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YOUR GUIDE TO GROUNDS

WELCOME

Class of

2021



Top five study spaces on Grounds

Which one fits you best?

MATTHEW GITTELMAN | SENIOR WRITER

Studying is a large part of the college experience. The University offers 18 different libraries plus a variety of other study spaces. Here are five of the most common places to focus and get work done.

Alderman Library
Constructed in 1933 and named after the University's first president, Alderman Library features multiple locations conducive to studying. The standout spot among these is the McGregor Room, dedicated in the name of Tracy W. McGregor. Known for its professional, scholarly character, the McGregor Room, which is often referred to as the "Harry Potter Room," is equipped with rich wooden furnishings and plush chairs, accommodating a relaxing studying atmosphere. Alderman Library also possesses the University's most voluminous

academic resource collection, which can prove useful if any projects or essays require additional research material. Other notable locations in Alderman include a Greenberry's Cafe and the Scholars' Lab.

Clemons Library
The four floors of Clemons Library — which is open for 24 hours per day from Sunday at 10 a.m. to Friday at midnight and Saturday from 9 a.m. to midnight — feature a gradually descending volume level from top to bottom. For example, the fourth floor allows for a more dynamic, social experience, while the first floor demands a silent environment. Clemons Library contains a variety of vending machines to accommodate study cravings, and it also offers printing services. The third floor of Clemons, the Robertson Media Center, possesses a variety of unique, high-tech gadgetry

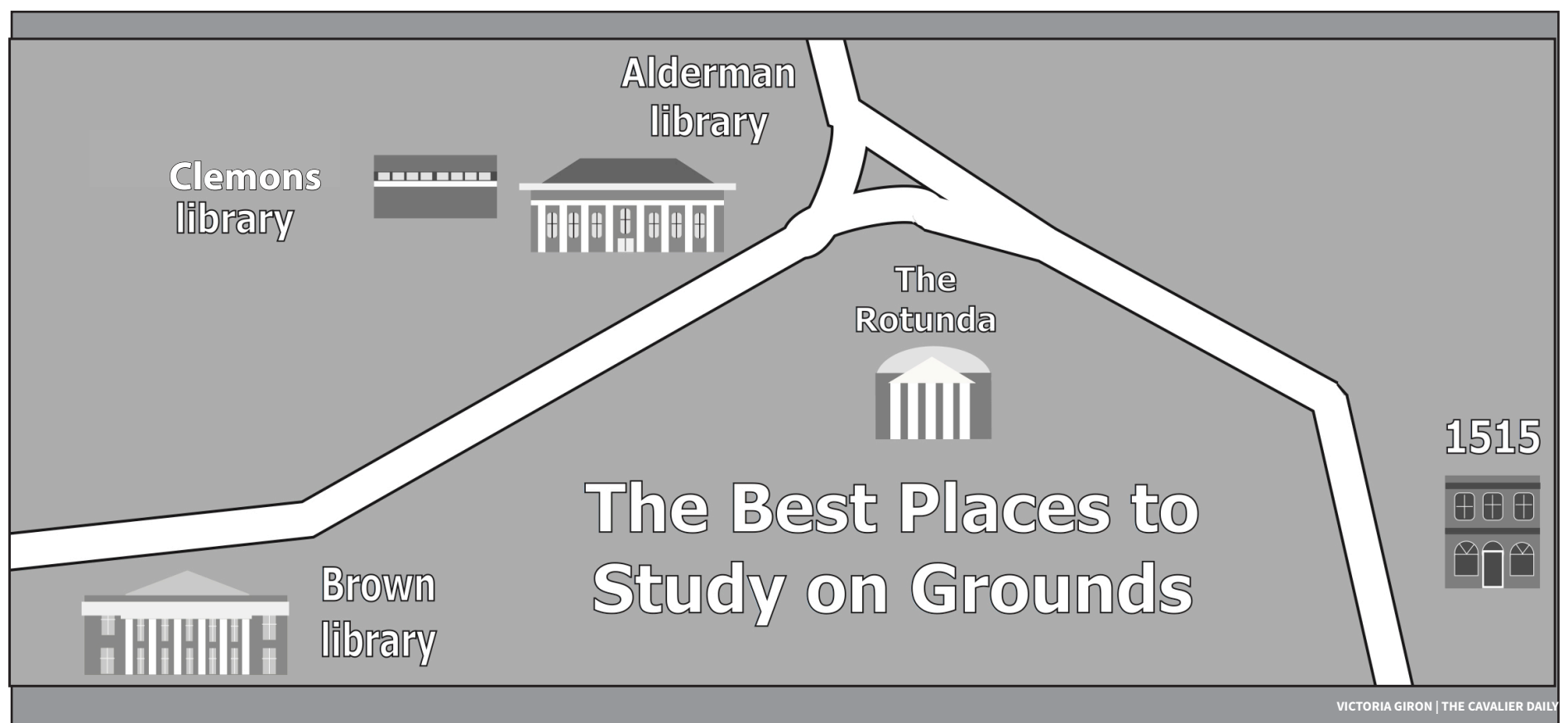
available to all students, including an Oculus Rift virtual reality simulator and a recording studio. The second floor of Clemons is slated to offer a full-time academic advising center when it reopens in the fall semester of the 2017 academic year.

The Rotunda
In addition to receiving exterior repairs, the University's iconic architectural centerpiece has also undergone interior renovations. Open everyday to students from 9 a.m. to 5 p.m. (Sunday - Tuesday have extended hours that end at 10 p.m.), the Rotunda boasts cultured, Jeffersonian hallmarks, from elegant chandeliers to wall inscriptions. The uppermost floor, the Dome Room, contains tables that allow for group work, as well as soft chairs that offer a more individual experience. Lying on the lowest level is a museum chronicling the history of the University

and its core Academical Village.

1515 on the Corner
The 1515 Building, which recently opened Spring 2017, represents the culmination of years of effort by a student-led commission to create a space on the Corner that provides an alternative to the area's characteristic nightlife. Each floor in the 1515 Building has a distinct theme. The bottom floor accommodates a lively social atmosphere, replete with gaming machines such as skeeball, air hockey and old arcade experiences, while the uppermost floor is designed for students who need quiet study time, offering individual rooms that can be reserved via electronic kiosks stationed outside of them. The middle floor represents a hybrid between the two extremes, promoting a relaxed yet studious environment equipped with cushioned couches and a cafe.

Charles L. Brown Science & Engineering Library in Clark Hall
While the Brown Library — or more commonly called "Clark" — is oriented toward the Engineering School, it nonetheless draws students of all academic backgrounds. Housed within Clark Hall, the entrance of the building features a lush mural in the classical tradition, as well as another Greenberry's Cafe. The library itself is divided into multiple spaces, including isolated cubicles and closed-door rooms that range in acceptable volume levels. The Brown stacks, located underneath the main floor, carry vast amounts of mostly science- and engineering-related texts, including those written in foreign languages.



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Dorm and dining terms to know

Navigating first-year dorm life

SPENCER CULBERTSON | SUMMER REPORTER

New Dorms
Also called Alderman Road Hall-Style Houses, they are home to about 1600 students in hallway-style dorms. Each floor has two shared bathrooms, two RAs and a shared common room.

Old Dorms
Also called McCormick Road Hall-Style Houses, old dorms house about 900 students in mostly double rooms, with some singles, in hallway-style dorms. Each hall shares a common bathroom, and two RAs live on each floor. The Kent-Dabney and Bonnycastle dorms will be closed for renovations during the 2017-2018 school year.

CDF
The Alderman Road Suite-Style Houses comprise “CDF.” About 320 students live in the three suite-style houses in this area — called Courtenay, Dunglison, and Fitzhugh. Between 10 to 12 students live in each suite, with five double or triple bedrooms. Each suite also has a furnished living area and a bathroom. Every two suites have their own RA.

Gooch/Dillard
Gooch/Dillard houses about 610 students in suite-style dorms. Each

suite has six to 10 students, with three to five bedrooms, its own living area and bathroom. Every three to five suites have their own RA.

Residential College
Residential colleges are living-learning communities meant to mimic the ideals of Jefferson’s Academical Village. There are three residential colleges in which students can apply to live — Brown, Hereford and the International Residential College. After first year, students can apply to live in language houses, which offer immersive environments to practice foreign languages.

RA
Resident Advisors are older students who live in the dorms with first-years. They are meant to assist their residents in lots of different ways and to “support the physical well-being of students and their academic, social, and emotional development.” Each hall has an RA in new and old dorms, while there is one RA for every two suites in CDF. Gooch/Dillard has one RA for every three to five suites.

SR
Senior Residents oversee an entire building or residence area. Each

association has one SR that assists the RAs and lives in an apartment in the association.

O-Hill
One of three dining halls on Grounds, Observatory Hill is located near New Dorms and also houses Crossroads. During the academic year, O-Hill is open from 7:00 a.m.-9:00 p.m. on weekdays and 8:00 a.m.-9:00 p.m. on weekends. All of the dining halls allow you to swipe in using one meal swipe and eat as much food as you would like.

Fresh Food Company
One of three dining halls on Grounds, the Fresh Food Company is located in Newcomb Hall. Located near many of the academic buildings, it is open 7:00 a.m.-8:00 p.m. Monday through Thursday, with shortened hours on the weekends during the academic year.

Runk
Runk is a dining hall located near the Gooch/Dillard dorms and Hereford College. It is being newly renovated for the fall semester to feature a 58-seat lounge area, a new food station designed to serve 16 different kinds of international dishes for each week of the fall semester and a

wood stone pizza oven. During the academic year, Runk is open 7:00 a.m.-10:00 p.m. Monday through Thursday, with shortened hours on the weekends.

Crossroads
Crossroads, located on the first floor of O-Hill, is a food court and convenience store where students can buy pizza, burritos and prepared foods. Crossroads is open until 2:00 a.m. on the weekends and 1:00 a.m. on weeknights during the academic year. Students can use meal exchange, Plus Dollars, Cavalier Advantage or cash to buy food.

Pavilion XI
Pavilion XI, called the Pav, is located in Newcomb Hall and provides food options outside of the dining halls. The Pav features a Chick-fil-a, Five Guys and Subway. Students can use Plus Dollars, Cavalier Advantage, or cash to buy food. Meal exchange is also offered at certain hours.

Plus Dollars
Plus Dollars are money that can only be used to pay for food on Grounds. Most meal plans come with Plus Dollars, and they are accepted at all dining locations on

Grounds. Your Plus Dollars balance rolls over from the fall semester into the spring, but does not carry over across the summer.

Meal Exchange
Certain dining facilities besides the dining halls offer a meal exchange menu at certain times that allows students to use a meal swipe to pay for a meal from a limited menu. This allows students to use their meal swipes to enjoy food at locations other than the dining halls. Not all locations offer meal exchange, but both Crossroads and Chick-fil-a in the Pav offer meal exchange, for example. Other popular locations for meal exchange include West Range Cafe and the Fine Arts Cafe. U.Va. Dining also sometimes offers pop-up meal exchanges — in the past, In the Nood has offered meal exchange for sushi and dumplings.

