AN AUDACIOUS FAITH

Report of the Task Force
on Afro-American Affairs

University of Virginia

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UNIVERSITY OF VIRGINIA

TASK FORCE ON AFRO-AMERICAN AFFAIRS

Howard W. Allen
Associate Professor of Education (retired)

Maurice Apprey
Associate Professor of Behavioral Medicine and Assistant Dean, School of Medicine

Taylor Beard
Associate Professor of Engineering

Clifford T. Bennett
Associate Professor of Education

Joseph Brown
Interim Dean, Afro-American Affairs

James Deese
Professor of Psychology

William A. Elwood
Associate Dean, Graduate School of Arts and Sciences

Rodney Hopson
Fourth Year Student

Waldo Martin
Associate Professor of History

Cheryl Mills
Fourth Year Student

Barbara Nolan
Professor of English

Mark Reisler (Chairman)
Associate Dean for Administration, Darden Graduate School of Business

Charlotte H. Scott
University Professor of Commerce and Education

Alexander Sedgwick
Dean of the College of Arts and Sciences

Sybil Todd
Associate Dean of Students

Carl Trindle
Associate Professor of Chemistry

"I accept this award with an abiding faith in America and an audacious faith in the future of mankind. I refuse to accept the idea that the 'isness' of man's present nature makes him morally incapable of reaching up for the 'oughtness' that forever confronts him."

Martin Luther King, Jr.
Speech Accepting Nobel Peace Prize
December 11, 1964

"My life had its significance and its only deep significance because it was part of a Problem; but that problem was, as I continue to think, the central problem of the greatest of the world's democracies and so the Problem of the future world. The problem of the future world is the charting, by means of intelligent reason, of a path not simply through the resistances of physical forces, but through the vaster and far more intricate jungle of ideas conditioned on unconscious and subconscious reflexes of living things; on blind unreason and often irresistible urges of sensitive matter; of which the concept of race is today one of the most unyielding and threatening."

W.E.B. Du Bois, Dusk of Dawn, 1940

Report of the Task Force on
Afro-American Affairs

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I. HISTORICAL PERSPECTIVE

Those members of the University community whose roots are not in the Commonwealth of Virginia may need a reminder that historically the University of Virginia was a segregated institution dedicated exclusively to the instruction of white males, most of whom came from rather advantaged circumstances. Not until the late 1960s, in fact, did this University begin to think seriously about its responsibility to educate other major segments of the population--blacks and women. In the case of blacks, 1969 was the first year that any more than a handful of blacks entered Mr. Jefferson's academical village as students. In 1969, 27 blacks were enrolled in the College of Arts and Sciences and 10 in the School of Engineering. Today approximately 1,100 black students are enrolled in the University as a whole.

The advent of black students has presented the University of Virginia, the flagship of the Commonwealth's system of higher learning, with both a major challenge and a major opportunity. The challenge is one of change, and institutional change, we must all understand, is a condition that inevitably carries with it some discomfort for all who are involved. The challenge for this institution entails a significant self-transformation from a previously all-white university devoted, in the eyes of many, to

perpetuating the power and privilege of an elite, to an open, welcoming enclave of shared learning dedicated to serving a diversity of student clients truly reflective of contemporary society in the Commonwealth and the nation. While such a vast change must necessarily be accompanied by some pain, at the same time it presents this University with a significant opportunity--an opportunity to fashion a diverse curriculum, faculty, staff, and student body that will vastly enrich the University as a scholarly community and provide life-long benefits to all who participate in its institutional life. The opportunity for the University of Virginia is one of growth and breadth and pluralism. The opportunity will allow us to reach out to varied social and cultural segments of the population and make the educational process here both more valuable and more humane than before.

While black students were not permitted to enter the University in meaningful numbers until the late 1960s, the relationship between blacks and the University of Virginia dates from its founding in 1819. Much of the University was originally constructed by slaves, personal servants for faculty and students were customary, and the University itself purchased a slave in 1832 to serve as a janitor and bell-ringer.

Even after the Civil War, this pattern of blacks serving in menial capacities in an all-white bastion continued. In the post-bellum period, blacks were restricted to low-level occupations in the University and its medical center--a condition that some black residents of the Charlottesville area perceive as continuing unabated to this day--while being denied admission to its academic programs.

During the late nineteenth and early twentieth centuries, numerous

colleges for blacks were founded in the South (as well as in Ohio and Pennsylvania). In 1896 the U.S. Supreme Court sanctioned state-imposed racial segregation, and the doctrine of "separate but equal" was the law of the land until 1954. In the decade following 1896, 17 southern and border states made segregation part of state law, Virginia among them, and four other states made racial segregation optional. By 1950, 133 historically black institutions educated more then 90 percent of all black students who attended college. (Even in the 1980s, in the South about two-thirds of black undergraduates enroll in historically black institutions; this pattern is true for Virginia, where there are 5 such institutions of higher education, 2 of them state supported. Nationwide, slightly less than half the black college students enroll in historically black colleges.)

A campaign against what was clearly a "separate but unequal" system of higher learning in Virginia began in the 1930s. In 1935 a black student from Richmond in Romance languages who had already done graduate work at Smith College applied to the University of Virginia but was denied entry on the grounds that "education of white and colored persons in the same schools is contrary to long-established and fixed policy of the Commonwealth of Virginia." (Several University students had been instrumental in her applying.) Rather than open the doors of its white institutions to blacks, the Commonwealth enacted a fellowship program, modeled on legislation from North Carolina, Missouri, and West Virginia, that funded the graduate and professional school study of several hundred black Virginians at institutions outside the state.

For generations, black Virginians were compelled to pay taxes to support schools and colleges from which they were excluded. After World

War II, civil rights organizations brought numerous suits against segregation in education, including one in Virginia that resulted in a federal court order that allowed a black student to enter the University's Law School in 1950. In the same year, the first black student was admitted to a doctoral program. Five years later, the first black student entered the School of Engineering. Finally, in 1961 the College of Arts and Sciences permitted a black student to enroll. In 1967 the School of Education appointed the University's first black faculty member.

In the aftermath of the civil rights struggles of the 1960s, the University of Virginia, a century and a half after slaves had helped to erect the original academical village, began truly to open its doors to black students. In 1966 an ad hoc faculty committee submitted to President Edgar F. Shannon, Jr., a plan to help desegregate the University. This plan resulted in the initiation of the Upward Bound Program in 1967 and the Summer Preparatory Program in 1969. The University hired its first black admissions officer in 1969.

To assist the University in developing methods to encourage black enrollment, in 1969 President Shannon appointed a standing advisory Committee on Educational and Employment Opportunities, Obligations and Rights (EEOOR). In August 1969 the committee issued its first report, which recommended:

> The first thing that must be done is to convey to the entire Commonwealth of Virginia that all Virginians are welcomed at the University. It must be made clear that the University is not here for a social or economic elite.

The committee noted that many black students would not think of applying to the University of Virginia, because it "does not appear to them to be a

welcoming community. The problem is partly one of insufficient information, and partly a deserved reputation for prejudice, social isolation and unconcern." To overcome this situation, the committee advised, "'Black students are welcome,' must be directly, unequivocally, and forcefully stated." The committee suggested the establishment of a senior administrative position at the level of Dean or Vice-Provost "who would have the power to help establish policy, and who would serve as a coordinator of all activities relative to the recruitment and retention of black students and faculty."

