises have prompted a reactive response to safety, with the division working alongside University partners to ensure strong policies and procedures related to incident response, student accountability, and the availability and enhancement of safety resources. The division has continued to focus on strong incident response while also developing more proactive educational programs and services. Our intent is for students not only to take control of their personal safety and well-being, but also to assume some responsibility in watching out for the safety of their peers and other community members.
A major component of maintaining safety and wellness is providing students with excellent healthcare through Student Health. The division is focused on ensuring adequate space to meet student healthcare needs and has been engaged in conversations regarding capital planning for a new Student Health building to meet ever-increasing demand. Since 2016, intentional, integrated planning meetings have occurred regularly among Student Health, Housing and Residence Life, and the Office of the Dean of Students to discuss the development of the Brandon Avenue corridor to maximize space that meets multiple, diverse student needs.

Student Health also has worked closely with other University entities to increase communication toward improving outcomes for student patient care. Their progress includes improved communication guidelines regarding students with emergent psychiatric needs, during and after regular business hours, among UVA Psychiatry, Emergency Medicine, and Student Health. Managers of the BASICS program (Brief Alcohol Screening and Intervention for College Students) and Emergency Medicine also have begun collaborating to improve the referral process of students with alcohol abuse who first present to the UVA Emergency Department.

Regarding students’ psychological needs, usage statistics show 12,370 visits to approximately 17 staff members in Counseling and Psychological Services (CAPS) in 2016-17, an increase of 28% over the past seven years (FY 2010-2016). The division has increased staffing in CAPS to better meet demand, but demand continues to increase. As a result of a thorough review of services, CAPS has revamped its intake, on-call, and referral processes and expanded its collaboration with the Department of Psychiatry and Behavioral Sciences.

On-call and response staff in the Office of the Dean of Students (ODOS) manage a variety of incidents to assist with maintaining both individual and community safety. Incidents include those revealed through the criminal arrest disclosure system, daily Dean-On-Call notifications from University Police, reports received via the Just Report It online portal, enrollment clearance requests, and daily walk-in/call-in concerns to ODOS. In recent years, the office has seen a precipitous increase in the number and complexity of incidents, some requiring extensive follow-up. The off-the-shelf tracking system purchased to manage incident follow-up many years ago is not designed for tracking these case statistics; consequently, an exact number or percentage increase is difficult to calculate. With the future implementation of a tailored tracking system for all incidents, the division will be able to provide better information regarding the numbers and types of incidents coming through the Dean’s office and the on-call system to better inform response work going forward. These system improvements also will allow for better opportunities to share data across units to analyze trends and assess the effectiveness of interventions across our resources.
Although Student Affairs deans and staff members do not serve in conduct or enforcement roles, they do provide care and support to students under very difficult circumstances. On-call deans manage intake and support for all cases of sexual and gender-based violence involving students, with more than 350 cases reported last academic year, the vast majority involving students. As tensions rose around the 2016 presidential election, the University saw an increase in the number of bias-related incidents reported, as did many schools across the nation. For the 2017-18 academic year, more than 60 bias incidents were reported through the Just Report It system, compared with only 15 such incidents reported in 2015-16. All incidents required initial intake and follow-up by Student Affairs staff. Amid concerns from undocumented and immigrant students about their status in the wake of the election, Student Affairs has been working closely with the International Studies Office to support those students and many of their allies.

In addition to incident response, the division engages in programming for violence prevention, education, and alternative activities to high-risk behaviors. Since 2015, the University Programs Council (UPC), working with staff in the Student Activities office and partners in Intramural-Recreational Sports, increased the number of After Hours programs available to students during weekend nights (Thursday-Saturday). UPC worked with Student Activities staff to engage non-UPC student groups as partners. The underlying priority of Student Affairs was to promote UPC collaboration with Contracted Independent Organizations (CIOs) and University departments to reach more students and sponsor events that appealed to a broad array of interests. Compared with the previous year, there was stronger attendance at these After Hours events: 84 events served 12,807 participants in 2016-17, whereas 71 events served 7,704 participants in 2015-16.