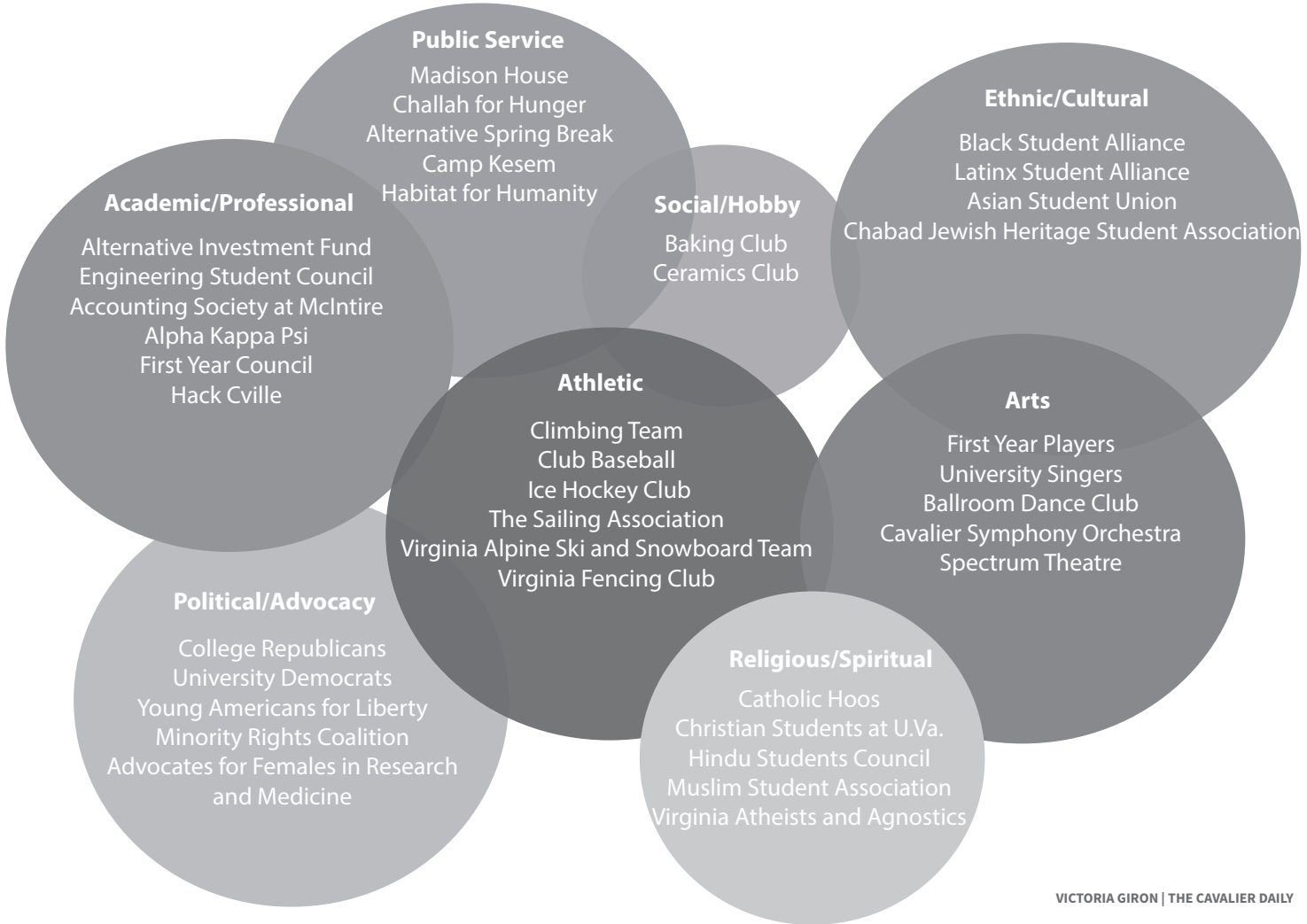
Cavalier Advantage
Cavalier Advantage is an account that you can put money into to purchase certain things on Grounds. It can be used for food, but can also be used at the bookstore, laundry facilities, the Central Grounds Parking Garage and other locations on Grounds.

CIOs On Grounds

SPENCER CULBERTSON
SUMMER REPORTER

During their time at the University, students can join hundreds of CIOs, or Contracted Independent Organizations, on Grounds. There are CIOs for political interests, athletics, academics, and much more — students even make their own CIOs. Students can learn more about different CIOs by going to the Aug. 21 Activities Fair run by Student Council.

A CIO exists for nearly every interest, hobby, activity, or affiliation. Here is a small sampling of the organizations students can join —



UPD, CPD, Corner Ambassadors serve U.Va. community

Central goal of all organizations is to keep students safe

MEGHAN TONNER | SENIOR WRITER

On and around Grounds, students receive protection from both the University Police Department and the Charlottesville Police Department and guidance from the University Ambassadors.

The primary difference between the UPD and CPD are the bounds of their authority — the UPD patrols the areas owned and operated by the University while the CPD covers the entire city of Charlottesville.

“We are a police department just like any other police department — we have badges and can make an arrest and conduct investigations,” Benjamin Rexrode, Crime Prevention Coordinator for the UPD, said.

However, Rexrode said the UPD officers do their jobs a bit differently because of their “unique” environment. The department deals primarily with young people, and the University’s campus is located in both the city and county.

“A lot of people don’t know that pretty much all of Central Grounds is in the county of Albemarle, but the whole health system, which we also cover, is

in the city of Charlottesville,” Rexrode said. “So we’re essentially the same in terms of authority and arrest powers, but we sometimes have a different mission or how we go about our job just because of the environment that we work in.”

In addition to both police departments, students can also rely on members of the University Ambassadors program, located on the Corner and other popular off-Grounds locations, to keep them safe when they aren’t on Grounds. Rexrode said the main element of their program is “high visibility, high engagement.”

“The Ambassadors are affiliated with U.Va., they are contracted through the University to be a safety resource in off-Grounds areas,” Rexrode said. “They don’t have police authority or security authority, but they’re there as a visible, responsible party. We train them on how to recognize potentially unsafe situations, how to assess if someone needs medical help or if someone is in crisis and then they immediately contact us.”

Students can identify Ambassadors as people wearing



COURTESY UNIVERSITY POLICE

When students come in contact with authority figures, police say honesty is the most important factor.

a bright yellow shirt with the word “Ambassador” printed in large, bold font on the back.

Lt. Steve Upman, the Forensic and Technical Units Bureau Commander with the CPD, said that when students come in contact with authority figures, honesty is the most important factor.

“Sometimes we come into contact with students who have gotten themselves in a situation, and they do not want to

be forthcoming about what happened,” Upman said. “We would ask that all students put their safety first, be honest about what happened and let us try and help them through the situation. Many times, a student can face a more difficult set of circumstances by not being honest with our officers.”

Students should also be aware that the UPD and CPD are not exclusively available for emergency situations.

“Calling 911 is not just for the dire emergencies, it can be for a lot less than that,” Rexrode said. “It can just be that you’re in a situation that doesn’t seem right, that’s a situation for you to dial 911 too. We don’t want students to feel like they’re wasting our time, if it’s a concern to them then it’s a concern to us. We are here to serve you.”

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What you need to know about Honor

Student-run for more than 170 years, the Honor System is an integral cornerstone of U.Va. commitment to student self-governance

KATE BELLOWS | SUMMER REPORTER

The singular purpose of the University's Honor System is to uphold the Community of Trust, the student body's culture of honesty and respect. The system is framed by the Honor Code — students must not lie, cheat or steal, and if they do, will be permanently removed from the University of Virginia.

"It goes beyond just these basic notions of 'don't lie, cheat or steal,'" Honor Chair Devin Rossin said. "It forms the ethical framework under which the University operates."

The Honor System is run by the students and for the students. Rossin, a rising fourth-year College student, said the institution arose out of a turbulent time at the University. Students would often get in spats with professors and had behavioral issues, Rossin said.

"A professor created this Honor Pledge on his assignments and students took it to mean more than just academic integrity," Rossin said. "They took it to mean don't lie, cheat or steal, don't gamble, don't do anything that's unbecoming of a Southern Gentleman. And that evolved past previous paternalistic notions to be where it is today."

But, Rossin said, the Honor System is more than just historical

"This is something that the students have, will and forever contend to hold sway over," Rossin said. "This is not a system that belongs solely to me or previous students or any future students. This belongs to whoever the current occupier of the space is right now."

Incoming first-years can get involved in Honor shortly after arriving on Grounds. Rossin said they can apply to be Support Officers (defined below) in mid-September. Additionally, he said, first-years can attend outreach and education initiatives Honor hosts.

"This is your Honor system and should reflect your desires and your needs," Rossin said. "Make this system into what you want to make it."

Below is a list of Honor terms incoming first-years should know.

Honor Induction

At Opening Convocation and Honor Induction, after hearing from speakers and learning about traditions at the University, students are invited to sign the Honor Pledge. The Class of 2021's Opening Convocation will be held Aug. 20.

Honor Code

The Honor Code directs that students must not lie, cheat or steal, and if they do, will be permanently removed from the University.

Honor Pledge

The Honor Pledge, which students sign before taking an exam or completing an assignment, reads as follows — On my honor, as a student, I have neither given nor received aid on this assignment.

Single Sanction

If a student is convicted of an Honor Offense and does not take an Informed Retraction or a Conscientious Retraction, the only penalty used is permanent dismissal from the University.

Honor Committee

The administrative body of the Honor System, the Honor Committee consists of 27 members, with each school usually having two representatives on the Committee. The Committee is elected by the student body. The election, which first-years can vote in, occurs in February 2018.

Honor Executive Committee

The Honor Executive Committee consists of five members — Executive Committee Chair, Vice Chair for Hearings, Vice Chair for Investigations, Vice Chair for Education and Vice Chair for Community Relations.

Honor Audit Commission

Started in summer 2016, the Honor Audit Commission is completing a two-year external review of the Honor system. It consists of students, faculty, administrators and alumni, and looks at sanctioning, case process and community engagement. At the end, the Commission will recommend steps to the Honor Committee.

Support Officers

Support Officers handle cases, conduct investigations, advise accused parties and serve as advocates during trials.

Student Self-Governance

The Honor System is entirely student-run, with Committee members and Support Officers all students. Students also serve as jurors during Honor trials.

Community of Trust

The purpose of the Honor System is to uphold the Community of Trust, where honesty and respect anchor interactions and academic pursuits.

Honor Offense

According to the Honor website, An Honor Offense is a Significant Act of Lying, Cheating or Stealing, which Act is com-



KATE BELLOWS | THE CAVALIER DAILY

The Honor Committee is elected by the student body.

mitted with Knowledge.

Reporter

The reporter is the party who reports a Significant Act of Lying, Cheating or Stealing committed with Knowledge to an Honor Advisor. "We talk to whoever the reporter might be for a little while and find out whether or not they actually want to report this file," Rossin said. "We have an individual interview with them. Then we contact the student."

Informed Retraction

If taking an Informed Retraction, a student who has been reported to the Honor Committee for allegedly lying, cheating or stealing must take responsibility for the Offense, admit the Offense to all affected parties and leave the University for two semesters. "[The student has] seven days upon which to take the Informed Retraction," Rossin said. "If they do not take the Informed Retraction, it goes into a continued investigation."

CMD

A student may request a Contributory Mental/Medical Disorder hearing during the seven-day IR period if the student believes a medical or mental disorder contributed to the commission of an Honor Offense. If denied, he or she may still file an IR up to the end of the IR period.

Honor Probation

If a student files an Informed Retraction, he or she may remain enrolled during the current term, but is placed on Honor Probation. Restrictions may be imposed by the school, department or course in question.

Honor Leave of Absence

After finishing the current semester, a student who has filed an Informed Retraction is

suspended for two full semesters, a fall and a spring, before being allowed to return to the University.

Conscientious Retraction

When taking a Conscientious Retraction, a student who has committed a potential Honor Offense comes forward, admits act and makes amends in order to recommit themselves to the Community of Trust. A student can only take a CR if they do not have any reason to believe they are under suspicion for committing an Honor Offense.

Full Investigation

In the investigation, two Honor Investigators interview the student under suspicion and any witnesses. The student is given an Honor Advisor for information throughout the process.

Investigative Panel

After the full investigation, the case goes to an Investigative Panel consisting of three Honor Committee members, who decide whether to formally accuse the student or drop the case. "An Investigative Panel ... decides on a more likely than not basis whether or not the student committed said Honor offense," Rossin said. "If they find that it's more likely than not, the student has seven days again to request a trial."

Hearing

"If a hearing is requested, it goes on to the Committee, upon which they receive either a guilty or not guilty verdict, based on the evidence and threshold of beyond a reasonable doubt," Rossin said. At the hearing, the jury determines whether the accused student is or is not guilty based on three criteria—Act, Knowledge and Significance. Hearings can either be closed

(public may not attend) or open (public may attend). For a student to be determined guilty, four-fifths of panelists must vote that Act and Knowledge were present and a majority of panelists must vote that Significance was present.

LAG

After being accused, a student may choose to "leave admitting guilt" in lieu of a hearing. A student may also leave admitting guilt if he or she does not show up to the hearing or does not request a hearing in a timely fashion.

Constitutional Amendments

The Honor Committee Constitution codifies the tenets of the Honor System and guarantees trial rights for accused students. It was ratified by the student body in 1977 and was last changed in February 2016. Amendments to the Constitution must be passed by the student body, but may be proposed by a ⅔ majority vote of the Honor Committee.

Popular Referenda

The Constitution allows the student body to directly change the Honor System or override the will of the Honor Committee by popular referendum.