In May 1970 the EEOOR Committee issued a second major report, which acknowledged the "continued existence of strong racial bias in the University community." The Committee noted that the University needed to come to grips with the major attitudinal and behavioral changes that had to take place within the the majority community in the wake of black student enrollment in more than token numbers. "In short," the committee stated,

> no white person at The University of Virginia prior to very recent times ever considered it important to think about how to encourage a black person to think of the school as "his University." Indeed, the underlying feeling seems to have been "this is our University, but we (white) will permit you (black) to attend." It seems safe to say that this concept and its offshoots in the minds of Blacks and Whites will be major obstacles to our progress in human relationships at the University of Virginia.

The Committee's words were both trenchant and prophetic.

The early 1970s saw the admission of increased numbers of black students as the University undertook more active measures to recruit blacks. By 1975 black enrollment had climbed to nearly 500, or 3.2

percent of the student body, but despite the enhanced efforts of the President (who appointed an Equal Opportunity Officer), the Admissions Office, and others, the larger University failed to create the welcoming, fully integrated atmosphere so eloquently called for by the EEOOR Committee at the start of the decade. In 1976, for example, the University had only 16 black instructional faculty members (1.3 percent of the total) and no blacks in administrative positions of significant stature or visibility. The position of Dean or Vice-Provost, recommended in 1969 by the EEOOR Committee to help establish policy and coordinate recruitment and retention activities, was never created.

Black students, as well as many white students, perceived a considerable degree of resistance to meaningful change at the University. For many, the University's unwillingness to commit itself to a policy welcoming blacks was symbolized by University of Virginia President Frank L. Hereford's continued membership in the all-white Farmington Country Club. The Student Council and The Cavalier Daily called upon Mr. Hereford to resign his membership, as did many faculty members, and student protest against the University's alleged insensitivity with respect to racial issues mounted during the mid-1970s.

In October 1975 the Black Student Alliance (BSA) submitted a proposal to the President calling for the establishment of an Office of Minority Affairs to coordinate and create programs that pertained to the black experience. To the BSA, the rationale for such an office was clear:

> The human condition of the Black students at the University of Virginia has been less than desirable. The small numbers of Black students, being confronted with the cultural shock of an alien and hostile environment, have lapsed into a mood of discontent, anxiety, and frustration. This has activated a posture which demands definitive action for change.

> In view of the lack of responsiveness to the felt needs of Black students at the University of Virginia, the disregard of repeated recommendations resulting from in-depth studies of the Black experience at the University, the lack of sensitivity by the administration, and the diffusion of responsibility in this institution, it is hereby discerned that an Office of Minority Affairs be established. This Office is to serve as the primary agency charged with the responsibility of dealing with Black student concerns.

The BSA concluded, "Blacks have been ignored long enough. . . . The University's efforts have not been demonstrative of its often stated commitment."

In response to this proposal and mounting student and faculty discontent, President Hereford and Vice President for Student Affairs Ernest H. Ern in December 1975 appointed a Planning Committee for a Minority Affairs Office and charged it "to examine, in detail, the functions of such an office along with a review of its structure, authority, staffing, and space requirements." After intensive examination of the issue, and aided by a consultant, Herman Hudson (Vice Chancellor for Minority Affairs at the University of Indiana), the Planning Committee submitted its report in May 1976. The Planning Committee recommended that an entity be established to create "a sensitive and comfortable environment for Afro-American students at The University of Virginia" and that it be named the Office of Afro-American Affairs. The Planning Committee concluded that such an office was required because:

> The University of Virginia has long been a key institution in the dominant white culture of the Commonwealth. Its symbolic meaning to the black community has been that of a remote, exclusive, alien preserve for the white, the wealthy, the powerful, the different. As small numbers of black students have entered the University, this preconceived vision of a hostile, unsympathetic environment has been

> reinforced by an apparent indifference to black student needs, interests, values, and aspirations. Pragmatically speaking, black people feel unwelcome on the Grounds.

Most broadly, the Planning Committee saw the essential function of the proposed Office of Afro-American Affairs as the facilitation of the acceptance and success of black students at the University. More specifically, the committee suggested that the office pursue six primary objectives: (1) to assist in the recruitment of faculty and students; (2) to ensure the retention of Afro-American students by providing academic support; (3) to ensure the retention of Afro-American students by promoting their social involvement in the University community; (4) to ensure the availability of counseling and other sources of help for individual students; (5) to encourage Afro-American students to participate in all phases of extra-curricular activity; and (6) to foster pride in and recognition of Afro-American culture among all members of the University community.

The Planning Committee recommended that the senior administrator of the office hold the dual title of Dean of Afro-American Affairs and Assistant Provost. The position would report to the Vice President for Student Affairs, but at the same time advise the Provost closely and work with the academic deans on relevant student academic matters. In addition to the senior administrator, the committee recommended creation of the following permanent, full-time staff positions within the Office of Afro-American Affairs: Associate Dean (to focus on academic support services and transitional and tutorial programs); Assistant Dean (to concentrate on individual and group counseling); Director of the Black Culture Center; and Librarian/Bibliographer/Researcher for a Resource

Center. In addition, three clerical personnel, graduate student interns and instructors, and undergraduate work-study students were suggested as necessary to support the Office of Afro-American Affairs and its components.

The Planning Committee urged that the Office be established without delay. Consequently, the matter of identifying a suitable location for the proposed new office became a matter of urgency. The committee suggested that ideally the Office of Afro-American Affairs should be centrally located between student housing and the central academic areas. At the same time, the committee was concerned that it not be isolated from the staff of the Office of Student Affairs. Given the University's severe space constraints in 1976, the committee opted for what it saw as the best temporary site, #4 Dawson's Row (later named the Luther P. Jackson House) for administrative space and #3 Dawson's Row for social and cultural space. (Ironically, it has since been established that the Dawson's Row section of the Grounds had once been the location of slave quarters on a well-known plantation.) From the start, however, the committee was troubled by the physical location of the embryonic office. The committee clearly advised that the Dawson's Row sites "ought to be considered as temporary. Fitting a program to existing buildings always presents a problem. As better space becomes available and the Dean begins to refine the mission of the Office, relocation of the Office ought to be a primary concern."

Noting the makeshift site of the Office of Afro-American Affairs was only one element of caution the Planning Committee conveyed to the University with respect to the new office. In its letter of transmittal to Vice President Ern, the committee stressed that, although its plan

would serve as a positive signal to black students that the University was interested in their welfare and success, "we harbor no illusions." The Office and the Dean of Afro-American Affairs, the Committee warned,

> will operate in a most difficult environment and will need not only extraordinary personal qualities, but the uncompromised support of the entire University community. Key administrators, faculty, and students must actively support the concept of the Office and the director's efforts to realize its objectives. We, therefore, urge positive public steps be taken to introduce the idea and to "legitimize" the Office, especially in its early development.