Longstanding programming from Student Health/Health Promotion around safe and responsible drinking has contributed to a decrease in dangerous binge-drinking behaviors, although rates of binge-drinking still range above national benchmarks (see Illustration 9, page 28. The division will continue to focus resources on education and prevention around alcohol and substance use while working toward creative strategies to support those in recovery or in need of recovery-related support and services. For example, CAPS staff have formed a unique substance abuse and recovery team with the expansion of BASICS services.
In analyzing information about student alcohol and substance use, we look for opportunities to leverage data from across the units to better understand the impact of alcohol on student incidents, student behavior, and academic performance and persistence. Student Health is utilizing an IRB-approved FERPA/HIPAA database to foster collaboration in this area. The database will prove helpful in revealing students’ matriculation through various medical systems and other resources, such as the Dean-on-Call system. This project will enable unique research in the area of student health, aimed at improving patient care, directing outreach, and protecting the student body as part of our residential community.

Prevention staff in both the Office of the Dean of Students and Student Health/Health Promotion implement educational and awareness programs to increase students’ ability to recognize a problem situation and effectively intervene to prevent issues or support others who may be at risk. Programs like the Green Dot violence prevention strategy and the #HOOSGotYourBack campaign have helped both students and community members better understand how we can come together to promote a safer community.

The division has increased its focus on hazing prevention activities, including membership in a national consortium of institutions. The consortium’s work has culminated in the development and launch of the Positive Organization Expectations Program in the fall of 2016. A total of 19
student organizations (782 students) received the program in its first year, including 17 Greek organizations. The Office of the Dean of Students also hosts a Hazing Prevention Advisory Council that includes membership from across the Grounds, as well as current student leadership, to foster collaborative discussion and action against hazing.

In addition to providing more resources for education and prevention, we have focused efforts on building student resilience through programming that promotes skill-building and staff development in mentoring and coaching students. These efforts include both dedicated staffing and related partnerships with the Contemplative Sciences Center and other academic units.

Through outreach, programming, clinical work, and thoughtful incident response, the division endeavors to foster a safe environment in which students are empowered to take control of their personal safety and wellness while caring and taking appropriate responsibility for others.

**Achieving Organizational Excellence**

The division consistently seeks opportunities to improve the efficiency and effectiveness of programs and services and to ensure that efforts meet the needs of students, the University, and the state more broadly. After several years of intense focus on crisis response and student safety, divisional staff have worked to develop the structure and support for best-in-class functions to support the division’s work, among them planning, assessment, finance, human resources, technology, facilities, communications, and advancement. This work is enabling staff to identify opportunities and risks early, deploy all resources effectively, and improve programs through continuous learning.

Division leadership collaborated on a process that shifts planning practices from unit-based goals to a divisional strategic plan based on the four priority themes articulated throughout this document. Since spring 2017, cross-functional teams, which formed around each theme, have developed frameworks for their analysis and are currently working to develop one- and three-year goals. In concert with this process is the development of a Student Affairs Data Dashboard to enable division-wide assessment and yearly adjustments based on a schedule that enables the strategic alignment of budget and human resource decisions.

Complementing this planning process is a new focus on workforce development. In fall 2016, the division undertook an in-house new employee orientation program to prepare new staff members for success, including providing information about the institutional culture of self-governance and student leadership. We also have added and promoted in-house professional development opportunities for all staff. Leadership actively engaged in discussions regarding UFirst and the Workday deployment scheduled for July 2018, and are using this process to articulate an HR plan for the division that aligns with the previously identified themes and priorities. Staff also have collaborated across the division to ensure better service to students in several key areas. For example, staff members, led by the vice president’s communications team, worked
together to ensure that all websites, educational materials, and student information modules are ADA compliant. Several staff members also have collaborated to consolidate different data sources from the Student Information System (SIS), Student Health, and the incident tracking system to move toward more data-driven decision-making around incident response, beginning with cases involving alcohol. We hope to build on these collaborative projects and the work of our cross-disciplinary teams to meet our strategic and operational goals.
FINANCIAL SUMMARY