Popular Assembly

Per the Constitution, the Honor Committee is to hold a popular assembly for the student body every two years in order to gauge student opinion. The next popular assembly will be in fall 2017.

H&S

HEALTH & SCIENCE

Diving into undergraduate research at U.Va.

Qualifications, approaches and resources for students seeking research involvement

TINA CHAI | SENIOR STAFF WRITER

As a research university, one of the main missions of the University is to promote and sustain both faculty- and student-lead research. According to a Student Experiences in the Research University (SERU) survey, the majority of University students participate in some sort of research experience by the time they graduate. For those hoping to pursue a degree in one or more of the sciences, laboratory coursework or independent research is often required.

Undergraduates of all years get involved in research. Some students choose to get involved as early as their first year.

"Any time is okay to start in research," Director of Undergraduate Research Opportunities Brian Cullaty said. "There are certainly advantages to getting involved as a first-year. Some faculty like recruiting first-year students to work with them because if a student can continue with them for all four years, by the time they get to be a third- and fourth-year, they're able to do things that a graduate student can do."

Additionally, there are benefits to beginning research later on, as third- or fourth-year students, as well.

"As a fourth-year student, you're going to be further along in your coursework," Cullaty said. "You may even have taken some research methods courses, depending on what your major is. So at that point you can be valuable to a faculty member as well because you're bringing some skills to the table that you may not have had as a first-year."

Regardless of when students choose to participate in research, laboratory skills training and scientific projects require time commitment and mental dedication.

"Research can take up a ton of time, which can be daunting when you are still adapting to college life," Samuel Mogen, a second-year College student and researcher in the Environmental Science department, said in an email statement. "As with most people, my goals and aspirations have evolved quite a bit over my brief time at U.Va. I didn't want to commit to a research group/project too early and end up being unhappy working on it, so I waited until I found something that really excited me."

"I require some computational experience," Group said in an email statement. "We have a class



MARSHALL BRONFIN | THE CAVALIER DAILY

The Center for Undergraduate Excellence, housed in the Harrison Institute and Albert and Shirley Small Special Collections Library, aims to assist undergraduates with research grants.

in the Physics Department called 'Fundamentals of Scientific Computing. I require students to have taken that, or have a strong computational background from other experiences."

Principal investigators — leaders of research studies or laboratories — may not consider specific scientific requirements foremost when hiring. Instead, they may be seeking students, in part, on the basis of enthusiasm and dedication for the topic of research.

"I always look for passion as my number one characteristic," Amy Bouton, Associate Dean of Graduate and Medical Scientist Programs and Professor at the Medical School, said. "I want to see a student who is really excited about scientific discovery and I like for the student to be able to sort of show me that passion in their writing or when they first approach me to ask if they can potentially talk to me about research in my lab."

According to Bouton, when applying for research opportunities, the most common way students contact professors or faculty members is through email. The email may be thought of as similar to a cover letter — it typically includes information about the student's own interests and how they align with the faculty member's work, the student's skills and previous coursework related to the research topic, a

request to set up an appointment to speak further and an attached resume, Cullaty said.

However, as Bouton mentions, principal investigators receive numerous email queries per semester, many of which they cannot accommodate. Emails from students who have had previous research experience, are able to devote ample time to the lab, and demonstrate profound interest in scientific investigation tend to stand out amongst the many messages she receives.

Cullaty identified an option for students who do not obtain immediate responses.

"One thing that students often do is, if they don't get a response to their email, they just kind of let it go," Cullaty said. "But it's perfectly normal to follow up on an email, too, if you don't hear back right away."

Various resources are available for students seeking more knowledge on research opportunities. Of these, the Undergraduate Research Network (URN), a student-run organization with specialized committees, encourages and promotes undergraduate research at the University.

"The Undergraduate Research Network (URN) is a great resource for students looking to get involved in research in the future!" Mogen said. "I am an officer on the Workshops committee and our primary job is to develop programming to help

people that want to get involved in research and those already involved ... Next year, a new program called URN fellows is being launched that will have cohorts of students at different places in their research careers meet and receive guidance. For those looking to join URN, we accept applications for Officers every semester."

In addition, the URN has created the Undergraduate Novel Learning Experience and Scientific Hands-on (UNLEASH), a web system that matches undergraduate students at the University to faculty members accepting researchers.

"What the Undergraduate Research Network is doing is using UNLEASH to put descriptions of faculty research on that site," Cullaty said. "Then students can fill out an application if they are interested in working with a particular faculty member who is on the UNLEASH website, and then their application will be forwarded to that faculty member, so the faculty member can choose or select the students he or she would like to talk to further about joining their research project."

However, UNLEASH is not comprehensive of all faculty conducting research at the University, Cullaty said. As such, another means to find research opportunities is by searching on the Internet for professors in departments that align with students'

own interests, then reaching out to them by email.

Outside of faculty-lead research projects, students can also partake in independent studies funded by research grants.

"Opportunities like the Double Hoo grant and many research awards, which can be internal to U.Va. or external, that are available to undergraduates here are terrific, because they give the students things to work towards in terms of having an opportunity to do some independent research," Bouton said.

A list of undergraduate research grants can be found on the Center for Undergraduate Excellence website.

According to Cullaty, participating in undergraduate research not only adds flare to a resume, but improves a student's analytical thinking abilities, independent initiative and teamwork skills.

"I think it's a great way to compliment what you're learning in the classroom," Cullaty said. "What you're doing outside of class relates to what you're learning in class, and that helps improve the learning process and it makes you even more engaged in, more excited about what you're learning, which makes your undergraduate experience that much better."

Reframing science, health for the non-STEM major

STEM departments offer introductory courses to non-STEM, undeclared students to fulfill area requirements

RUHEE SHAH | SENIOR WRITER

The astronomy, biology, chemistry, environmental sciences, physics and math departments all offer classes specifically for non-STEM majors to fulfill their area requirements, broaden their knowledge and pique their interest in the respective subjects.

These classes include “Genetics for an Informed Citizen” and “Human Biology and Disease” in the biology department, “Financial Mathematics” and “The Shape of Space” in the mathematics department and “How Things Work” in the physics department, among many other courses.

BIOL 1210, “Human Biology and Disease”, has been taught by Sandra Seidel, associate professor of biology and assistant dean of the College of Arts and Sciences, for the past 12 years.

According to Seidel, the course is a practical anatomy and physiology course for first

and second year students who do not intend to major in the sciences. Seidel said she intends to discuss each of the physiological systems in enough depth to provide students with the ability to understand various diseases associated with them. She said that she intends for the class to prepare students to navigate healthcare decisions they make in the future for themselves and their families.

Biology Prof. Douglas Taylor teaches another such class in the biology department, BIOL 1040, “The DNA Revolution in Science and Society”. This class also aims to provide non-STEM students with basic literacy in genetics and genomics and demonstrate why the field is so important in law, public policy and ethics.

“I like to say if one of these students is my senator or my governor, will they make public policy that is informed by

science?” Taylor said. “And that would be my job to get them on the right track there.”

The makeup of these classes tends to be mostly first and second year students, and often undeclared students and students who are not STEM majors, though a few STEM majors do enroll.

However, according to Seidel, she has taught students that originally were not STEM majors, but after her course went on to take more biology and chemistry courses.

Taylor also states that he often has a handful of fourth-year biology majors in his class and that they also benefit from the course.

“They get into my class and understand how patent law works, whether you own your genes or not, and those are just not questions they’ve been taught within the major,” Taylor said. “People within the major,

in my experience, have gotten a lot out of it.”

Since these classes are offered primarily as a way for non-STEM majors to complete their Natural Science and Mathematics area requirements, they differ in a few key ways from courses offered to students wanting to major in a STEM field.

According to Biology Prof. Paul Adler, he does not cover as much material or go into as much depth in his BIOL 1050, “Genetics for an Informed Citizen”, class. He said he does not expect students to have a background in chemistry, statistics or math, and thus attempts to minimize topics and experiments that rely heavily on those disciplines.

Likewise, Taylor typically focuses about a third of the time on the science behind genetics and genomics, and the other two-thirds of the time on the relevance of the field. He said

this contrasts with an upper-level genetics class, in which the time would be spent almost exclusively on the science of genetics to a much more detailed extent.

Seidel also states that her class is meant to be a terminal class, as opposed to other classes for biology majors that build on each other.

“It’s not a class that has to prepare students for upper level classes in the sciences,” Seidel said. “It’s a terminal course that may be the one and only [science] course that college students ever take, and ideally it will be very practical to understand decisions that they have to make about their own healthcare.”

Though many students take these classes to fulfill area requirements, Seidel hopes that non-STEM students continue to take STEM classes.

Top STEM Classes for Non-STEM Majors

Environmental Science

EVSC 1300 Earth's Weather and Climate
EVSC 1040 Virginia's Environments
EVSC 1080 Resources and the Environment



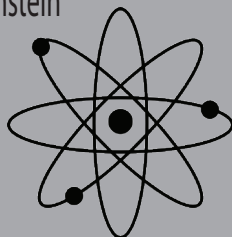
Astronomy

ASTR 1260 Threats from Outer Space
ASTR 1270 Unsolved Mysteries in the Universe
ASTR 1280 The Origins of Almost Everything
ASTR 1290 Black Holes



Physics

PHYS 1010/1020 The Physical Universe/II
PHYS 1050/1060 How Things Work
PHYS 1090 Galileo and Einstein



Biology

BIOL 1040 The DNA Revolution in Science and Society
BIOL 1050 Genetics for an Informed Citizen
BIOL 1060 Principles of Nutrition
BIOL 1080 Nerve Cells, Networks and Animal Behavior
BIOL 1210 Human Biology and Disease



Chemistry

CHEM 1210 Concepts of Chemistry



VICTORIA GIRON | THE CAVALIER DAILY

RECYCLE YOUR NEWSPAPER





Fifty-two Orientation Leaders moved into Gibbons to engage in a two-and-a-half-week training period to ultimately help new first-years assimilate to the college experience. As nearly every University student can attest, orientation is one of the first real experiences at the University to make bonds, get acquainted with the buildings and call the University a home, and Orientation Leaders are crucial in this process.

In the training, Orientation Leaders engage in various team building activities, such as going to Poplar Ridge Challenge Course and spending time in Graves Mountain Lodge in Syria, Virginia. Third-year Commerce student Sharvani Mehta, a first time Orientation Leader, did not expect the amount of collaboration and team building she has enjoyed so far in training.

"I expected training to be centered on the facts ... almost cut and dry," Mehta said. "But training has been amazing — it's so much fun ... We did so much team building, which made us all a lot closer."

Mehta described one of the most memorable parts of training so far, going to Graves Mountain Lodge, as an experience that allowed to her

to become very close very fast with many of her fellow Orientation Leaders.

"We also went to Graves Mountain Lodge in Syria, Va., which was really intense because you're there with all 52 Orientation Leaders," Mehta said. "We shared a lot of personal stories ... I felt like I was really able to learn a lot from everyone's backgrounds and stories."

Third-year College student Joseph Malasa attests the presence of fellow Orientation Leaders, along with a desire to create a more inclusive experience for orientees, was a large part of why he chose to be an Orientation Leader for the second summer in a row.

"I'm Asian-American, and I wanted to show that there's a lot more to do than join a frat or a large CIO," Malasa said. "A big reason I've returned is that I met so many great people that it allowed to become more comfortable and explore more about myself and really try to find my role at the University and who I want to be as a person."

Malasa said he also returned to continue to change the culture of the University into one of inclusion.

Third-year College student Han-

na Vossler said in an email she too had this goal for first-years and transfers attending Orientation.

During the weeks spent training, Orientation Leaders can pinpoint important points about the University experience they'd like to relay to their orientees.

"One of the best pieces of advice I was given before going to college was ... that college is like a game," Malasa said. "As long as you're making a move, as long as you're doing something, you'll have fun doing it and you'll learn a lot — whether you win or not is not as important."

In the journey of working to affect the experience of incoming first-years, the training Orientation Leaders undergo ultimately allow them to develop their own identities, as well. Through the numerous team building activities they go through, Orientation Leaders are pushed to question their own identities and learn from leaders within the University community of diverse backgrounds.

"The experience of being an OL has given me a very holistic view of the University, including from the administration side," Malasa said.

Second-year Engineering student Tori Hinchberger said the most



RICHARD DIZON | THE CAVALIER DAILY

Orientation Leaders undergo various team-building exercises to prepare for welcoming the incoming first-years.

important thing she learned during orientation was how hard faculty members work to create a positive experience for students.

