1. **Welcome and adoption of the agenda**
   Minutes from the last meeting have been approved electronically and are posted on the Senate website.

2. **Consent Agenda**
   a. Nominations for 2018 Commencement Speaker (Honorary Degree Committee)

3. **Committee reports** (Chair of Committee on Committees – Tim Barney)

4. **Informational Items**
   a. Announcement and introduction of Interim Provost (Faculty Senate President – Chris Cotropia)
   b. Continued discussion regarding faculty concerns for undocumented students (Shannon Sinclair, VP and General Counsel; Helen Konrad, Esq.; Susan Breeden, University Registrar)
   c. Quality Enhancement Plan (QEP) proposal discussion (Patrice Rankine, Dean, School of Arts and Sciences, and co-chair, QEP Steering Committee)

5. **Action Items**

6. **Old and New Business**

7. **Executive Session**
Chris Cotropia  
President  
University Senate  
University of Richmond  

Chris, 

This fall President Crutcher tasked the Honorary Degree Committee with seeking the opinions of the University Community (Students, Faculty and Staff) for suggestions that he might use in selecting the speaker for the graduation ceremony of the Schools of Arts and Sciences, Business and Leadership in May, 2018. As you know our Committee works to serve the Senate in an advisory role and must forward our findings to our Senate colleagues for consideration. When you have had an opportunity to ponder these recommendations you should forward them to the President as the considered conclusions of the Community, our Committee and the Senate. We will be happy to act as a forwarding agent for the Senate to the President, but that is a matter for your determination. 

In the course of our evaluation two issues animated our discussion, issues that we felt were important to pass on to both the Senate and the President. Opinions on either side of these issues were articulately and helpfully expressed all done in the spirit of collegial respect and with the best interest of the University in mind.

1. We differ as to whether compensation beyond the necessary travel and living expenses should be accorded graduation speakers.  
2. We differ as to whether invitations should be extended to currently serving elected public officials. 

We pass on the core of our debate and believe that the decision ultimately should left in the hands of the President who best can determine the needs of the institution. 

As a part of our deliberation, we canvased the Community, discussed the 80 plus recommendations, added several of our own consideration and now forward to you the list for your consideration. 

We recommend the following names.

Senator Tim Kaine  
Leland D. Melvin, Engineer and Astronaut  
First Lady Michelle Obama  
Bryan A. Stevenson, Social Justice Advocate  
Maria Klawe, President Harvey Mudd College  
Governor Terry McAuliffe  
Catherine Hill  
Michael Sorrell, President Paul Quinn College  
Marjorie Scandino, President, MacArthur Foundation
Les Moonves, Former President CBS News
Drew Gilpin Faust, President Harvard University
YoYo Mah, Musician
Steven Spielberg, Filmmaker
Lin-Manuel Miranda, Author of Music, Lyrics and Book of *Hamilton: An American Musical*
Peter Salovey, President Yale University

If we can be of further service in this matter, please let us know. We remain

Sincerely yours,

Dan Roberts

Daniel McDonald Roberts, Jr., Ph.D.
Professor of History and Liberal Arts
Chair, Department of Liberal Arts
School of Professional and Continuing Studies
University of Richmond
Richmond, Virginia 23173

Chair, Honorary Degree Committee
A First-Year Introduction to the University of Richmond

Preamble
At the University of Richmond (UR), we seek to model a unique, liberal arts experience. By liberal arts we refer to the notion of offering students ‘the best that has been thought or recorded.’ The liberal arts matter, in their own right, and provide examples of character and virtue (Roche). The liberal arts in action also have extrinsic value; employers cite the skills and abilities of students broadly trained as desirable. A robust education in the 21st century demonstrates the worth of traditions that stretch back in time in addressing today’s complex world. The comprehensive offerings that lead students through their education in the School of Arts & Sciences, the Robins School of Business, and the Jepson School of Leadership Studies are the Richmond foundation to a well-lived life and life in community. We want our students to be able to communicate with the world what makes a UR education distinctive.

In addition to its solid foundation as a liberal arts university, UR has existing strengths in High Impact Practices (HIPs) that are problem- or outcomes-based, such as: First-Year Seminars (FYS) courses, the Sophomore Scholars in Residence (SSIR) program, the Integrated and Inclusive Science (IIS) program; and Community Based Learning (CBL) through the Bonner Center for Civic Engagement. The Vice President for Student Development has also put in place a Living and Learning Office to fully implement such programs as SSIR and Roadmap, and has developed first-year, coeducational living options. Our Quality Enhancement Plan (QEP) will build on these existing strengths to enrich what we are able to provide students from the time of admission through the first year.