Attempts to accurately summarize the division’s finances are difficult because we receive funding into more than a dozen budgets from sources that differ by type (fee, state and local, private, sales and services); by degree of commitment (one-time, ongoing but not committed, permanent); and by degree of discretion (available for restricted use, discretionary within a defined range of uses, fully discretionary). Further, the functions and funding sources for each of our units are very different, making it difficult to present numbers for the division in a way that both categorizes items in an apples-to-apples manner and is accurate. With that disclaimer, a summary of the division’s sources and uses of funds for fiscal 2019 follows:

<table>
<thead>
<tr>
<th>Illustration 9: STUDENT AFFAIRS - FUNDING SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F19 Sources</strong></td>
</tr>
<tr>
<td>Fees</td>
</tr>
<tr>
<td>State &amp; Local</td>
</tr>
<tr>
<td>Endowment Institutional</td>
</tr>
<tr>
<td>Sales &amp; Services</td>
</tr>
<tr>
<td>Parents and other external sources (temporary)</td>
</tr>
<tr>
<td>President’s, Provost’s Offices and other internal sources (temporary)</td>
</tr>
<tr>
<td>Balances carried forward and commited to F19 spending (temporary)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Source: UVA Office of the Vice President and Chief Student Affairs Officer, 2017.
Illustration 10: STUDENT AFFAIRS – FUNDING USES

<table>
<thead>
<tr>
<th>F19 Uses</th>
<th>22.4m</th>
<th>61%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>22.4m</td>
<td>61%</td>
</tr>
<tr>
<td>Operating</td>
<td>5.6m</td>
<td>15%</td>
</tr>
<tr>
<td>Building Reserves (required by policy)</td>
<td>2.9m</td>
<td>8%</td>
</tr>
<tr>
<td>Professionally-directed programming (including the cost of student staff)</td>
<td>3.4m</td>
<td>9%</td>
</tr>
<tr>
<td>Student-directed programming</td>
<td>2.2m</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36.5m</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: UVA Office of the Vice President and Chief Student Affairs Officer, 2017.

Fee revenue is the largest source and is dedicated to funding Student Health, running Newcomb Hall, funding required building reserves, funding student-directed programming, and running student and parent orientation. Total temporary funds are expected to contribute 5% of our funding in fiscal 2019. While we are careful not to make permanent commitments in excess of our permanent funding, these temporary funds do support critical functions, so we work every year to replace expiring temporary funding in order to continue those critical functions, such as career services and leadership programs, among other things.

The largest use of funds is, of course, personnel. The cost of personnel reflected in the table includes not only salaries, but also the cost of fringe benefits charged to us by the University, which, for most employees, equals 39% of salary. The cost of operations and the funding of required building reserves together make up almost one-quarter of our spending. Consistent with our student-governance philosophy, students have discretion to distribute a significant portion of our programming dollars. Taking the cost of summer orientation out of professionally directed programming, the balance would equal approximately the amount of student-directed programming – currently in the neighborhood of $2 million for each.

We are working hard to use our existing resources as effectively as possible, while at the same time to identify additional resources. We have recently created a stronger centralized finance function by combining staff and changing work processes. In the short term this has facilitated some cost-cutting, but more important, we expect these changes to result in more effective spending because we will feed financial data into strategic decisions in a more timely way, more tightly connecting those strategic decisions to implementation. We also have received funding for a dedicated development professional. We hope the efforts of this individual, in combination with the significant goodwill that exists among donors toward the work of the division and the
momentum we expect to be created by the new Student Health and Wellness building, will drive increased private funding and support expanded services and programs for students in the future.

In addition to the overall level of funding and the dependence on temporary funding, we face two other significant financial challenges. The majority of resources is dedicated to safety and wellness, including compliance-driven activity. We are working to rebalance human and financial resources toward positive programming for the 80% of students at neither end of the spectrum we serve. For example, looking at our staff roster at the end of fiscal 2017, of the 157 professionals on that roster, only 26 focused their full-time energies on this type of programming. Eighteen of those 26 were in the Career Center. Five of the other eight were young professionals with approximately one year of experience.