"I have had the opportunity to meet quite a few U.Va. faculty members," Hinchberger said. "In just these short interactions, I can see

how much they care about the students and their experiences here at U.Va."

Orientation Leaders will use their training and University experiences to welcome and prep incoming first years for their college careers.

I am a cup and so are you: a search for fulfillment

Friday and Saturday nights were the highlights of my first year — and not for the reason you'd think

KATE BELLAWS | SUMMER REPORTER

There's this Ray Bradbury quote I like, though I find it oddly optimistic for a guy who wrote about burning books in "Fahrenheit 451." Regardless, here it is —

"We are cups, constantly and quietly being filled. The trick is knowing how to tip ourselves over and let the beautiful stuff out."

I arrived in Charlottesville feeling not quite like an empty cup, but more like an abandoned mug with a few sips of cold coffee left. I was in search of fulfillment, and went in thinking I knew exactly what my involvements would be. I joined the band, an activity I had spent half my life pouring my heart into. And yet, for the first time in my life, I didn't enjoy it.

One day I gave up. I was practicing percussion in my dorm room when I heard a knock, so I put my mallets down and opened the door.

"Yes?" I said.

Three unhappy-looking girls stood outside my door.

"We came here because we were wondering where all the sound was coming from," one said. "Our RA,

Beth*, said to check the fourth floor and ask the person to stop."

"Oh okay, sorry. I'll stop," I said, closing the door quickly to avoid further confrontation.

I no longer played in my room and, unable to find open practice rooms, lost my motivation to continue percussion.

One day, I knocked on this RA chick Beth's door.

"Hi, you don't know me, but I'm Kate," I rattled off. "I was the one who was really loudly playing percussion in my room about a month ago, and you sent those girls up. Sorry."

Beth was incredibly kind about the whole affair, inviting me into her open room and offering me a cup of vanilla chai tea. We chatted for much longer than I had anticipated, discovering that we had mutual friends and were both interested in public policy, music and mental health.

The visits to Beth became frequent. We'd talk for hours, sometimes until 2 or 3 a.m., about everything from cheesy science videos to religion. Her room felt like home.

I became close to the other RAs in my building, too, and for the first time in my life, I opened up. Here were people I could trust, people who would listen to me. I always got excited when I saw that their door was ajar or that the light was on — a sign that I was welcome inside. The RAs made me feel included, something that I — the girl who checked multiple boxes for ethnicity and religion on questionnaires, who never fit into a social group and who flirted with loneliness but not boys — wasn't used to.

Friday and Saturday nights were the highlights of my first year — and not for the reason you'd think. On those nights, the RAs would be on "coverage," checking to make sure everyone was safe on party-heavy evenings. While my friends were doing their own thing, I would spend the night hanging out in the RA on coverage's room. It was so wonderful to have a place to go where you always knew you were invited. The previously nearly-empty mug I was when I entered U.Va. now teemed with hot tea.

One night in early April, the mug crashed, spilling all of its boiling tea and planting ceramic shards into the earth. I grieved as a heavy loss hit me and my family.

But I never carried that weight alone. The RAs helped me carry it. Their doors were open to me, always, and if I needed to talk, they would be there. When I walked in, no words needed to be said. They simply wrapped their arms around me, and when I crumpled, they held me up. More than anything else, their being there, ready to listen, made the difference in my healing. It was with the RAs that I first talked about the pain, and it is with the RAs that I still talk about the pain. I will never be able to fully express my gratitude to them for allowing me into their space.

I should note, however, that I'm wholeheartedly biased. I'm going to be an RA next year. The impact the RAs left on me led me to want to help the next generation of first-years find fulfillment where I once had. I hope to do for my residents what my RAs did for me — to fill their cups with

warmth, inclusion and, if they'd like, vanilla chai tea.

**Name has been changed*



ANNA HIGGINS | THE CAVALIER DAILY

Kate Bellows is a second-year College student.

1. The history

The University has a pretty interesting story to tell if you take the time to listen. We're the only college in America to be a UNESCO World Heritage Site. Edgar Allen Poe, Katie Couric and Tina Fey all attended. When the Rotunda caught fire in 1895, a University professor added dynamite to the flames in an attempt to stop the fire from reaching the main dome, instead causing it to spread even more rapidly. These are just a few of the things you will learn in your time at the University, and you will have the chance to make history yourself.

2. (Almost all of) the sports

The University has championship-winning sports teams, and you can see all of them play for free. You may not get to see the football team win very often this year because Mendenhall is still a pretty new head coach, but it is fun to dress up and sing the Good Old Song for the few and far between touchdowns. If you get into basketball games early enough, you can sit in one of the first rows and feel like you're part of Hoo Crew for the night. Or heck, join the Hoo Crew for longer than just a night. Klockner Stadium is home to lacrosse and soccer, and sometimes they give out free University gear or food. Attending at least one game is a mandatory part of your first year.

3. The traditions

We Wahoos have some serious traditions and some not-so-serious ones that are a big part of the culture in Charlottesville. I'll give you a quick run down of the do's and don'ts. Do: use the terms first-year, second-year and so on instead of freshman and sophomore. Don't: skip fun events like Lighting of the Lawn or Trick-or-Treating on the Lawn. Do: refer to the University as Grounds instead of campus. Don't: streak the Lawn completely trashed or you may end up with scraped knees, or even worse, some broken bones.

4. The food

Now I'm not talking about the dining halls because some (most) days those leave a lot to be desired. Take advantage of the meal exchange and plus dollars to supplement your daily dose of dining hall grub. Craving a late night snack? Head over to Crossroads aka 'Croads for classic tenders and fries from Grille Works or a burrito bowl from Burrito Theory. West Range Café has amazing grilled cheese and salads as meal exchange options. We also have a Starbucks and not one, but two Greenberry's Coffee Co.s and all three take plus dollars.

7. Charlottesville

As a first-year, it's a bit of a process to get off-Grounds, but it's definitely worth it if you can make it to the historic Downtown Mall. I highly recommend trying out the restaurants, which have all sorts of foods that seem like they shouldn't go together but do. Jack Brown's Beer and Burger Joint offers mac and cheese on your burgers, Christian's pizza covers pizza with tortellini, and Marco and Luca just left their dumplings plain, but they're still delicious. The Corner is also home to cute boutiques, restaurants and bars. Exploring also gives you the time to figure out the free trolley and University Transit System.

8. The exposure

As someone from a small town in Virginia, the University definitely opened my mind to a variety of viewpoints, and it's affected others that way too, like fellow Life writer John Patterson. I like to think that others will also learn to respect the different ways people live and unite in the fact that we are all Wahoos, and we are all destined for greatness, but only if we build each other up instead of fighting over the differences.

9. The freedom

One of the greatest things about going to college is being able to do whatever the heck you want. During my first year, I took naps at least three days a week, and you can too! But with the freedom of college comes great responsibility, so make sure to get your homework done before doing your partying because you don't want to be shotgunning a beer and suddenly remember a forum post was due at midnight. So use your power to be a good student, but go a little crazy too.

10. The opportunities and resources

If you have an idea, the University of Virginia is a great place to let it blossom and thrive. You can study abroad almost anywhere in the world. You can take a class on Disney movies. You can build solar cars and race them across the nation. Every day I learn of more opportunities and discoveries and resources available to University students. Going to this University is basically setting yourself up for success and some of the best years of your life, so spend them wisely and get to know what your new home has to offer.



ASHLEY BOTKIN | FEATURE WRITER

5. The camaraderie

There's no feeling like singing The Good Old Song at your first orientation, after a touchdown or during Lighting of the Lawn. You can physically sense the love everyone has for the University with your arms around strangers, a united front. You can almost always find someone with the same interests as you in such a big school, and you cultivate the environment you want to live in, so make it your own.

6. The clubs

The University has a ridiculous amount of Contracted Independent Organizations, Special Status Organizations, and Listservs for anything you may be interested in. 3D Printing Club? Got it. Dungeons and Dragons Club? Absolutely. A listserv that emails you whenever the dining halls have tater tots? We even have that. You could even join an independently owned business, like The Cavalier Daily! I admit that was a shameless plug, but the point is, there's always a group for you to call home.



Looking ahead to the 2017 football season

Virginia hopes to rise under Mendenhall's second year

ALEC DOUGHERTY | SENIOR ASSOCIATE

Around this time last year, it was a widely accepted consensus among Virginia football fans that a change was finally coming to their beloved program. Coach Mike London was out after several dismal years, and in came Bronco Mendenhall from Brigham Young University — a decorated college football mind with a reputation for success. “Hoos Rising” became the mantra for his his new culture at Virginia, and the school was excited to see its struggling football team finally right the ship.

As team and its fans soon learned, however, the program would have to fall before it could rise again. Virginia struggled to a 2-10 record last year in a season marred by heartbreaking last-second losses and unwatchable blow-outs, leaving fans just as disillusioned as they were the previous year.

With his first full offseason as head coach underway, Mendenhall hopes to finally bring the Virginia football program some momentum with a clean slate. But just how much, if at all, will the Cavaliers rise this year? Let's look deeper to find that answer.

A review of last season's defining games

First, we revisit some of the good, the bad and the ugly from last season's largely poor 2-10 showing. Though the record mostly speaks for itself, the team did show some flashes promise throughout the season.

vs. Richmond, L 20-37: Not the start that Mendenhall wanted to get off to in his first home opener at Scott Stadium, especially against

an FCS team. The game began with a porous showing from Virginia's rush defense that led to an opening field goal for Richmond, and didn't get much better when Virginia fumbled the ensuing kickoff and turned the ball over. Then-junior quarterback Kurt Benkert did show some promise in his first start for Virginia, passing for 264 yards with three touchdowns with one interception.

at Connecticut, L 10-13: Virginia's defense dominated Connecticut for mostly the entire game before letting up in the fourth quarter, allowing the Huskies to come back from a 10-3 deficit to win. Backup kicker, sophomore Alex Furbank, missed a 20-yard game-tying kick as time expired for Virginia, highlighting what would be a dreadful season-long kicking situation in Charlottesville.

vs. Central Michigan, W 49-35: Virginia's lone home win last season was a shootout thriller between Benkert and senior Chippewa quarterback Cooper Rush. Central Michigan clawed away at an early 28-0 Cavalier lead to tie the game in the fourth quarter, before Benkert put the game away with touchdown passes on three straight possessions. The junior's final line was an astounding 421 passing yards with five touchdowns.

at Duke, W 34-20: The Cavalier defense had a field day against freshman Duke quarterback Daniel Jones, intercepting him five times and forcing a strip sack for a touchdown with the game on the line in the fourth quarter. Freshman cornerback Bryce Hall broke out with two interceptions, as Virginia rolled into its bye week looking like it had

made a turnaround.

vs. Louisville, L 25-32: Just as Virginia had looked to have all hope lost for a bowl game riding a two-game losing streak, the team came seconds away from upsetting No. 5 Louisville in a home thriller. The Virginia defense sacked eventual Heisman winner Lamar Jackson five times and neutralized his running prowess for the whole game, but the sophomore got the last laugh when he threw a 29-yard game winning touchdown with thirteen seconds left.

Key players to know

QB Kurt Benkert, senior: Virginia fans saw both excellence and absurdity from Benkert in his first year in Charlottesville. The East Carolina transfer showed tremendous arm strength on deep throws and scrambles, but struggled with accuracy and had a knack for throwing momentum-killing interceptions. Benkert admitted to not having mental grasp on the offense in an ESPN interview, so the hope is that he will feel more comfortable with another offseason learning the system.

TB Jordan Ellis, junior: To say Ellis has big shoes to fill is an understatement. Virginia's two leading rushes from last year — Taquan Mizzell and Albert Reid — graduated in May, leaving Ellis — who only rushed for 63 yards on the season — to shoulder the load. Perhaps he won't miss a beat when he begins to get the lion's share of carries, but for now, he is largely unproven.

OL John Montelus and Brandon Pertile, seniors: Montelus and Pertile join the Virginia offensive line as graduate transfers — Montelus from Notre Dame and Pertile from

Oklahoma State. The Cavalier line was mediocre at best last season, so Mendenhall set out to solidify his front five on the transfer market. Though both seniors never became mainstays at their original schools, they will fight for the chance to prove themselves and help improve an area of need for Virginia.