Some reasons to build on existing strengths include:

- The recent University Retention Study highlighted the strong correlation between participation in living-learning programs and student retention (i.e., HIPs, like living/learning programs, work);
- The SACSCOC five-year report affirmed the quality and effectiveness of our previous QEP (the SSIR program) and praised the assessment techniques used to evaluate student satisfaction and the attainment of desired learning outcomes of this living/learning program;
- There are high levels of participation among first generation and underrepresented students in HIPs and living/learning experiences;
- We have an increase in demand for these programs: Roadmaps has grown from 50 to nearly 200 students in five years; SSIRs have grown from 75 students to 165 in five years.

Not only will a first-year experience help us to retain students from the time of admission to the time of enrollment (a period during which current attrition is 6%), but a first-year experience will enhance the involvement of underrepresented and first-generation students. It is also an effective means of shaping student culture, and thereby the overall culture of the university.
THE FIRST YEAR AT UNIVERSITY OF RICHMOND: ESTABLISHING A SHARED CULTURE

The University of Richmond Quality Enhancement Plan (QEP) is a two-part, first-year student experience (FYE) involving (Part I) a set of components required for all first-year students, complemented by (Part II) an optional thematic curricular component for interested first-year students. From recruiting and admission to pre-enrollment summer (Part I) through the end of the first year (Part II) — this two-part FYE will center on the University’s academic mission, its commitment to the liberal arts in action, and its core values, providing opportunities for students to engage in clear, substantive ways.

Driven by a set of selected learning outcomes, the FYE will:
1) introduce students to and reinforce a culture of the liberal arts in action;
2) bond first-year students in small, academic-focused cohorts with a sense of place and purpose; and
3) use the frame of the liberal arts to help students see the bigger picture of their education and make course and co-curricular choices in the context of opportunities available within and outside of the classroom.

PART I: A First-Year Introduction to the University of Richmond
All first-year students will enter the university through the following components:
Recruiting/Admission – Students will be introduced in the recruiting process and admission materials to the University of Richmond and our relevance in a diverse and changing world;
Summer Materials – Students will engage with written/video content that introduces and defines a Richmond education in engaging ways;
First-Year Core of Advisors – A key element of this experience is a revision of the current advising model for first-year students. A core of approximately 60 advisors (per year) would be selected and trained to work with first-year students in groups of roughly 15 each. These advisors will establish their group of 15 as a cohort, helping these students fully understand a Richmond education, make course choices in light of that understanding, become involved in appropriate student activities, and create a template/pathway of high-impact practices and curricular choices for their years at Richmond. Responsibilities of these advisors will begin during the summer and include meeting with their student group during orientation (see below) and also for co-curricular events once per semester;
Revised Orientation – Summer orientation will be expanded and revised to include a more academic focus (perhaps modeled on the current Roadmap program), with two to three sessions led by the Core Advisors exploring the liberal arts and their value (practical and theoretical) in a diverse and changing world (orientation-advisor groups and perhaps even living assignments could be made with these advisor-groups in mind toward enhancing cohort bonding);
Required Co-Curricular Events – Students will engage in at least two co-curricular events (one in fall and one in spring) that reinforce the relevance of a Richmond education. Additional co-curricular events/programs (the One Book program, speakers, art exhibits) might also be focused here.
PART II: The Liberal Arts in Action – Curricular Themes

To expand the reach of the introduction to the University of Richmond provided through PART I, first-year students will also have the opportunity to participate in a curricular theme that continues through the first year. These students would be choosing to engage the liberal arts directly and in greater depth by exploring the relevance of their education in addressing real-world concerns while bonding more closely together as a cohort with agency in an academic culture. Students interested in Part II will choose a theme, which will include one or more courses (FYS, special topics, or other introductory course), co-curricular activities, and potentially a living-learning component. Depending on faculty interest, sample curricular themes might include:

- Human Dignity
- Global Economics
- Ethics in Life and Work
- The Arts, Science, and Human Creativity
- The Arc of Justice: Richmond and the Struggle for Civil Rights
- Artificial Intelligence
- Sustainability/Environmentalism
- Innovation and Entrepreneurship

Parts I and II of this QEP will help establish a student culture grounded at the University of Richmond and in a diverse and changing world. Through the QEP, students will develop a close relationship with at least one faculty/staff member as well with a cohort of peers.

Assessment of the QEP’s might include: assessing student understanding of the liberal arts; gauging participation in and the impact of HIPs on campus; evaluating the extent to which students bond with one another; assessing retention at the end of years two and four.

Part I will be required of all students and will help to make the experience of all admitted to UR consistent. Part II is optional and enhances the first year, with the aim of providing a distinctive, UR experience. Given the success of similar programming, such as SSIR, which initially reached 75 students, we have the ability to immediately impact 10% of our incoming class.