The second significant financial challenge is that our staffing model depends on a student governance model that continues to be challenged by escalating compliance requirements and cultural change, among other things. Choosing just one area as an example, if we use peer institution staffing averages for Housing and Residence Life, we should have approximately 19 full-time professionals. Instead, because we give significant authority to student staff, we have only six full-time professionals. This staffing model is very strained due to a number of factors, including compliance requirements that reduce room for error, the escalating number and complexity of student incidents, and the decline in student leaders’ risk tolerance, which lowers their willingness to step into these roles. Increasing the number of professionals would pose not only financial consequences, but also even more critical consequences for how we approach the work of helping our students develop as citizen-leaders.

**Fundraising Priorities and Goals**

As the University enters its third century, the division is working to position its work – the growth, flourishing, and well-being of UVA students – as an even greater priority for the University at large. Certain elements of our work require increased financial support in order for us to deliver exceptional services to our students.

*Student Health and Wellness Facility*

Almost like a microcosm of healthcare nationwide, Student Health is facing a range of forces and pressures in its mission to provide students with excellent care. An increased demand for services, especially for mental health services; a greater focus on prevention and wellness; the expansion of certain mandated services and regulations; and the growing push for improved medical data management – all are factors that call for change in Student Health. Because medical services rely on appropriate facilities to deliver those services, space has become the most critical need currently facing Student Health. Student demand for services already exceeds Student Health’s available space, and demand is projected only to increase.
Additionally, Student Health’s mission extends beyond clinical services with the incorporation of valuable research and educational initiatives. Our Student Health team has spent years improving data collection and acquiring the required approvals, legal and otherwise, to combine data in ways that have an impact. We are just beginning to see the fruits of that labor in recent and ongoing research, but we know that what we are doing now is the tip of the iceberg of what is possible.

In order to strengthen and expand these imperative and critical elements of Student Health and wellness initiatives, we have concluded that expanded space is now the unit’s first priority. This is the critical next step to better serving the health and wellness needs of students and to facilitating and strengthening our interdisciplinary approaches to data collection, collaborative programming initiatives, and student-directed educational outreach.

**Career Center Programming**

The Career Center expansion, which has occurred over the past three years, required a significant allocation of financial resources, with funding coming from the University’s Cornerstone Plan, Parents Fund Committee, Jefferson Trust, and the College of Arts & Sciences. These funding sources are now depleted, resulting in scaled-back staffing at the center in 2017-18. For these reasons, Year 3 initiatives (see page 24) remain a goal for the center, but will be dependent on fundraising to move substantially forward.

Multiple growth opportunities still exist for the career area. In the near term, more first- and second-year students need to be engaged earlier in exploration and self-discovery; more alumni need to serve as mentors for students; more students need to be guided into experiential learning opportunities earlier (academic internships, research, public service, student employment); and a larger, more diverse set of employers need to hire our increasingly diverse student population.

Longer term, the Career Center needs to be better prepared for the changing nature of work, driven by artificial intelligence and data. The “gig” economy (a market characterized by short-term work contracts) requires students to be more deeply skilled technically and able to articulate their personal value proposition and their leadership competencies. The Career Center will need to play a central role in this skill development and teach students how to continually re-invent themselves to employers throughout their careers.

**Student Leadership Initiatives**

- **Meriwether Lewis Institute for Citizen Leadership**

  The Meriwether Lewis Institute (MLI), now in its fourth year, offers students a multi-year fellowship that equips them for a lifetime of leadership at the University and beyond. Each cohort of Meriwether Lewis Fellows consists of a diverse group of 25
students selected in the fall of their second year at the University. In a short period of
time, the program has become a signature effort of the division and the University.
Representing students at all ends of the spectrum in terms of personality, interests,
etnicity, and socioeconomic status, the Fellows are impressive in what they achieve
working together. They demonstrate that any student can learn to lead, and that given the
right resources, latitude, and environment, truly transformative learning experiences can
be fostered in novel ways. It is not an overstatement to say this program represents the
next transformation of student self-governance at the University. It also represents a
model for creating an environment where the discovery of common ground around
problem-solving overshadows individual differences.

Structurally, the Lewis Institute incorporates academic, experiential, and applied learning
elements:

**Academic Foundation:** Fellows examine leadership from different perspectives by taking
two required courses – a Design Thinking course in the School of Architecture and a
Leadership in Practice seminar in the Batten School of Leadership and Public Policy.