FS Quin Blanding and LB Micah Kiser, seniors: Blanding and Kiser are lumped together because they have much in common: they are Virginia's best and most consistent players, and they both decided to forego the NFL draft to play their fourth year at Virginia. The pair were the ACC's leading tacklers in 2016 and earned All-ACC First-Team honors for anchoring a defense that was wildly inconsistent. Both have shown by returning to Virginia that they have invested in Mendenhall and are committed to turning around the program, so look for each to continue to play hard and be leaders on the team.

2017 Schedule Analysis

Virginia opens the season against FCS team William & Mary at home — a team not as talented as Richmond on paper, but still poses a threat as an in-state rival. The Cavaliers then get two more home games against similarly struggling FBS teams Indiana and Connecticut — who have a new coach and a returning coach, respectively — to make for a very winnable opening slate. Virginia then travels out west for a tough matchup against Boise State, who crushed the Cavaliers 56-14 on a Friday night matchup at Scott Stadium in 2015.

The Cavaliers get a bye week after their nonconference slate before starting its ACC schedule. The

team will get home games against recently mediocre ACC teams Duke and Boston College in October, while traveling to face North Carolina and Pittsburgh the same month — both of whom lost their starting quarterbacks to the NFL Draft. November will be the hardest month for Virginia, as all the teams it will face won at least nine games last season — Georgia Tech, Louisville, Miami and Virginia Tech.

What to expect

Virginia has a manageable schedule at home next year against some mediocre teams, while its road schedule is daunting at first glance. Much of this team's success rides on the development of Benkert under center, and while he should improve in his second year, the skill players around him at running back and wide receiver are largely unproven. Kiser and Blanding lead a defense with some promising young pieces behind them, but the offense must be able to keep them off the field enough to stay fresh, which may be difficult with uncertainties at running back and offensive line.

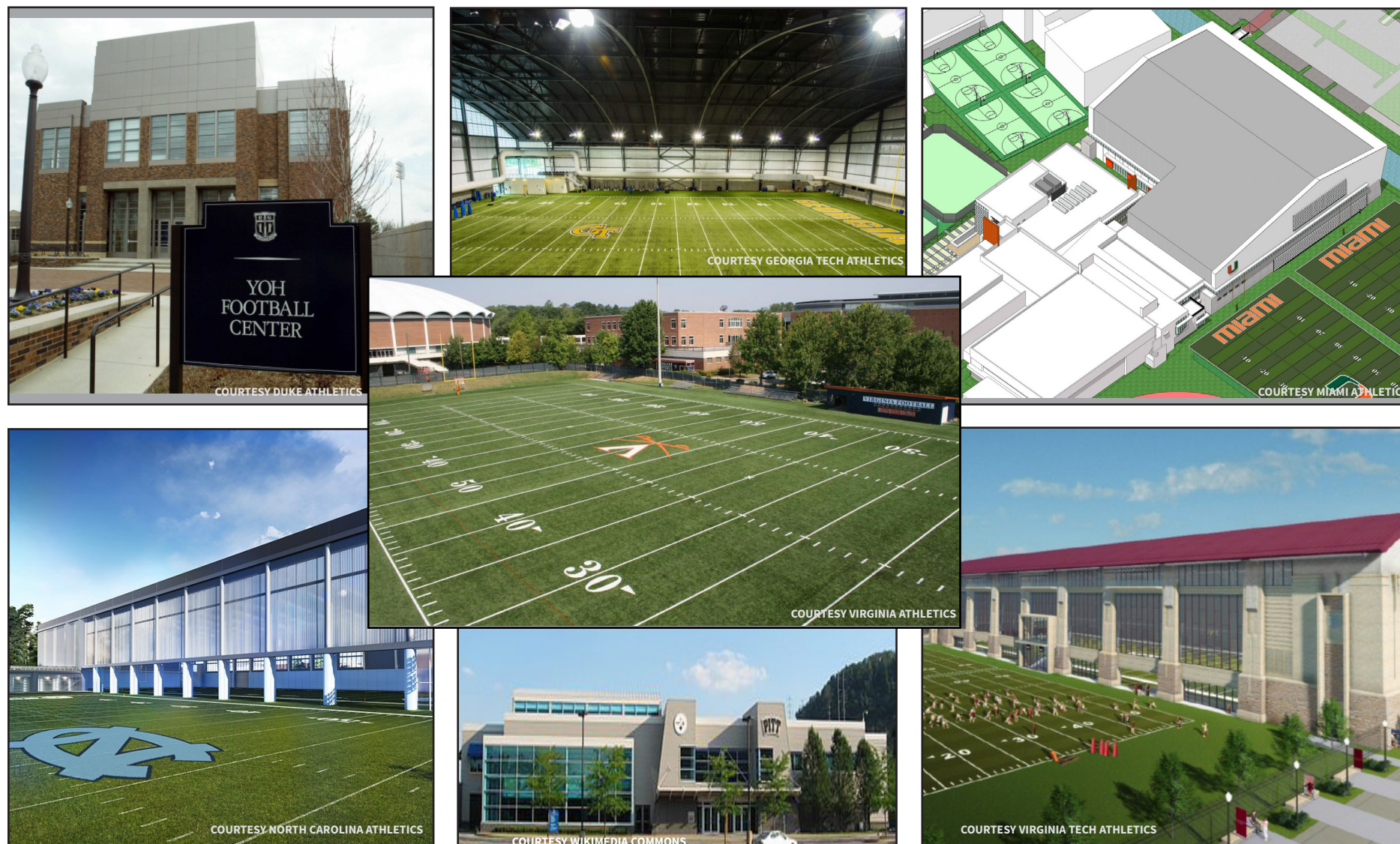
Expect the Cavaliers to improve on a 2-10 record with some encouraging wins at Scott Stadium this year, but a bowl game berth may be a stretch which so many uncertainties on the roster. Hoos Rising will mostly likely continue to be a more gradual rise than most anticipated.

2017 Football Schedule

9/02	_____	William and Mary
9/09	_____	Indiana
9/16	_____	UConn
9/22	_____	@ Boise State
10/07	_____	Duke
10/14	_____	@ North Carolina
10/21	_____	Boston College
10/28	_____	@Pittsburgh
11/04	_____	Georgia Tech
11/11	_____	@ Louisville
11/18	_____	@ Miami
11/24	_____	Virginia Tech



KILEY LOVELACE | THE CAVALIER DAILY



Football looks forward to new facilities

A look at athletic facilities around the ACC

LUKE MARSTON | STAFF WRITER

In the Atlantic Coast Conference, football operations buildings range in age and quality, from Georgia Tech's 35-year-old stadium annex with a handful of offices and scattered weights, to Clemson's months old, glorified amusement park. To an uninvolved fan, the modern monoliths being constructed may seem unnecessary, but to a potential coach or recruit, it can make the difference between committing to a school and hanging championship banners or taking their talents to the rival's campus.

Unfortunately for the Virginia football program, the latter has happened more and more often in the recent years.

During his introductory press conference on Dec. 7, 2015, new Virginia football coach Bronco Mendenhall made it clear to the University and the fans that the amenities and tools he had at his disposal met neither his nor potential recruits' standards.

"A football building is absolutely necessary to dedicate or to show our dedication that we're serious," Mendenhall said.

The University listened.

Friday, June 9, 2017 the Universi-

ty of Virginia Board of Visitors gave the Cavalier faithful a sign that a winning football program is important to the school. The Board opened up a fundraising campaign and preliminary planning for a state-of-the-art \$55-\$60 million football operations center. The proposed site for construction on Massie Road lies adjacent to University Hall and across the outdoor practice field from the George Welsh indoor practice facility.

While no groundbreaking date has been set, this is an important development for the football program and all other athletic programs — the current building used to house, train and heal the Cavalier football players is the McCue Center, which was built in 1991. While the McCue Center has been periodically updated over the years, it is used by all Virginia student-athletes.

The pitch to begin the development of the new football operations center acknowledges that, "While academic excellence is still the most important factor in a recruit's choice of school, team facilities also rank very high." As many as seven ACC football schools, including Notre Dame, have facilities dedicated specifically to their football program.

Other academically comparable schools to Virginia are on this list as well including Duke and North Carolina. The pitch goes on to address that, "It is critical to upgrade the facilities for the football program to address deficiencies identified by coaches, student-athletes and recruits."

If Virginia's goal is to be competitive and in the running for Coastal Division championships, it will first need facilities that compete with their ACC foes. The proposed 140,000 square feet of modern weight training areas, video rooms of the McCue Center would address the shortcomings and then some.

To see how the Cavaliers current facilities compare, here is a brief look at the football headquarters of the programs that the Cavaliers compete with on the gridiron and the recruiting trail.

Duke - The Yoh Football Center was built in 2002 for a cost of \$22 million. Its 70,000 square feet are comprised of a locker room, weight room, sports medicine area, indoor workout space, player lounge, computer center and meeting rooms.

Georgia Tech - This is the oldest football operations building in the

ACC. The multiple floor headquarters are attached to Bobby Dodd Stadium and spans 65,000 square feet. Its amenities include football offices, a locker room and multipurpose meeting areas.

Miami - The \$34 million Carol Soffer Indoor Football Practice Facility, currently under construction, will contain the indoor practice facility as well as the operations center. The 20,000 square feet dedicated to football operations will hold six meeting rooms, coaches offices, student-athlete lounges, a video center and a recruiting suite. The facility is set to be finished by the 2018 season.

North Carolina - The \$50 million dollar football operations center was built in 1997 and attached to Kenan Stadium. The building features a dining area, player's lounge, weight room, locker room and recruiting area. North Carolina approved the building of a new indoor practice facility and football operations center in 2015 and construction is currently underway and is projected to cost \$25 to \$40 million.

Pittsburgh - When a collegiate football program shares facilities with a professional team, their facilities will be hard to top. The Panthers share

theirs with the Pittsburgh Steelers. The 100,000 square foot facility spans two floors and contains the requisite office space, meeting rooms, weight room, academic enhancement space and a sports medicine area.

Virginia Tech - The Hokies made a splash with their \$18 million expansion five years ago, bringing their operations center to a total of 82,000 square feet. It contains an academic area, player's lounge, large space for recruiting and player gatherings, offices, locker rooms and a sports medicine area.

At the time it was constructed, the McCue Center was at the top of the list of athletic facilities in the ACC. It catapulted the Cavaliers to the front of the line for recruiting, and created an air of confidence around the program. Since then, the other schools in the Coastal Division and ACC as a whole have overtaken the Cavaliers on the field and in facilities.

"A facility is a tangible form of announcing our presence that we don't intend to be taking a backseat to anybody," Mendenhall said a year and a half ago.

The approval and implementation of this plan has the Cavaliers in the driver's seat.

Virginia student athletes cash out on spring awards

Spring teams see numerous members named All-ACC athletes

GARRETT SHAFFER | STAFF WRITER



CHELSEA BENGSON, HANNAH MUSSI, ATMAN SONI, ZOE TOONE | THE CAVALIER DAILY

Student-athletes at Virginia perform on the field and in the classroom everyday at the highest level. Hard work becomes tangible, as accolades and awards came in bunches for Virginia's spring athletes. Virginia teams were loaded with student-athletes that received All-ACC honors, achieved draft selections, or garnered rookie or player of the year honors.

Men's Baseball Awards/Accomplishments:

Five Virginia baseball players were selected in the first ten rounds of the MLB Draft. First baseman Pavin Smith, centerfielder Adam Haseley, and pitcher Tommy Doyle went in the first two rounds, followed by shortstop Ernie Clement and pitcher Alec Bettinger.

Doyle earned All-American Third Team honors and Haseley grabbed Second Team All-America honors. Doyle, Smith, and Haseley were all named to the ABCA All-Atlantic Region team. Haseley was also selected as one of four finalists for the prestigious Golden Spikes Awards.

Women's Softball Awards/Accomplishments:

Virginia softball saw multiple players with All-ACC honors for the first time in over seven years. Catcher Katie Park worked her way onto the All-ACC first team

and infielder Kaitlin Fitzgerald made the Second-Team All-ACC. Park also received First Team All-Region honors from the National Fastpitch Coaches Association.

Park was also awarded Virginia Sports Information Directors (VaSID) first team All-State honors, along with junior outfielder Allison Davis and junior first baseman Danni Ingraham, who garnered Second-Team All-State recognition.