The judgment of the Task Force on Afro-American Affairs, based on its consideration of the substantial data it has gathered, is that while the University accepted and initiated much of the form of the Planning Committee's recommendations regarding the Office of Afro-American Affairs, it accepted and implemented little of the substance and spirit of those recommendations. The University officially established the Office of Afro-American Affairs in the summer of 1976, and in October 1977 #4 Dawson's Row (a small, old, substandard building adjacent to the Cabell Hall parking lot) was dedicated as the Luther P. Jackson House. The University provided sufficient resources to fund the positions of Dean, Associate Dean, Assistant Dean, and Director of the Cultural Center. (Funding was not forthcoming for the Librarian/Bibliographer/ Research position.) The Office of Afro-American Affairs gradually built a notable array of academic, social, and cultural support programs, which were open to all students but used primarily by black students (e.g., Summer Preparatory Program, Tutorial and Study Skills Program, Critical Thought Program, Peer Advisory Program, Black History Month, Career and Graduate and Professional School Planning Seminars, Nat Turner Library).

In the view of the Task Force on Afro-American Affairs, the University community neglected to bestow on the Office of Afro-American Affairs the legitimacy the Planning Committee correctly saw as critical to the full achievement of the Office's objectives. Instead, the creation of the Office of Afro-American Affairs seems to have become (as some in 1976 feared) a convenient excuse for the larger University community's abdication of responsibility with respect to continuing and expanding its efforts to create a truly welcoming environment for black students, faculty, and staff at the University of Virginia. The attitude seems to have been that the problems of integrating the University and confronting the needs of black students had been solved by transferring them to a tiny staff of under-funded black administrators, lacking legitimacy and tucked away in inferior quarters.

Black students were increasing in numbers at the University under pressure from the federal court-imposed Virginia Plan designed to help eliminate the vestiges of segregation from the Commonwealth's public system of higher education. These students were quick to perceive the University's lack of genuine commitment. In the spring of 1980, students protested the University's weak efforts to recruit black faculty members. The following year, many black students (by 1981 there were 1,100 black students, comprising 6.8 percent of the student body) called for the establishment of an Afro-American Studies Department. The University, however, after much reflection on the matter, chose to continue with an interdisciplinary Afro-American and African Studies Program (as opposed to a separate academic department) and to create instead the Carter G. Woodson Institute for Afro-American and African Studies, a research center dedicated to the study of black history, culture, and achievement. The

Afro-American and African Studies Program, which offered an undergraduate major, would from that time operate under the wing of the new Woodson Institute, which has developed an energetic research program, much of it foundation-funded, since its inception in the fall of 1981. The Woodson Institute has been active in attracting black faculty, as well as pre- and post-doctoral fellows, to the University.

Perhaps most indicative of the University's relative indifference to the work and importance of the Office of Afro-American Affairs and to the need for the larger community to reach out and become fully involved in promoting integration was the University's posture toward the Dean of Afro-American Affairs. As originally conceived by the Planning Committee, the Dean was also to carry the title of Assistant Provost. This latter designation represented the committee's clear intention that the office was to play an important role in academic matters as well as student services and cultural matters. The title of Assistant Provost was a hollow one, however, because the academic side of the University did little to immerse itself in the academic concerns of black students and the office. By 1981, in fact, the dual designation of Dean of Afro-American Affairs and Assistant Provost had been abolished by the Provost. The Dean of Afro-American Affairs would have no formal standing or direct connection with the critical academic mainstream of the University of Virginia. The Dean was left to fend for himself, without portfolio in the academic sphere. The performance of the Office of Afro-American Affairs, now a decade old, has never been formally evaluated by senior University administrators or outside consultants.

Equally telling of the University's inattentiveness to the Office of Afro-American Affairs has been the office's continuing substandard and

isolated physical location. The temporary site at #4 Dawson's Row has become permanent. The University has never developed specific plans to house the Office of Afro-American Affairs in the recommended central location conducive to close interaction with a variety of support services.

As a result of University confusion about the role of the Office of Afro-American Affairs, the office has been isolated both administratively and physically from the heart of the University for a decade. The consequences of this situation have been enormously detrimental to the achievement of the University's stated goal of encouraging integration. The isolation of the office over the years has given rise to the perception among many white students and faculty that it is somehow an agency desiring and promoting separation--the very opposite of the outcome desired by the University. Such a perception--regardless of its invalidity--lends credence to those who believe there is nothing more the University must do to enhance integration at this institution.

By the spring of 1986, the Office of Afro-American Affairs had once again become a center of controversy. Black students protested the University's lack of concern for black student needs and demanded the removal of the Dean of Afro-American Affairs. A bi-racial group of students, challenging both the University's opposition to divesting its financial holdings in companies doing business in South Africa and the University's reluctance to confront the problem of racism within the institution, occupied the office of President Robert M. O'Neil. In the wake of these protests, the Dean resigned and an Interim Dean was appointed by President O'Neil.

The events of the spring of 1986 led to the University's recognition that the role of the Office of Afro-American Affairs needed to be

clarified and the duties of the Dean defined. Also, the University became increasingly aware that much more than had been done would be necessary to promote integration and to enhance the educational opportunities of black students at this institution. Even before the spring unrest, however, a major committee had diagnosed the need for the University to re-focus its attention on the welfare of its black students.

As part of the customary decennial reaccreditation process of the Southern Association of Colleges and Schools, the University of Virginia undertook an extensive self-study in the period 1984 through 1986. The Self-Study Steering Committee, the faculty group appointed by the President to coordinate the entire self-study process (which resulted in a 14-volume report), voluntarily chose to confront the matter of black student recruitment and progress at the University. It devoted a substantial section of its final report to this topic and concluded, "As far as we have been able to determine, no large, consciously articulated, University-wide intention binds the schools together in a united commitment to achieve full intellectual and social integration." To overcome this serious shortcoming, the Steering Committee recommended that the President create a task force "to study our present situation, and to define an appropriate policy aimed at achieving full and genuine integration at the University."

In the summer of 1986, President O'Neil appointed the Task Force on Afro-American Affairs, a bi-racial panel of 16 faculty members, administrators, and students, and charged it with the broad mission of defining "an institutional policy designed to promote integration and enhance the educational opportunities of Afro-American students at the University of Virginia." (See Appendix I for the Task Force's complete

charge.) The mission of the Task Force was further emphasized by a statement issued by the Board of Visitors in October 1986, which expressed the Board's heightened concern about the status of minority students at the University. (See Appendix II for the Board's statement.)

This report is the outcome of the Task Force's work over the last ten months. It attempts to speak directly to the broad mission with which the Task Force was charged by the President as well as to the Board of Visitors' expression of concern.

II. METHODOLOGY OF THE TASK FORCE

In an effort to accomplish its mission, the Task Force on Afro-American Affairs has endeavored to elicit perceptions, ideas, and suggestions from all segments of the University community.

First, to gain student opinion, the Task Force sponsored four open forums for students at the University of Virginia. The first two sessions were held in the fall 1986 semester. Student groups and individual students were invited to present their views to members of the Task Force. The third forum, to which a randomly selected sample of black first-year students was invited, and the fourth forum, to which all currently enrolled graduate and professional school students were invited, were held during the spring 1987 semester. The Task Force has compiled transcripts of the proceedings of all of these critical meetings.

To gain further insight into the perception of students, the Task Force mailed a survey to all currently enrolled black students, graduate and undergraduate (approximately 1,100), at the University of Virginia. The Task Force purposely designed an open-ended survey instrument to permit students the greatest opportunity to express in depth both their perceptions and their suggestions for change. (See Appendices III and IV for the student questionnaire and selected responses to it, respectively.) The Task Force also carefully analyzed the results of the student opinion survey published in March 1987 by the Ad Hoc Committee on Racial Awareness. That survey, which was completed by nearly 2,100 undergraduates of all races, elicited responses on a variety of topics relating to minority needs and intergroup relations at the University of

Virginia. The Ad Hoc Committee on Racial Awareness did a similar survey of the faculty in the spring of 1987, to which 761 faculty members responded. The Task Force has analyzed the results of this survey as well.