**Summer Exploration:** Fellows learn personal and professional skills as part of a six-week
summer program. Experts from across the University lead workshops, share their
perspectives, and discuss challenges the University faces and how student leaders can
help. Over the course of the program, the Fellows work in small groups on a project that
addresses a critical University need, ultimately presenting their findings to a diverse
group of University stakeholders.

**Meaningful Engagement:** In the fall of their third year, Fellows are matched with
University mentors to offer support as they engage in the work of giving back to the
University community. Over the course of their third and fourth years, Fellows apply
their knowledge to independent and small group projects aimed at addressing key
University issues and/or advancing the work of student organizations.

In evaluating the program, students have given consistently high ratings to five key
elements of the summer program. The 2019 cohort rated every element above 4.5, with
an average rating of 4.6 on a 5-point scale:
The Meriwether Lewis Institute continues to rely on private and philanthropic support for its continued operations. Having already received gifts from the Parents Fund Committee, individual parents and donors, and the Office of the President, we are optimistic about the continuation of the institute beyond its three-year pilot phase. The cost of annual operations for 75 Fellows is $250,000 to $300,000, which factors in administrative, operational, faculty, and tuition-assistance costs for students.

As of 2017, the institute has raised and received sufficient financial support to complete the program’s pilot phase. In order to ensure the Lewis Institute’s longevity, we are increasing our fundraising efforts for the 2017-18 year.

- **Student Leader Internships**

  Becoming a student leader and becoming vitally engaged in student life rests to some degree on students’ financial means. Students who fund all or a portion of their college expenses must work during the school year and summers, resulting in less time to devote to co-curricular activities. This means a certain segment of the student body cannot take advantage of leadership opportunities that require large amounts of free time during the school year or summer.

  The division currently funds a small number of summer internships for student leaders, and we consider this a priority for increased financial support. Our purpose is two-fold: first, to relieve a financial burden for students by providing compensation for their valuable work, and second, to enable their deeper contributions to student life and organizational involvement by supporting that work over the summer.

  With financial support from donors, we hope to increase the number and length of the internships we provide.
Dawson’s Row Space and Program Opportunity (Office of African-American Affairs)
The home base of the Office of African-American Affairs attracts students, faculty, and staff throughout the day and into the evening. The transformation of Dawson’s Row will create several comfortable spaces that will allow for flexibility in use and encourage students and others to linger and gather. Most important is the creation of a Garden Pavilion and adjacent central terrace that will re-orient the existing buildings toward the center of the complex as well as provide shelter and paved surfaces for flexible seating and site furnishings, and accommodation for temporary tenting for events. Also providing small to middle-scale gathering spaces are the stepped seating element, which provides a flexible space for outdoor classroom meetings and performances. The outdoor classroom element also provides a unique space for small gatherings and contemplation.

This spot potentially could serve as another commemorative site honoring enslaved people. The Enslaved African-Americans Walking Tour could incorporate the memorial element into its planned route, adding another destination and thread to the narrative of the contributions that enslaved African-Americans made to the construction of the University and its daily life.
CONCLUSION

In an essay published by Inside Higher Education on November 27, 2017, Professor of English Mark Edmundson said:

Our students love UVA for many reasons, but a chief one is that they feel it is theirs. Tradition is everywhere here, but it is Jeffersonian tradition, which means that there is an injunction to make it new and to make it yours. This the students do. They govern themselves, they enforce their own code of honor, they participate in major decisions. As much probably as at any other institution, they influence the course of events.

The University of Virginia has the vast range of classes one associates with the largest universities – you can study almost anything here. But we have the intimacy of connection between students and faculty that usually can only be found at small colleges. It is a great research institution and a great teaching institution.

If we have done our job well in Student Affairs, then students do feel the University is theirs. We are committed to their taking ownership, building community, and developing skills and competencies while they are here so that the total student experience launches them into the world as productive, contributing citizens. As we proudly watch them graduating each May, we already are thinking about the new students who will arrive in August. We remain the framework that enables a rich blend of inside-the-classroom and outside-the-classroom experiences to define each student’s journey to becoming a citizen-leader.

December 1, 2017