Men's Lacrosse Awards/Accomplishments:

Virginia sophomore midfielder Ryan Conrad, and freshman attackman Michael Kraus and attackmen Zed Williams were named to the 18-man 2017 All-ACC team. Conrad and Kraus were the only two underclassmen on the team.

For his outstanding freshman season, Kraus was named ACC Rookie of the Year. Conrad, Kraus, Williams and freshman midfielder Dox Aitken all received the United States Intercollegiate Lacrosse Association's 2017 All-America Team honors. Defenseman Tanner Scales was named a 2017 USILA Scholar All-American.

The Cavalier men's lacrosse team saw three of their players selected in the 2017 Major League Lacrosse Draft. Williams, Scales and attackman Joe French joined professional

teams.

Women's Lacrosse Awards/Accomplishments:

Sophomore midfielder Maggie Jackson was the star of award season, receiving All-ACC First-Team honors, Intercollegiate Women's Lacrosse Coaches Association All-South Region First-Team, IWLCA All-American Second-Team honors, and Virginia Sports Information Director's Women's Lacrosse Player of the Year.

Freshman midfielder Sammy Mueller was named the ACC Freshman of the Year. Three others made All-ACC Second-Team, including defenseman Maggie Preas, Junior midfielder Kasey Behr, and sophomore defensemen Kaitlin Luzik. Mueller, Behr, and attackmen Kelly Reese joined Jackson on IWLCA's All-Region team.

Men's Tennis Awards/Accomplishments:

Virginia continued its dominant streak in men's tennis, winning its third NCAA Championship in four years. Thai-Son Kwiatkowski won the NCAA Men's Singles Title after defeating North Carolina's William Blumberg.

Kwiatkowski was named the ITA Senior Player of the Year and freshman Carl Soderlund was the ITA Atlantic Region Rookie of the Year. Alexander

Ritschard was awarded the Atlantic Regional Most Improved Senior and won the Arthur Ashe Leadership and Sportsmanship award.

Freshman Rosie Johanson was awarded the ITA Rookie of the Year for the Atlantic Region. Johanson was also named to the All-ACC team as a member of the second-team.

Men's Golf Awards/Accomplishments

Jimmy Stanger received recognition as the 2017 ACC Men's Golf Scholar-Athlete of the Year. Stanger was also named a PING First-Team All-American and VaSID Men's Golfer of the Year.

Derek Bard and sophomore Thomas Walsh received honorable mention as PING All-Americans. Stanger and Bard both gained the honor of being named to Golfweek's All-America Team, with Stanger on the second-team and Bard as a honorable mention.

Women's Golf Awards/Accomplishments

For the second season in a row, sophomore Anna Redding was named to the ACC All-Academic Team.

Women's Rowing Awards/Accomplishments

Virginia women brought in their eighth straight ACC rowing title as five Cavaliers were

recognized with the CRCA All-Region 3 and five others as CRCA National Scholar-Athletes.

Kameryn Corcoran, Jo Gorman, junior Marissa Patrick, sophomore Mackenzie King and Dana Lueker were all honored as CRCA National Scholar-Athletes. Georgia Ratcliff and Erin Briggs received CRCA All-Region 3 first team honors, and Ellen Pate and Colette Lucas-Conwell, along with junior Jane Hudson made second team.

Track and Field Awards/Accomplishments

Filip Mihaljevic was the star of the 2017 award season. He repeat as the NCAA Champion in Shot Put and was also an NCAA Champion in discus. Mihaljevic was named a 2017 Bowerman Semifinalist and, for the second year in a row, earned ACC Outdoor Field Athlete of the Year.

Mihaljevic received recognition as USTFCCA Southeast Region Field Athlete of the Year. He was joined by Jordan Young and redshirt sophomore Oghenakpobo Efekoro and sophomore Hilmar Jonsson, who all gained USTFCCA First-Team All-America honors.



College debuts new curriculum requirements

600 incoming first-year students will test the first phase of the new curriculum

ISABEL JONES | STAFF WRITER

After four decades, the College is reevaluating its general education requirements by implementing a pilot curriculum to emphasize innovative, interdisciplinary learning. The program is comprised of three components — the Engagements, the Literacies and the Disciplines. Students are required to earn a certain number of credits in each of the three categories before they graduate.

The Engagements refer to courses that create a unique first-year experience that connect students to the University and Charlottesville communities through big picture thinking. The Literacies focus on writing, language and computational skills, while the Disciplines attempt to break down departmental barriers in order to increase interdisciplinary learning.

All three components seek to strengthen the undergraduate liberal arts experience. This summer, incoming students were given the opportunity to choose between the new curriculum, forum curriculum and traditional curriculum.

“Overwhelming demand [for the new curriculum] encouraged us to increase the available seats from 540 to 600 [students],” Academic Programs Manager Clarence “Bo” Odom said in an email statement. “We presently have 600 students enrolled in the New College Curriculum, and an additional 110 enrolled in Forums.”

A New Way of Teaching and Learning

The Engagement courses are the cornerstone of the new curriculum. The Engagements offer first-year students a more intimate classroom setting of about 25-30 students, and prompt students to discuss big questions in the four main subject areas — engaging aesthetics, empirical and scientific engagement, engaging differences and ethical engagement.

The Engagements are each half semester two-credit courses. Students are required to take two Engagements in the fall and spring semesters of their first year, with one Engagement per subject area. The courses are taught and designed by a group of College Fellows selected by the General Education Committee in conjunction with the Dean's office; however, the cohort of fellows will have a new group of professors every couple of years.

“That’s one of the things we are committed to in this proposal, is that we are not creating a permanent group of Fellows. We want a constant turnover. The hope there is for constant fresh ideas,” Chad Wellmon, Co-Director of the College Fellows and Associate Professor of German Studies, said. “The structure can constantly change itself and that was

very intentional on our part.”

In addition to the Engagement courses themselves, students are obligated to attend a guest lecture series at the Paramount, which are designed to tie back to class discussions.

“So [the lecture series] is going to mean teaching in a way that I hope is really exciting. I will have to be responsive to other events happening around U.Va. and in Charlottesville,” College Fellow Laura Goldblatt said. “So there is a real attempt I think to think of these courses as deeply embedded in the University community, but also embedded in the Charlottesville community.”

Goldblatt will be co-teaching an Engagement course with Professor Lisa Woolfork called “Making the Invisible Visible.” The professors plan to take their students to visit some of Charlottesville’s controversial Confederate memorials and historic buildings to discuss how the built environment causes people to act and move. Site visits will be incorporated into other courses as well.

Wellmon will also be co-teaching a course with Professor Siva Vaidhyanathan called “Knowledge You Can Trust.” The class investigates the extent to which institutions and news sources can be considered reliable or trustworthy.

“[Teaching this course] gives me an opportunity to get out of my departmental confines and teach courses that address a much broader swath of intellectual questions that I have,” Wellmon said. “I’m [a professor of] German intellectual history and so this is the kind of course I wouldn’t really be able to teach under a normal departmental configuration.”

The Engagements courses were a major selling point for some students. Neemah Koroma, an incoming first-year student in the College, said she is the most excited to take her

Engagements course requirements because of their focus on contemporary issues and broader ethical implications.

“Each section of the new College curriculum seemed to offer a higher amount of ethical and social thinking that could allow me to truly engage in the world around me and become, in a way, a world thinker,” Koroma said.

The Traditional versus the New Curriculum

With the exception of the College Fellows program and Engagements courses, the traditional and new curricula are quite similar.

For the most part, the literacies of the new curriculum are the same as the competencies section of the traditional curriculum. They both require students to pass their first and second writing requirements and complete four semesters of a foreign language, unless they are deemed proficient by a language placement test.

The main difference between the literacies and competencies is a quantification, computation, and data analysis requirement incorporated in the literacies section of the new curriculum. Students must take two courses in this field, which include subjects from Philosophy to Statistics.

The two curricula also vary in terms of the way the general requirements are set up and categorized. The disciplines of the new curriculum are meant to replace the area requirements of the traditional curriculum.

“One thing that the faculty committee voted on last May was that our general education requirements needed a revision for a number of reasons, one of which was there was no real coherence in the courses [students] took for the general education program,” Wellmon said. “So they had coherence in their major, but there was no real coherence or even a real plan with respect to the courses they took outside their major.”

While the area requirements are organized into five categories, the disciplines are split into seven categories and mandate students to take 3 credits from each of the

seven disciplines. Thus, the goal is for the new curriculum students to gain a more comprehensive liberal arts education by exposing them to a diverse variety of classes that are not limited by department titles.

“The idea there is simply to not tie specific courses to specific departments because departments don’t really represent the shape of scholarly knowledge,” Wellmon said. “The disciplines are meant to map much more onto contemporary scholarship and show that contemporary scholarship is not bound by departments, that it really cuts across [departments].”

The new curriculum will not prevent students from getting accepted to pre-professional schools such as the Frank Batten School of Leadership and Public Policy and the McIntire School of Commerce. Students from both curricula are ensured equal admission consideration.

Additionally, pre-med and pre-law students have been told not to feel deterred from enrolling in the new curriculum because the curriculum leaves room in students’ schedules for required coursework and allows some of this coursework to fulfill general requirements. Advanced Placement, Dual Enrollment and International Baccalaureate credits will also transfer equally to the new and traditional curricula.

Looking to the Future

At the end of spring semester, a committee external to the curriculum will assess it. The faculty can then vote on whether to extend the pilot program, terminate the program or implement the new curriculum permanently.

“I know that taking the [new] curriculum might be a risk, but it seems like such a wonderful approach for students where they can know about the world around them, while still being somewhat bound in a campus,” Koroma said. “So I want to help the University to understand how it will function and what tweaks need to be made to make it just right.”

If the program fails, students currently enrolled in the new curriculum will still receive full credit for their general requirements. However, if the program is successful, the goal is to revise it with the data collected and eventually make it the curriculum for all College students.

“This is innovative. It is rigorous. It is feasible,” said Goldblatt. “I mean what [students] gain is the opportunity to really be participants in a conversation that is unraveling right now at the University of Virginia and elsewhere and I think that’s the kind of opportunity incoming first-years don’t always get.”

ENGAGEMENTS

- Ethical Engagement
- Empirical & Scientific
- Engagement
- Engaging Aesthetics
- Engaging Differences

LITERACIES

- Rhetoric for the 21st Century
- World Languages
- Quantification, Computation, & Data Analysis

DISCIPLINES

- Artistic Interpretive, & Philosophical Inquiry
- The Chemical, Mathematical, & Physical Universe
- Cultures & Societies of the world
- Historical Perspectives
- Living Systems
- Science & Society
- Social & Economic Systems



A guide to the Charlottesville music scene

Venues offer local, national entertainment

ELLEN ADAMS | SENIOR WRITER

Charlottesville has a phenomenal music scene. Incoming students should be sure to check out concerts around town early and often during their time at the University. Here, A&E profiles the city's hottest venues.

The Jefferson Theater —

Located on the Downtown Mall, the Jefferson Theater is a mid-sized venue with outsize character. The historic theater first opened in 1912 and was renovated in 2009 and now features a general admission area by the stage and seating in the balcony. The Jefferson Theater brings in an eclectic collection of artists from all genres, re-

cently featuring everyone from Franz Ferdinand to Parachute to Waka Flocka Flame.

The Southern Cafe & Music Hall—

Also on the Downtown Mall, and one of the of the smallest venues on this list, the Southern is a very intimate and low-key place to see live music. With a capacity of only around 300, the Southern provides allows the audience to get up close and personal with a band, and maintains a more laid-back vibe. The Southern is Charlottesville's ground zero for local singer-songwriter types but has also played host to a number of artists with more substantial re-

gional cache such as John Paul White, Mipso and Bombadil. The Southern also regularly hosts stand-up comedy open mic nights.

Sprint Pavilion —

The only outdoor venue on this list, Sprint Pavilion is one of the best places in Charlottesville to see a band on a warm summer night. The Pavilion features a large general admission area, several rows of seats towards the back and ample seating on grassy areas. Located at the end of the Downtown Mall, the Pavilion has recently been a host to a number of big acts, including The Lumineers, The Avett Brothers, and Beck.

Sprint Pavilion is also home to the popular "Fridays After Five," a weekly event during the summer months which features free live music and a host of food trucks and other vendors. These free weekly shows attract lots of families from the local community.