In addition to these surveys, the Task Force sent a questionnaire to all black alumni who had graduated from the University since 1975 (approximately 2,150). Like the Task Force's student questionnaire, the survey instrument for alumni was designed to be open-ended and to evoke detailed responses from black graduates with respect to their experiences at the University of Virginia in general and their perceptions of the Office of Afro-American Affairs in particular. (See Appendices V and VI for the alumni questionnaire and selected responses to it, respectively.)

In an effort to gain insight and suggestions from the faculty, the Task Force sent a letter to all University of Virginia faculty members (approximately 2,000) in the fall of 1987 asking for written comments as well as expressions of interest in attending a proposed faculty forum on the topic of Afro-American affairs (see Appendix VII). The Task Force received nearly 25 letters, and 80 faculty members indicated their interest in a forum. Given this interest, in February 1987 the Task Force sponsored an open faculty forum on the topic, which was attended by about 50 faculty members.

In addition to soliciting the perceptions and ideas of students, alumni, and faculty members, the Task Force invited approximately two dozen key administrators, faculty, staff members, student leaders, and community leaders who had extensive experience with issues relevant to its charge to meet on an individual basis for in-depth discussions. (See Appendix VIII for a listing of these people.) The Task Force also surveyed a number of institutions elsewhere in the country to determine

the types of activities other universities are undertaking with respect to minority affairs. Appendix IX presents a brief discussion of that survey.

The Task Force has met each week for two to three hours since the beginning of the 1986-87 academic year, except during vacation periods. Additionally, the Task Force's four subcommittees, whose conclusions form the basis for Sections IV through VIII of this report, have spent innumerable hours reviewing survey responses, analyzing documents, and pursuing specific issues. Our recommendations flow from what we have learned by listening, reading, and analyzing, we hope carefully, over the course of ten months.

III. TOWARD AN ACTION-ORIENTED POLICY OF GENUINE INTEGRATION

The Task Force on Afro-American Affairs has concluded that, although progress has been made, the self-transformation of the University of Virginia into a genuinely integrated institution equally receptive to people of all races is far from complete. We contend that the institutional opportunity at hand has yet to be fully grasped. The mere elimination of flagrant and overt racial barriers, the admission, under legal pressure, of black students (who now constitute but 6.5 percent of the student body in a state where blacks compose 18 percent of the citizenry), the recruitment of a relatively small number of black faculty members and lower level administrators (many of whom have not chosen to remain here), the initiation and tenuous maintenance for the past decade of a student-demanded, unclearly defined Office of Afro-American Affairs, and the less than enthusiastic offering over the years of a handful of transitory, under-funded academic programs for students with special needs do not, taken together, constitute achievement of genuine integration at the University of Virginia.

Evidence gathered by the Task Force indicates that black students choose to attend the University of Virginia for the same fundamental reason as all other students: to obtain a first-rate education. All students, regardless of race, recognize the quality of this institution, value its excellence, and wish to become active participants in its academic process. They expect to derive considerable benefit from attending the University of Virginia in terms of intellectual and personal growth as well as career potential. The expectations and the desire to succeed of this institution's students--black, white, Asian, Hispanic, and

others--are high. Nevertheless, although the primary motivation to attend the University of Virginia may be similar across racial lines, the experience of many minority students, once enrolled in this institution, is that they are unable to achieve their full potential academically.

All first year students must confront the dual traumas of separation from home and community and initiation into an academic environment far more demanding and independent than that of secondary school. Black students entering an overwhelmingly white and historically segregated university bear the additional burden of coming to grips with a social and cultural environment on Grounds that for some appears distant, alien, and unwelcoming.

The University has for several years made serious and sincere overtures to recruit black students. It has diverted much less energy and attention to analyzing and confronting special problems black students may encounter once they are admitted. By and large, the University has assumed that its obligation to black students is fulfilled once the admissions process is completed. The underlying assumption has been that, since the barrier of formal segregation had been razed, black students are expected to accommodate themselves to and fit neatly into this institution's existing, relatively homogeneous, culture. In adhering uncritically to this assumption, the University has failed to appreciate that genuine integration must be based on an unequivocal institutional commitment to create a welcoming atmosphere that values and actively encourages cultural diversity. Such an atmosphere, along with the support structure it implies, would enhance the ability of black students to profit from their educational experience and achieve their full potential. At the same time, it would provide vitality and richness to

the academic community as a whole.

The judgment of the Task Force on Afro-American Affairs is that the University of Virginia has not actively created a welcoming environment for all blacks, which it can and must do in order to overcome its heritage as a closed, segregated, elitist institution. The Task Force has found that, while many of the University's current black students and black alumni have positive feelings about this institution, their enthusiasm is tempered by a number of negative experiences and observations, which fall into recurring themes. These themes (elucidated in the sections of this report that follow) can be summarized as a general perception on the part of blacks that the University of Virginia is not fully committed to a policy of genuine integration and that the larger University community does not do as much as it could to welcome black people within its midst.

A black first year student articulated the essence of this perception well in an answer on the Task Force's opinion survey: "I believe that the University is putting forth an effort to commit itself to Afro-American students, but it should put forth more effort to see that minority students feel comfortable with the University's surroundings. Instead of just getting qualified minority students into the University, it should also see to it that they receive all the help they need to graduate." As a black student in the second year of the Darden Business School's MBA program put it, "The University seems willing to pay lip service, meet minimal goals/quotas, but not to guarantee full social and academic integration."

It is not from lack of wise counsel that the University has fallen short in achieving a truly comfortable multi-racial environment. As cited in Section I of this report, in 1969 the Educational and Employment

Opportunities, Obligations and Rights Committee advised the University to state forcefully, through action as well as word, that "black students are welcome." The following year the EEOOR Committee emphasized the need for conscious behavioral change in order to create a hospitable environment:

> Consider the situation we are in: a large, almost totally white state university, symbolizing (however accurately or inaccurately) the white, upper-middle class establishment and aristocracy of the South begins to accept and even urge American Negroes to attend the University. At first, no important recognition of the need to change behavior on the part of the white townspeople, students, staff, or faculty existed. One simply naively expected the black student to accommodate.

The Committee warned that a "healthy university community" must work toward making it possible for all of its constituents to feel at home and included, to affect events, and to achieve distinction. In 1974 the EEOOR Committee again advised the University that "much thought will need to be given to improving the climate" for blacks, both students and faculty.

Well over a decade later, however, the vision of a genuinely welcoming environment for blacks at the University of Virginia has yet to be fully realized. The Reaffirmation Committee of the Southern Association of Colleges and Schools, which evaluated the University's reaccreditation self-study and visited the University in the spring of 1986, noted that "the University of Virginia has responded to the needs of the minority community on an ad hoc basis, and, as a consequence, the results of these responses have been mixed." This group of outside experts in higher education asserted that "genuine receptivity to minority groups" does not occur at the University of Virginia at the "important institutional level

where policies are set and the tone of the institution is established."

A dominant element that has overshadowed the process by which the University has attempted to come to grips with the presence of blacks has been the Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher Education. This plan, which was first developed in 1974 and reformulated in 1977 and again in 1978 and 1983, was the Commonwealth of Virginia's response to a federal court order to desegregate the state's racially divided system of higher learning. The court order, initially opposed by the then Governor Mills E. Godwin, Jr., was issued by Judge John H. Pratt of the U.S. District Court for the District of Columbia in response to a suit filed by the NAACP Legal Defense and Education Fund (Adams v. Richardson) against the then Department of Health, Education, and Welfare (HEW). The suit charged that the Department had failed to enforce Title VI of the 1965 Civil Rights Act in 17 southern and border states, including Virginia. In compliance with Judge Pratt's order, the Office of Civil Rights of HEW required each of the offending states to prepare a plan to eliminate the vestiges of a dual system of higher education. Virginia's response to this legal mandate, which has become commonly known as the Virginia Plan, included the setting of numerical objectives and timetables for the enrollment of black Virginians in each of the state's formerly all-white institutions and of white Virginians in formerly all-black institutions. Each college and university in the state system was compelled, in turn, to specify the good faith efforts it would undertake to achieve its particular black or white enrollment objective. In addition, each institution was asked to detail the methods it intended to use to recruit black faculty.

In retrospect, the Pratt court order and the resulting Virginia Plan

in its various incarnations have proved to be a mixed blessing for the University of Virginia. They were positive--and necessary--in that they compelled an unwilling segregated institution to confront the long-overdue moral imperative to recruit black students and faculty, but the Pratt decree and the Virginia Plan have had lingering negative repercussions as well. The impetus to recruit blacks did not emanate from within the institution but was superimposed by an outside and, to some, alien, even illegitimate, authority. Thus the University's compliance over the years has often been characterized more by proper form than heartfelt substance. In addition, some members of the community have harbored hidden resentments over an externally imposed compulsion. As a result, the University of Virginia has admitted blacks but, in many instances, has not truly accepted blacks. The Task Force on Afro-American Affairs asserts that there is a real and critical distinction between the two. The University of Virginia must do far more than comply with the law; it must embrace the spirit of the law.

Black students and alumni of the University clearly recognize the shortcomings in this institution's commitment to integration. In responses to the Task Force's surveys, members of both groups--in painfully consistent fashion--criticized the University's lack of a genuine desire to make blacks full-fledged members of the community. The perception of many of our current black students, as well as our black alumni, is that a considerable number of white students and faculty do not believe that blacks merit admission to the University and assume that blacks have been admitted only to fulfill a quota. This perception was succinctly expressed by a black first year student in the College of Arts and Sciences: "The only negative [about U.Va.] is that a lot of people

don't think that I really deserve to be here, as if they don't think that I was qualified to be admitted." A second year student in the College said, "It is an excellent college. However, many practices and perceptions here are extremely racist. I don't like people assuming that I'm here because I'm black with absolutely no brains."

These perceptions are widely held by white students; for example, 61 percent of white respondents to the Ad Hoc Committee on Racial Awareness's recent undergraduate survey disagreed with the statement that minority students are admitted to U.Va. "on the basis of merit, not simply to fulfill a quota". (Twenty-four percent agreed with the assertion and fifteen percent gave no answer.) Reacting to the same statement on the committee's faculty survey, 43 percent of the white faculty respondents disagreed. (Thirty-five percent of the white faculty agreed with the assertion and twenty-one percent gave no reply.) These perceptions must be dispelled, but they can be altered only through decisive and committed action by the University aimed at promoting an understanding of the importance of integration and diversity. After more than a decade and a half of often doing little more than, in the words of a 1980 black graduate from the Law School, "paying lip service," the University of Virginia must begin a comprehensive campaign to articulate the value of integration and to implement throughout the fabric of the institution a true integration policy.

It is time for a new era in race relations at the University of Virginia. We must move forward from the days when under governmental pressure, the University slowly and begrudgingly opened its doors to a small number of black students and a handful of black faculty and administrators. We must move forward from the days when this University

expected black students and faculty to accommodate themselves to the existing majority culture while the majority failed to appreciate and promote the important contributions made by minority cultures. We must move forward from the days when this University assumed that those black students and faculty who were admitted to the institution were not quite qualified to be here and were somehow taking the "rightful" places of more meritorious whites. We must move forward from a presumption that the cause of the academic inequality of black students at this institution stems totally from shortcomings within those students rather than from shortcomings within the institution itself. We must move forward from the belief that all the benefits of the relationship between itself and blacks flow in one direction. We must come to realize that the University of Virginia is a far superior and richer institution in every way because of the presence of black students, faculty, and staff; without such an active presence, the University itself becomes deficient and the education it offers sadly lacking.

The Task Force on Afro-American Affairs recommends that the University of Virginia establish as a foremost strategic goal the genuine integration of this institution--an active, community-driven, welcoming integration. The Task Force defines genuine integration as the full participation by blacks at all levels (i.e., senior administration, faculty, student organizations, etc.) and in all meaningful ways in the mainstream of all University endeavors. Genuine integration, it should be stressed, does not require the loss of a minority person's cultural identity; rather, it calls for an acceptance and promotion of minority cultures within the context of a continually enriching and vibrant multiculturalism. (See Appendix X for a definition of multiculturalism.) Genuine integration

must be based upon mutual trust and respect.

The strategic goal of genuine integration can and must be achieved at the University of Virginia if the University is to maintain its place as an ethical leader, the flagship of the Commonwealth's system of higher learning, and an institution of increasing national and international prominence. The goal is a difficult and an elusive one, however, that can be accomplished only through major and unequivocal commitment at two levels: (1) the level of institutional leadership and (2) the level of community ownership.

Institutional Leadership

That integration of the University would require commitment and leadership from the top was recognized at the outset of desegregation by the Educational and Employment Opportunities, Obligations and Rights Committee. That body's 1969 report stated that "evidence of the desired commitment would appear when the University shows itself willing to seek actively to reflect the advancing needs of the people it serves." The committee called upon the President of the University to issue "an explicit policy statement" designed to assure the black student "that he is indeed welcome and that his admission indicates our belief that he is indeed qualified to compete on an equal basis here at the University."

The Reaffirmation Committee of the Southern Association of Colleges and Schools in 1986 echoed that the need for explicit policy and leadership with respect to integration at the University of Virginia was long overdue. "Pro-active leadership from the President and the Provost," stated the committee of outside expert examiners, "appears to be the key to overcoming the negative consequences of . . . years of neglect." The

Reaffirmation Committee suggested that the President publish a "statement on the importance of a significant minority presence at the University of Virginia and reaffirm the University's commitment to achieving and maintaining that presence."

The Task Force on Afro-American Affairs agrees with the Reaffirmation Committee, but would add the Board of Visitors as an additional voice that must demonstrate unequivocal leadership in endorsing and forwarding a policy of genuine integration. Consequently, the Task Force makes the following policy recommendation:

> THE PRESIDENT AND THE BOARD OF VISITORS SHOULD JOINTLY DECLARE THAT IT IS THE ACTIVE POLICY OF THE UNIVERSITY OF VIRGINIA TO WELCOME BLACKS ON AN EQUAL BASIS TO FULL PARTICIPATION AT ALL LEVELS IN THE MAINSTREAM OF ALL UNIVERSITY ENDEAVORS.