John Paul Jones Arena —

The home of Virginia basketball has also been a host to numerous big-name acts since its opening in 2006. The arena has about 14,600 seats and is not the most intimate — or inexpensive — setting, but is home to the very biggest and most mainstream acts to come through Charlottesville. Elton

John, Dave Matthews Band and Carrie Underwood have all recently performed at JPJ.

WXTJ Trash House —

Formerly known as Camp Ugly, Trash House is affiliated with the student-run radio station WXTJ and hosts various music acts and art shows. Trash House has become a home for upstart musicians of all shades, and the Gordon Avenue house is home to a regular stream of local acts from all genres. The audiences and the musicians are primarily students. Trash House often coordinates events with other student organizations, including an annual show held in the University Chapel.

Fralin Museum hosts wealth of history

U.Va.'s on-Grounds art museum houses diverse collection

JACKIE LEARY | SENIOR WRITER

Recognizable by the organic-looking, stainless steel sculpture titled "Oriforme" that sits by its front doors, the Fralin Museum of Art is a gem of variety.

"The University museum is the natural space where art meets medicine meets engineering meets philosophy meets anthropology, etc.," Fralin Museum director Matthew McLendon said. "I think that's the true gift of museums in general but of the University museum in particular."

In fact, the museum holds nearly 14,000 objects that range from 15th-20th century sculpture to art from the Ancient Mediterranean. It holds American, European, Asian and Native American works, and a new gallery will hold space to research African, Native American, Oceanic and pre-Columbian art. Clearly, a cursory walk through the Fralin is not enough to fully explore this diverse collection.

"One of the most distinguishable aspects of the Fralin Museum of Art would be its connection to the University of Virginia," Mai Pham, the Fralin Museum assistant director, said. "Being a part of Grounds has been a great way for the Museum to continue an atmosphere of learning and exploration through art."

tion through art."

The Fralin Museum opened in March 1935 — there is a wealth of history in the museum aside from its thousands of works of art. The museum is in the Thomas H. Bayly Memorial Building, designed by former Dean of Architecture Edmund S. Campbell and financed by May Bayly Tiffany, the daughter of University graduate and the building's namesake Thomas Bayly. The Fralin closed during World War II, but it exhibited significant works of art before World War II, including two Rodin sculptures.

"University museums are among the most dynamic museums anywhere today because we are really laboratory spaces — we have far more license to be experimental in our approach to understanding histories as well as present experiences through object-based learning," McLendon said.

It was not until 1973 that the Fralin was refurbished in conjunction with the completion of the architecture school. Now, the museum has ongoing programs and changing exhibitions, which allows students in the University community to work with a variety of artists and share in the exploration of art with a wide audience.

"I really enjoy the programming at the Museum!" Pham said. "There is always something exciting happening in this space. I can honestly say there is never a dull moment here and I love that!"

The Fralin Museum holds programs such as Writer's Eye, Blizzard Lecture, exhibition openings and the "ever popular" Final Friday series that attracts hundreds of students. Final Fridays is a showcase of U.Va. Arts.

"I love being a part of events sponsored at the Fralin, like Final Fridays," Grace Rovenolt, a rising third-year College student and student docent at the Fralin, said. "I get to see other people enjoying what the museum has to offer."

The programs attract audiences of all ages from around the community. In addition, volunteer docents design tours for the broad demographic that visits the Fralin Museum.

"Being a docent is a really rewarding way to engage with the museum and its visitors," Rovenolt said. "Even though I don't plan on a career in the arts, working in the museum has grown my love for art ... I also love interacting with kids on school tours especially ... they say the craziest things."

The Fralin Museum has cer-



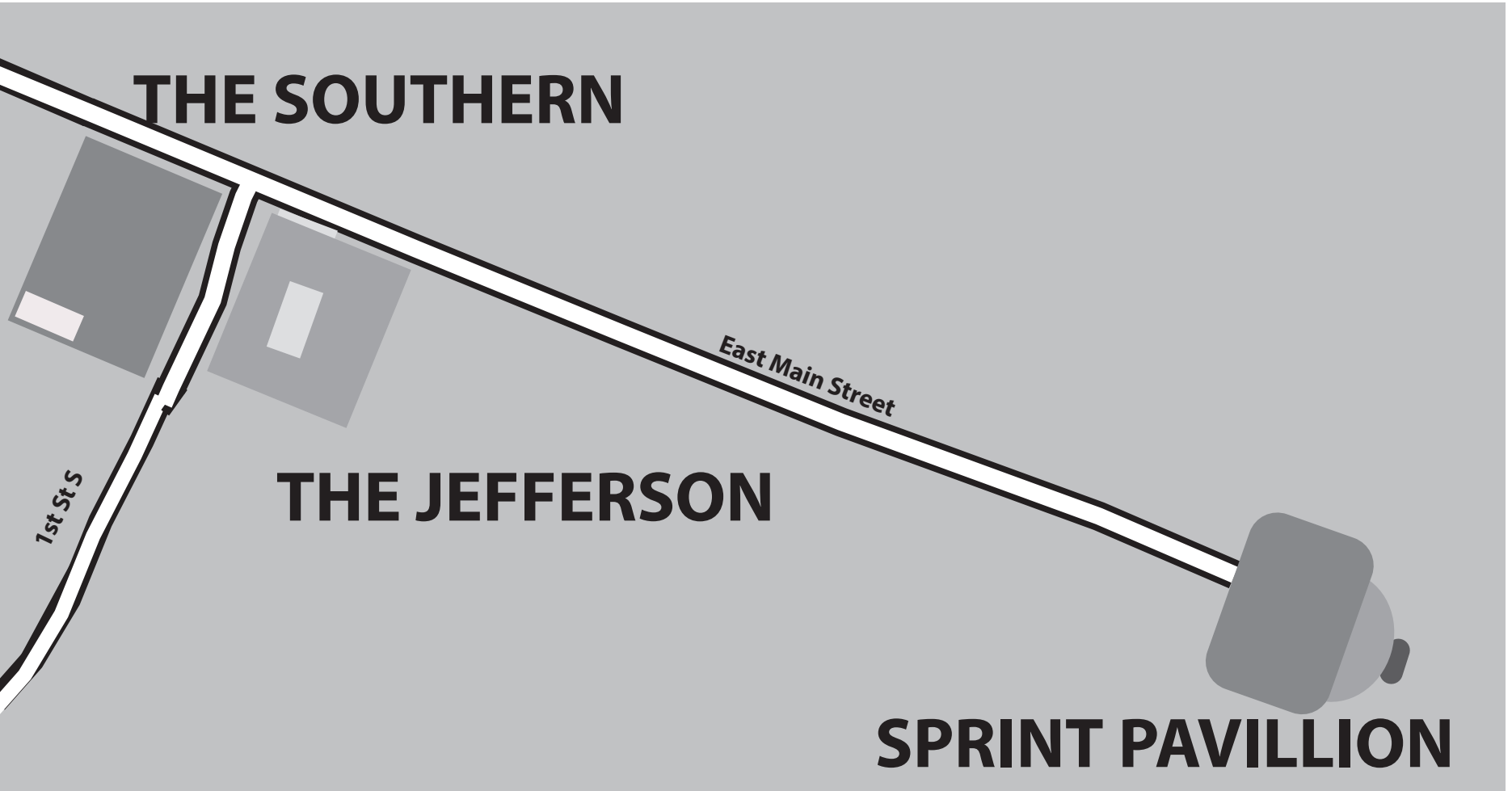
MARSHALL BRONFIN | THE CAVALIER DAILY

The Fralin Museum is home to programming such as Final Fridays and the Writer's Eye Blizzard Lecture.

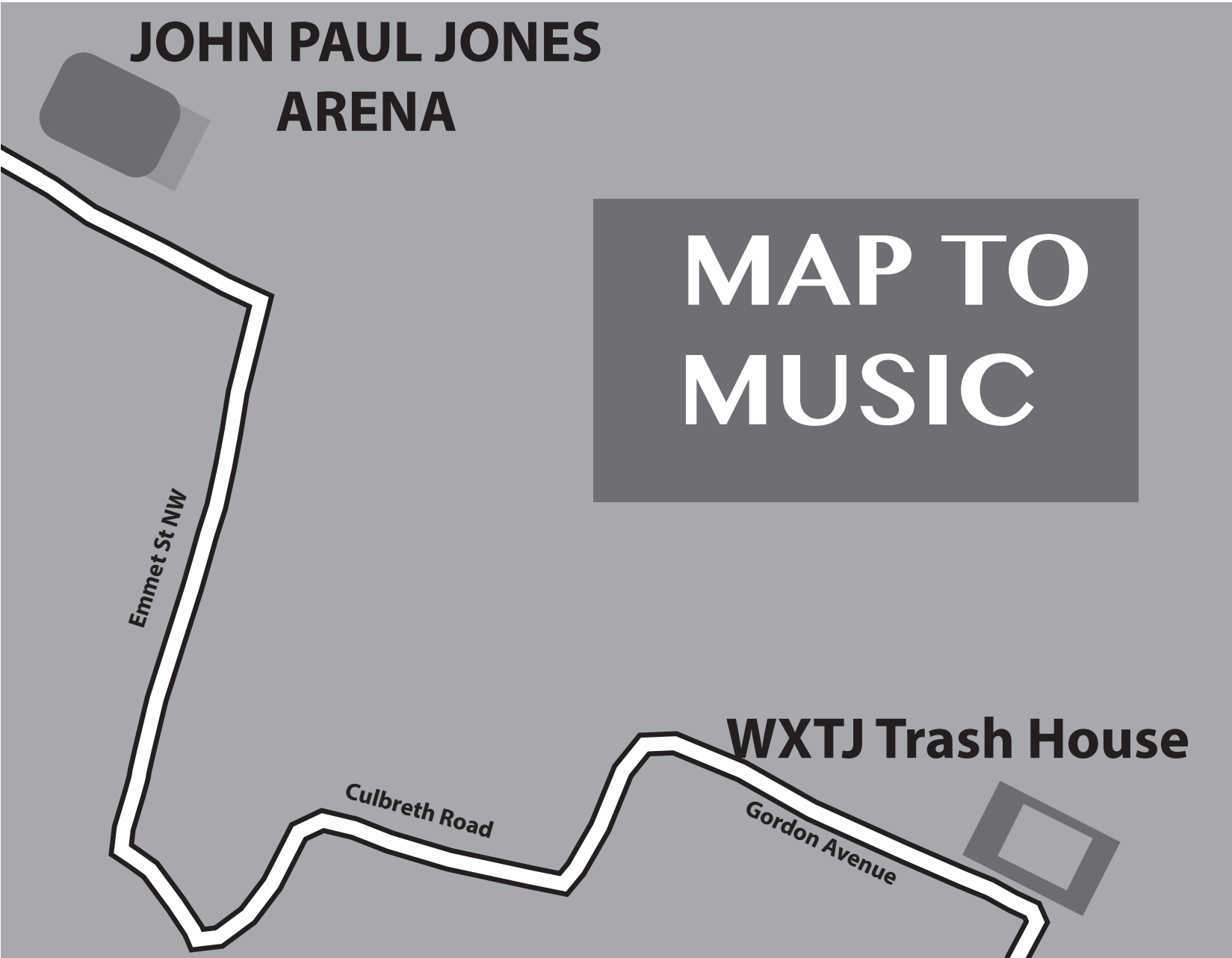
tainly evolved alongside the University — it is a worthwhile visit for both longtime museum-lovers and those who think they might not

find themselves on Arts Grounds otherwise.

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COMMENT OF THE DAY

The most important part of my Echols experience was the First Year, living in the dorms with other students serious about their academics, while my non-Echols friends over on McCormick road struggled to study amidst late-night noise and debauchery. If the First Year Echols/Rodman housing policy changes, I will be encouraging my children to go to a school with a living atmosphere more conducive to serious study.

“Paul Froehlich” in response to “Committee proposes changes to Echols Scholars Program”

LOPEZ: TRUMP GOT HIS CUBA POLICY WRONG

The president's decision has put relations between U.S. and Cuba back into the prison of the past

President Donald Trump recently announced he will reverse crucial pieces of what he called a “terrible and misguided deal” with Cuba and reinstate the restrictions eased by the Obama administration. Unsurprisingly, Trump has decided to turn back to a failed Cold War mindset by re-imposing restrictions on diplomatic, commercial and people-to-people ties — worsening the prospects for reform inside the island, and disregarding the desires of the Cuban people and a majority of Americans.