The Task Force believes that such a policy statement should be issued by the President and Board of Visitors without delay. The leadership of this institution must assert its unflagging commitment to a policy of genuine integration if the 27 specific, action-oriented recommendations that follow in the body of this report are to be implemented. Furthermore, concrete steps necessary to achieve this policy must be begun. Words by themselves will be insufficient.

Community Ownership

While leadership is essential to forging a genuinely integrated University of Virginia, high-level direction alone is not enough. Institutional policy must be supported by a clear and sincere recognition

on the part of all segments of the University that they also must bear the responsibility for working toward true integration. Not only do the President, the Provost, and the Board of Visitors have a clear responsibility, so do the Council of Deans, the Faculty Senate, the Student Council, the Inter-Fraternity and Inter-Sorority Councils, the Honor Committee, and all the other key decision-making groups that create and implement policy at this institution. Both collectively and as individuals, all participants in the University of Virginia community--faculty, staff, students and alumni, both white and minority--must recognize the institution's unfinished business, must join together to overcome the burdens of the past, and must assume ownership of the responsibility to transform the University into a truly integrated environment.

The Task Force has taken upon itself to suggest specific initiators of action for each of the recommendations cited in this report. In many cases the suggested initiators are persons at the top of the University's administrative hierarchy: the President, the Provost, the vice-presidents, the deans. We believe that initiators of stature and authority are essential for the University to move effectively and swiftly to meet the challenges presented herein. The University's senior administrators will require the unequivocal support of the Board of Visitors, however, to fulfill their responsibilities as initiators of action. The Board must support the difficult resource-development and budgetary-reallocation decisions required to ensure progress.

The Task Force cherishes a long-range vision for the University of Virginia; namely, that the institution founded so lovingly by Mr. Jefferson to expand man's horizons and to nurture his limitless

intellectual possibilities can become a genuinely and permanently integrated community whose diversity enriches all with whom it comes into contact. The vision sees this very special University, with its huge potential, consciously transforming itself from its segregated past into the most open and welcoming higher learning environment for black students, faculty, and staff in the country.

This vision is a bold and, some would argue, an idealistic one. Indeed it is, and it will take time to achieve, but the moment to begin--to articulate the ideal far and wide and to undertake pragmatic steps to attain it--is at hand. When Martin Luther King, Jr., accepted the Nobel Peace Prize, he spoke of his "audacious faith in the future of mankind." "I refuse to accept," said King, "the idea that the 'isness' of man's present nature makes him morally incapable of reaching up for the 'oughtness' that forever confronts him." We share this audacious faith in the future of the University of Virginia and in the moral consciousness of the members of the community who form its life's blood.

Because of our faith in the students, faculty, alumni, staff, and administrators of this institution, the Task Force on Afro-American Affairs addresses its report not solely to the President of the University who charged us with our mission, but to the entire University of Virginia community.

IV. RECRUITMENT AND RETENTION OF BLACK FACULTY

STATEMENT OF NEED:

Overwhelming agreement exists in the University community that the pivotal element in bringing about genuine and lasting integration must be the successful recruitment and retention of black faculty members. The attraction of a "critical mass" of black faculty members--that is, recruitment in sufficient numbers, in all academic areas, and on all levels to establish black faculty as a permanent, integral feature of University life--will provide several major benefits. First, it will expose all students to diverse perspectives in the classroom and provide a broadened educational experience. Second, it will signal the development of a more heterogeneous, welcoming atmosphere at the University that will, in turn, help attract and retain a more diverse student body at the undergraduate, graduate, and professional school levels, as well as a more diverse support staff. Finally, it will contribute a broad, vital social and cultural context that will enrich the lives of all members of the University community.

The critical need to focus attention on the recruitment of black faculty members has been recognized by a number of people since the University first opened its doors to black students. In 1972 the Report of the Committee on Attracting Black Faculty, a group co-chaired by John C. McCoid and Joseph R. Washington and appointed by President Edgar Shannon to advise him on procedures for identifying and attracting black faculty, argued persuasively for the presence of black faculty:

> There is a moral case for making a special effort to attract black faculty. The University was for a

> long time a participant in racial discrimination. Since blacks were excluded from the University of Virginia for so long, the University has an obligation that goes beyond being color-blind. It has rather an affirmative duty to repair the lingering effects of past discrimination and to assure that blacks are a part of the community as teachers as well as students.

In addition to the moral argument for recruiting black faculty, the report highlighted the distinct contribution that black faculty would make to the academic community:

> Black students, faculty and staff need each other. In one respect this is most urgent when, as now, the number of blacks is relatively small. It is at this stage that this overwhelmingly white institution may seem most "alien" to the black, when black faces both in front of and behind lecterns as well as across desks would reassure him that the University is his too. Even as the number of blacks on the Grounds grows, other needs will require black faculty. To the extent that students seek faculty models to emulate, black models will be sought. And it seems clear that on some subjects black faculty are more effective counselors than their white counterparts. Thus attraction of black students and of whites as well to the University may depend on our ability to attract black faculty. Moreover, university man does not differ from ordinary man in being susceptible to prejudice. Individual prejudice is best prevented from becoming institutional prejudice by a black presence that is at once supportive of the sensibilities of the minority and the vigilance of the majority. . . .
>
> The [University of Virginia] Record states as the central purpose of the University "the enrichment of the human mind." Surely that includes understanding and appreciation of perceptions derived from distinct ethnic and cultural backgrounds, mutually intelligible and worthy of respect. And surely such appreciative understanding is necessary to successful integration of American society. Blacks comprise a substantial segment of our people. If blacks and whites are to live together comfortably, if we are to strengthen the fabric of our society, we must understand and accept each other; that understanding and acceptance requires knowledge of our differences.

> As well as enhancing multi-ethnic and racial opportunity of those at the University, black faculty should sharpen our focus on societal problems. We shall be alerted to problems, their priorities, and the strengths and weaknesses of alternative solutions from another perspective. A principal purpose of the University is "public service to the Commonwealth of Virginia and the nation." With that added dimension the University's contribution to management of American problems might be appreciably greater.

The arguments articulated by the Committee on Attracting Black Faculty in 1972 were compelling. They are equally if not more compelling now, a decade and a half later.

In 1974 the Educational and Employment Opportunities, Obligations and Rights Committee, in its capacity as an advisory body to the President, called upon the University to take positive steps to increase the number of full-time black teaching faculty rather than creating "black jobs . . . because we need a black in this office." The EEOOR Committee in that year had undertaken a study of the undergraduate black student experience, which included a student opinion survey. The study found that the need for black faculty was one of the most frequently mentioned concerns of black students. Students cited

> the need for role models; the need for persons with whom they could identify and interact freely; and the need to be exposed to the black intellectual who can incorporate the black experience into the learning process. An additional concern was perceived discrimination by faculty in the classroom, which was noted by a significant minority of black students. Whether this discrimination is real or imagined, it is an indication of an attitude which can stifle a fruitful learning environment. Yet, it is doubtful that all faculty problems are imagined by black students, and the Equal Opportunity Counseling Program must be assertive if it is to play a useful role.

The growth of black instructional faculty at this institution has been slow indeed. By 1976 there were only 16 full-time black instructional faculty members, or 1.3 percent of the total. Five years later the number had inched up to 31, representing 2.6 percent of the total. The University, however, despite the efforts of many, failed to maintain this modest growth rate into the current decade. In 1986-87 the University counted only 27 full-time black classroom teachers, a mere 1.8 percent of the total instructional faculty. (See Exhibit I for figures on black faculty at the University of Virginia.) Only 15 of these faculty were tenured, 1.8 percent of all tenured professors at the University.

While the institution's overall record in recruiting black faculty has been disappointing, there have been some noteworthy efforts by particular departments that have been successful. The English Department, for example, recently attracted the editor of Callaloo, the distinguished black literary journal, to the University.

In response to the University's generally disappointing progress, the EEOOR Committee (now called the Equal Opportunity Committee) in 1985 again challenged the University to augment its efforts. While acknowledging that the institution faced difficulties with respect to recruiting black faculty, such as a small national pool of black academics in many disciplines, the committee argued forcefully that historically "the activities undertaken and the resources provided by the University for faculty recruitment and retention have fallen short of the true meaning of 'affirmative action.'" The committee developed a series of specific action-oriented recommendations, upon which the Task Force on Afro-American Affairs has built in the following section, to guide the University in overcoming its shortcomings.

Nothing will provide greater impetus to the attainment of true integration at this institution than the recruitment and retention of black scholars in meaningful numbers. Responses to the Task Force on Afro-American Affairs' black student and alumni surveys again and again cite the paucity of black faculty as evidence of the University's lack of commitment to enhancing the opportunities of black students. Moreover, black students and alumni perceive the lack of black teachers here as a detriment to the quality and completeness of the educational process at the University of Virginia. Said one black law student, "The University must hire and give tenure to more black faculty members. The students (especially the undergraduates) need to encounter black professors and deans so that they can see blacks in the midst of the decision-making process. That experience could encourage them to do the same type of thing one day instead of having them believe there are no qualified blacks in the entire country who could be the decision-makers." The Task Force's survey and forums revealed that many black students believe that the University's efforts to recruit black instructors have been less than sincere. The University, as a black medical student asserted, must "quit hiding behind the ridiculous facade that there aren't enough 'qualified' blacks."

The importance of black faculty to black students was well articulated by one of this institution's 1975 graduates: "Increasing the number of Afro-American faculty and staff members would be a good start. The faculty and staff are in a sense the University's front-line representatives. When you survey hundreds of instructors and professors and see only a handful of Afro-Americans, you can't help but question the University's attitudes and opinions toward people of your race." A black

alumna who graduated a decade later echoed these sentiments: "Looking back over my UVA years, I remember my fourth year being the most memorable. During my fourth year I was fortunate enough to be instructed by four brilliant Afro-American faculty members. Perhaps the University could have hired more black faculty so that I would not have had to wait until my fourth year to have such an enhancing experience."

It should be noted that black students and alumni are not alone in their critique of the University in this regard. Several faculty members, both white and black, who attended an open faculty forum sponsored by the Task Force, called for much greater commitment with respect to the hiring of black faculty. "It is fair to assume," said one professor who has observed this problem at UVA for many years, "that until such time as there are substantial numbers of administrators and faculty members of minority groups present and visible in both the central administration and at every level in the schools of the University, the suspicion and skepticism of minority students regarding the multi-racial intent of the University will continue." A colleague of his at the forum agreed that there is

> an almost universal unwillingness to give up power to minority people. One sees it expressed in the failure of whites to give up state budget positions in the future in order to establish such budget positions for... Afro-American Studies.... One sees it expressed in the unwillingness to offer higher than normal (for whites) salaries to minorities who are already earning higher than UVA scale. One sees it expressed in the lack of black faculty elected to positions by their peers as opposed to appointed positions in the University's schools. And, perhaps most critical, one sees, or rather, one fails to see black administrators that are line as opposed to staff personnel employed throughout the central administration and the administrations of the various schools.

In the spring of 1987, the Ad Hoc Committee on Racial Awareness surveyed faculty members throughout the institution on matters relating to race relations. A total of 761 faculty members responded to the survey. Eighty-three percent of the white respondents agreed that there should be more minority faculty members at the University of Virginia. (One hundred percent of the black respondents and eighty-six percent of the "other" race category of respondents also agreed.)

Significantly, a majority of white students also appreciate the value exposure to black faculty members adds to the breadth and quality of their education at the University. The Ad Hoc Racial Awareness Committee's survey of 2,089 undergraduates of all races in the spring of 1987 found that 49 percent of the white student respondents agreed that there should be more minority faculty members and administrators at UVA. (Ninety-five percent of the black respondents and fifty-six percent of the "other" race respondents agreed, as well.)

A preponderance of opinion from all quarters has made it clear to the Task Force that the University should place the recruitment and retention of black faculty at the top of its agenda. We believe that the University must make a concerted, comprehensive, and well-funded effort to approach this problem on two levels:

(1) Enhanced recruitment and retention efforts to increase the number of black instructional faculty in all disciplines at the University of Virginia as quickly as possible;

(2) Enhanced efforts to recruit and train black graduate students to help increase the national pool of black scholars in the decade ahead.

It is important that each academic unit in the University develop a well-thought-out plan to identify and court prospective black faculty

candidates. Departmental efforts must be clearly delineated and implemented on a continuing basis with unflagging energy. In the past, in response to federal and state reporting requirements relating to the Virginia Plan, the University has published numerical black-faculty hiring objectives for each academic unit. These numerical targets came from an "equitable utilization" formula based on national data collected by discipline for black-faculty availability. This process resulted in the publication of rather meaningless target figures; in several disciplines the rote application of the formula led to a goal of zero. When such figures are published as goals of the University, it is no wonder that black students and alumni seriously question the institution's dedication to the recruitment of black faculty. The use of misleading targets leads to incredulity on the part of some members of the community and complacency on the part of others.

The Task Force strongly believes that a small national pool is no excuse for inertia. Misperceptions must be corrected by strong affirmative-action efforts, clearly supported by the University, in all academic units without exception. The Task Force believes that adoption of the following recommendations will help correct misperceptions and form the basis of a realistic and sincere affirmative action-program.

RECOMMENDATION 1:

PROVISION OF INCENTIVES TO ACADEMIC UNITS TO PROMOTE THE HIRING OF BLACK FACULTY

Objective:

To increase the number of black instructional faculty in all schools and departments by maintaining a University pool of faculty positions to be allocated to academic units that successfully recruit black scholars.

Strategic Rationale/Program Description:

The Task Force on Afro-American Affairs agrees with the EEOOR Committee's 1985 report, which concluded that the University had failed to make available the substantial supplemental financial resources necessary to undertake innovative black-recruitment initiatives in a highly competitive market and had instead relied solely on exhortation to drive its affirmative-action program. The committee's report called upon the University to provide its schools and departments with the budgetary resources, in the form of both dollars and faculty slots (as it formerly did for the Carter G. Woodson Institute for Afro-American and African Studies when it launched that endeavor in the early 1980s), necessary to stimulate vigorous recruitment campaigns.

In order to promote more intensive recruitment of black faculty, the report recommended that the University of Virginia create an in-house

program similar to the Commonwealth Visiting Professor Program sponsored by the state. Initiated in 1984-85, the Commonwealth Visiting Professor Program is designed to attract distinguished black faculty members to Virginia's public institutions of higher education for periods of one or two academic years. The program provides attractive salaries and the potential for funded research assistance and reduced teaching loads. The Commonwealth hopes that the program will ultimately lead to the offer and acceptance of a permanent senior faculty appointment for the visiting scholar. The University of Virginia had two Commonwealth Visiting Professors in 1984-85 and 1985-86; in 1986-87 it had none. The Commonwealth has funded only ten such positions each year for the entire state system of higher education. UVA will have two such slots available for 1987-88.