The Trump administration's new measures are mostly rationalized by the argument that the large amount of money spent by American visitors and tourists “trickle up” to the Cuban government, given the Cuban military's vast ownership — nearly 60 percent — of island enterprises in different sectors of the Cuban economy. Yet, this ignores the significant benefits the island's reopening has provided the Cuban people. With

the establishment of direct flights and broadened authorization for travel to Cuba, the number of Americans visiting increased by 50 percent last

While President Trump's actions will not reverse all of this progress, they do represent a step backwards.

The nature of these changes was

Trump has decided to turn back to a failed Cold War mindset by re-imposing restrictions on diplomatic, commercial and people-to-people ties

year alone. These tourists brought new opportunities and resources directly to the Cuban people — Airbnb estimates that \$40 million in revenue have reached Cuban hosts since April 2015. The Cuban government also expanded access to the Internet and mobile phones. American technology companies forged new agreements, including one which improves Internet access for Cubans.

also heavily influenced by the rationale that Cuba must change its human rights record before restrictions are lifted — but the reality is that Trump doesn't care about what authoritarian governments do with their people. Last month, the president visited Saudi Arabia — a country ruled by a family dynasty, where women can't drive and criminals are beheaded. During his visit, the presi-

dent announced billions of dollars in arms sales to the government, saying: “We are not here to lecture. We are not here to tell other people how to live.” It therefore seems improbable that Trump's Cuba policy is fueled by a commitment to promote human rights and lecture countries around the world on how “to live.” Moreover, the embargo has been a failure as a democracy-promotion tool. For over five decades, it has been in place. For over five decades, the Castro brothers have governed Cuba.

It's the traditional (and wrong) assumption that the demographic which Trump sought to please — aging Florida Cuban-Americans — operates as a reactionary voting bloc and that they helped Trump win the election. It's no surprise the president is now looking to keep his campaign promise to crack down on Cuba, especially with mounting pressure from Sen. Marco Rubio, R-Fla., to keep that promise. Disappointingly, these policy changes are based

simply on political favors instead of merit, or even originality. They are not designed to give the United States a better deal. If anything, they are designed to deliver a better deal for Russia and China, both of which will certainly take advantage of the lack of a growing American commercial presence in the island.

Trump's Cuba policies are doomed to fail. Support for reestablishing ties and removing restrictions on the island among Cubans and Americans has never been higher. Our countries have witnessed the potential progress of an open diplomatic and commercial relationship these past two years — the United States should strive to maintain it by promoting engagement and removing the embargo.

CARLOS LOPEZ is the Executive Editor of *The Cavalier Daily*. He can be reached at c.lopez@cavalierdaily.com.

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WILLIAMS: CELEBRATE OTTO WARMBIER'S SPIRIT OF ADVENTURE

While mourning the tragic circumstances of Mr. Warmbier's return, do not discount the inquisitive nature which made him so extraordinary

Young Mr. Warmbier was not one of my students. We never met, in person. I am not even sure whether our paths ever crossed on Grounds. Yet I feel like I knew him quite well, and this is a feeling many of the University community share. Many of us find his adventurous spirit in the young students who begin their life journeys here, at the University.

As a truly international institution, we welcome students from across Virginia, from every state in the country and, indeed, from all around the world. We aspire to be more international, more open to concerns well beyond Grounds. Our enduring faith is that students will find value in the great community of ideas and opinions assembled here. Yet we must acknowledge that we cannot, amidst all our lofty goals for experiential education and diversity, ever bring the world and the entirety of its

concerns here, to Grounds. Yes, we have our inspiring lectures, and our fine international professors, and our fragment of the Berlin Wall. But, in its mission to promote lifelong intellectual adventure, this University is a point of departure, not a museum.

Mr. Warmbier came to us from Ohio, from a family that expected us to support his intellectual growth. Like so many other students, he had ambitious plans, and he came here to prepare himself for a life of new experiences. His family entrusted Otto's education to this community, and we are deeply honored by the trust they placed in us.

In our all-too-brief time with Mr. Warmbier, the University accomplished its most important objective: to kindle the curiosity of a young mind, and to encourage a student to nourish that curiosity.

Our time with our students is far too brief to say all that we need

to say; there are no comprehensive course packets or tests which ensure students know "enough." And so we use our brief time together to stress that there is always more to experience, beyond our classrooms and serpentine walls. This University succeeds best when our

coming, it is tempting to wish he had chosen a safer path. Some may wish he had not set out at all. I know many among us will question why a young person would visit such a dangerous place. I cannot say I would have the bravery or the audacity to do what Mr.

tured far beyond the security of the classroom, and even beyond the security of the United States. Mr. Warmbier opened himself to unforeseen experiences, so that he could see with his own eyes, rather than relying on secondary accounts. For that, I salute Mr. Warmbier's courage.

It is clear Mr. Warmbier learned the most important lesson this University can ever offer: students must go, and go far — wherever their curiosity may lead. They will take with them their knowledge, their core beliefs, their inquisitive nature. And they take all of us too. This is how we exceed these walls and continue to learn, together.

I cannot say I would have the bravery or the audacity to do what Mr. Warmbier did, but I recognize well the desire to go where so few have gone.

students feel sufficiently confident to explore on their own, taking their friendships, their preparatory lessons and their honor with them, wherever their curiosity may lead.

Amidst the tragedy of young Mr. Warmbier's bittersweet home-

Warmbier did, but I recognize well the desire to go where so few have gone. That is the explorative spirit that we all should aspire to.

I believe that Mr. Warmbier did what every young person must do, to find their future. He ven-

KEITH WILLIAMS is a visiting professor in the Engineering School.

ASCH: ELIMINATE POLITICAL PATRONAGE FROM BOV

The current process of appointing BOV members, where a governor can reward political allies and donors, is deeply flawed

Recently, Gov. Terry McAuliffe announced who he would be appointing to the Board of Visitors for public universities in Virginia. Given that these appointments are incredibly important due to the power vested in these individuals, one might believe that those who are appointed would have extensive experience in running universities. Unfortunately, McAuliffe has decided to continue the tradition of appointing members with political ties to himself or the Democratic Party. This tradition is an important one to break if we want those governing the University to be experienced in higher education and free from political pressure.

To see this trend, all you have to do is follow the money. For his recent appointments, McAuliffe has appointed Robert M. Blue, Robert D. Hardie and Maurice A. Jones to the University of Virginia Board of Visitors, while also reappointing one current board member, John A. Griffin. Out of these appointments Blue, Jones and Griffin have ties to the governor through politics or donations. Griffin works for Blue Ridge Capital and Blue works for Dominion Energy, both

of whom have contributed large sums of money to both political parties in Virginia. Jones has political connections to the governor due to his past service as Virginia's secretary of commerce and trade in McAuliffe's administration, and his service as deputy chief of staff to Sen. Mark Warner (D-Va.), during his term as governor. It is unfortunate that these appointees

Unfortunately this appointment system is a bi-partisan problem for Virginia. Former Gov. Bob McDonnell also appointed members to the Board of Visitors with their political connections in mind.

have achieved their posts due to their connections to those in power, not because of their experiences in higher education.

Unfortunately this appointment system is a bi-partisan problem for Virginia. Former Gov. Bob McDonnell also appointed members to the Board of Visitors with their political connections in mind. Aside from Griffin, Mc-

Donnell also appointed several members who have connections to him or the Republican Party. These include, but are not limited to John L. Nau, III, president and CEO of Silver Eagle Distributors, L.P., who donated money to McDonnell's campaign, and Allison Cryor Dinardo who served under President George H.W. Bush as deputy associate director of presidential

it can manifest itself in the public sphere. I am talking of course about the termination and prompt reinstatement of University President Teresa Sullivan in 2012. Before Sullivan's attempted ouster, board members seemed to have a particular vision of where the University should be going, and felt that it was the president's fault that these changes were not occurring. By firing Sullivan, they felt that a new president could bring about more dynamic change to the University. Instead, their decision was met with a backlash from students and professors. The aspirations of members of the board seemed to reflect the wishes of donors, but did not reflect the real priorities of the University. Being able to identify these challenges more effectively and act on them is important, and the board's inexperience was evident. The underlying fact that these positions need experienced appointees was understood by McDonnell in his next round of appointments after the debacle, with more experienced individuals receiving appointments.

It is precisely because of crises like the failed termination of Sullivan that the Board of Visitors

needs figures experienced in higher education. The process of giving these appointments to donors is so prominent that the practice is noted in a New York Times article about the failed ouster of Sullivan. This long-standing practice needs to stop, because as long as this system of awarding appointments to donors and party figures stays in place, there will be more issues.

To fix these problems, I believe Media Studies Prof. William G. Little's ideas that he outlined in a Washington Post article should be implemented. I agree with Little's assertion that a selection committee, comprised of the many prominent interests at the University, should pick the members of the Board. This system would ensure that the concerns of alumni, the administration and faculty are represented and lead to a more effective Board that can tackle the serious problems at the University.

JACOB ASCH is an Opinion columnist for *The Cavalier Daily*. He can be reached at opinion@cavalierdaily.com.

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WEEKLY CROSSWORD

SAM EZERSKY | PUZZLE MASTER

The Cavalier Daily Crossword Puzzle by Sam Ezersky, Class of 2017

ACROSS

- 1. Part of "OMG"
- 4. Upper room often used as a storage space
- 9. Move like a happy dog's tail
- 12. ___-inspiring (spectacular)
- 13. Doggy
- 14. Land's ___ (L.L. Bean rival)
- 15. Student starting college at UVA this fall: 2 wds.
- 17. One on the AFC indoor track is equal to less than one-tenth of a mile
- 18. Sock fillers
- 19. Winged ball caught in Quidditch matches
- 21. Native that may live in an igloo
- 24. Sneakers, e.g.
- 26. ___-Wip (popular whipped cream brand)
- 29. Give off, as radiation
- 30. Receptacle for recyclables
- 33. Living arrangements for 15-Acrosses
- 35. Large Australian bird that cannot fly
- 36. Gets on in years
- 38. Changed the decor of...or an anagram of 26-Across
- 40. Terrible ___ (rag waved by fans at Pittsburgh Steelers games)
- 42. Tree part on which a bird's nest may rest
- 46. "And ___ off!" (racetrack announcement)
- 49. Hardly cooked, as steak
- 50. ___-friendly (safe for the environment)
- 51. Symbolic UVA event occurring this weekend for 15-Acrosses: 2 wds.
- 54. P on a fraternity house
- 55. Worked at, as a trade
- 56. "Do you have ___ questions?"
- 57. Overseers of 15-Acrosses in 33-Across, briefly
- 58. Word said upon answering a phone

1	2	3		4	5	6	7	8		9	10	11
12				13						14		
15				16						17		
18						19			20			
21				22	23		24					25
			26			27	28		29			
30	31	32		33				34		35		
36			37		38				39			
40				41			42			43	44	45
	46				47	48		49				
50				51			52	53				
54				55						56		
57				58						59		

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59. "Glee" actress Michele, or a grassy field
27. Dr. of rap

28. Website with many film ratings and plot summaries, familiarly

30. Flying Halloween animal

31. "Ah, makes sense": 2 wds.

32. See 9-Down: 2 wds.

34. Title for a knight

37. "___ what I mean?"

39. "Dagnabbit!"

41. ___ nodes (body parts that may detect cancer cells)

43. Rafael ___, winner of the 2010 U.S. Open

44. Bird made out of origami paper in Japanese traditions

45. 2003 OutKast hit with the lyric "Shake it like a Polaroid picture": 2 wds.

47. Part for acting out

48. Good's opposite

50. Mess up

52. Electric ___ (slippery sea creature)

53. Phrase exchanged by a bride and groom: 2 wds.

DOWN

- 1. Embarrassing social mistake
- 2. Boo-boos, to a toddler
- 3. 14x MLB All-Star Jeter
- 4. Suitable for the occasion
- 5. Plaything
- 6. "Piggies" connected to your 18-Across
- 7. "Not if ___ help it!": 2 wds.
- 8. Brown or Rock
- 9. With 32-Down, warm greeting to 15-Acrosses
- 10. California city where Disneyland is
- 11. Measure of a country's output, in macroeconomics: Abbr.
- 16. Mix with a spoon
- 20. Part of "WTF"
- 22. ___ school (where some biochem majors go after graduation)
- 23. Smell from a dumpster
- 25. Phil, Alan, and Doug's friend, in "The Hangover"



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