Given the limitations of the state program, the EEOOR Committee recommended that the University initiate its own mechanism to stimulate black faculty hiring. As realistic incentives to the academic units, it suggested that the University make available from a central pool the salary resources and faculty lines necessary to encourage an active recruitment effort. Under the committee's proposal, a black faculty member would be hired on a tenure-track or tenured, rather than a visiting, basis and the hiring department would receive salary dollars and a faculty line that would be provided by the central University pool on a loaned basis for a three-year period. After three years, the academic unit would be expected to assume the support of the minority scholar from its normal operating budget and the temporary faculty line would then be returned to the central pool.

While the University's response to this recommendation has not been

totally negative, the Task Force believes that it has moved toward its implementation far too weakly. In the spring of 1986, the Provost's Office announced that it would set aside six faculty positions to be loaned to deans for the purpose of encouraging hires of minority faculty members. However, as it was originally communicated to deans, the loan program was limited to only two years and the dollars accompanying the temporary faculty slots were to be equal only to "beginning salary levels." While a few loans were made in 1986-87 under this program, there appears to be some concern among deans about the value and longevity of the University's commitment in this area.

The Task Force believes that this limited response does not translate into an effective program that provides deans and department chairpersons with confidence that the University has established an incentive approach to affirmative action and that faculty slots and resources will be forthcoming. The University must go further and articulate its commitment to this strategy. The message to deans and department heads must be clear: the University will provide the faculty positions and resources to those academic units that successfully attract tenured or tenure-track black scholars to the institution. The need for black faculty in the classroom at this institution is acute; the University's dedication to recruiting black faculty in all disciplines must be unequivocal.

Resource Requirements:

While the ultimate impact of financial incentives to encourage the recruitment of black faculty is difficult to predict with any precision, the Task Force recommends that a minimum of six faculty slots, at an

average salary of approximately $40,000, be made available for permanent allocation from a central pool for the 1988-89 academic year. An additional five such permanent faculty positions should be made available annually in each of the four following years.

Suggested Initiator of Action:

The Task Force suggests that the President articulate the institutional commitment necessary to initiate an incentive approach to encourage recruitment of black faculty. The policy should then be administered by the Provost and the Vice President for Health Affairs.

Implementation Schedule:

The Task Force believes that this recommendation must be adopted and communicated to deans and department heads at the start of the fall 1987 semester so that recruitment activities can begin as early in the year as possible. To delay implementation will undermine chances for successful hires for the 1988-89 academic year.

RECOMMENDATION 2:

ENHANCEMENT OF EFFORTS TO RECRUIT BLACK FACULTY MEMBERS

Objective:

To increase the number of black faculty candidates interested in the University of Virginia by all departments and schools undertaking more aggressive and innovative recruitment efforts.

Strategic Rationale/Program Description:

As the EEOOR Committee noted in its 1985 report, the University of Virginia has tended to rely on traditional recruitment methods to identify potential black candidates--advertisements in professional journals and reviews of the State Council of Higher Education's minority vita bank--and has met with disappointing results. Experience has shown that the most successful method to identify and recruit black applicants has been direct personal contacts. Consequently, the Task Force agrees with the EEOOR Committee that the University must undertake a major and coordinated effort to increase its visibility and to enhance its personal contacts with potential black candidates in all academic fields.

Such an effort, we believe, should become a major initiative of the Offices of the Provost and the Vice President for Health Affairs, which would work closely with the academic units. The initiative should include the development of an intensive campaign to visit other universities, including predominantly black institutions, to urge black graduate

Charlottesville, and other ongoing courtship activities.

Suggested Initiator of Action:

Because the Provost and the Vice President for Health Affairs serve as the chief academic officers and bear the ultimate responsibility for approving all faculty hires, the Task Force believes strongly that the offices of the Provost and the Vice President for Health Affairs must undertake this initiative.

Implementation Schedule:

This initiative should be undertaken as quickly as possible. Certainly a plan for implementing this initiative should be developed by the Offices of the Provost and the Vice President for Health Affairs and made available to the deans and department chairpersons by January 1, 1988.

RECOMMENDATION 3:

IMPROVED MONITORING OF AND ACCOUNTABILITY FOR AFFIRMATIVE-ACTION FACULTY-RECRUITMENT EFFORTS

Objective:

To develop a mechanism to ensure that active measures are being undertaken by all divisions of the University to attract black faculty members.

Strategic Rationale/Program Description:

The 1985 report of the EEOOR Committee correctly pointed out that one of the shortcomings of the University's past efforts has been the fact that the decentralized nature of the University's administrative structure has made it difficult to allocate to a specific person or persons the responsibility for the success or failure of minority-recruitment activities. While the President ultimately reports to the Board of Visitors on minority-recruitment progress, responsibility for identifying and hiring faculty candidates is diffused throughout the administration to the Provost and the Vice President for Health Affairs, to the deans, to department chairpersons, to departmental affirmative-action coordinators, and to faculty search committees. Academic units have been required to document their affirmative recruitment activities in pro forma reports to the Provost, but the diffusion of recruitment responsibility undermines the creation of a meaningful system of accountability. The absence of clear accountability precludes penalizing units that perform poorly in their recruitment efforts and rewarding units that do exceptionally well.

The University needs to develop a mechanism that can surmount the current administrative diffusion of responsibility with respect to the oversight of minority recruitment activities. A mechanism is needed that will have the authority to hold the academic units accountable for their efforts. We believe that a redefined Affirmative Action Office, which is projected to be directly responsible to the President, would serve this function well if clearly invested with authority by the President. The Affirmative Action Office should review long-range school and departmental recruitment plans as well as plans for specific searches.

The objective of the review process should be twofold: to supply academic units with constructive advice and to provide the President, the Provost, and the Vice President for Health Affairs with a candid evaluation of the progress of each of the academic units. The establishment of an Affirmative Action Office with the unequivocal responsibility to monitor the recruitment process would help overcome the University's current accountability problem and at the same time underline the institution's commitment to meeting its affirmative-action goals. The office should report to the President and coordinate activities closely with the Provost and the Vice President for Health Affairs. It should be headed by a faculty member of academic distinction well versed in civil rights law and affirmative-action practices.

Additionally, the chairperson of each academic department (or the dean in units that do not have departmental structures) should appoint a concerned faculty member as an affirmative-action coordinator. It should be the responsibility of this faculty member to serve as an ex officio member of each departmental search committee, to encourage active and continual contacts with prospective black candidates in all fields within the department's academic discipline (whether there is a current specific vacancy or not), and to sensitize colleagues to the need for affirmative action. The departmental affirmative-action coordinator, the department chairperson, and the dean should, upon the dean recommending an appointment to the Provost or the Vice President for Health Affairs, attest to the active recruitment efforts the department has undertaken.

The concept of departmental affirmative-action coordinators is not new. The University established such positions several years ago as one of its obligations in response to the Virginia Plan. This initiative has

had limited success, however, because the responsibilities of the coordinators were never clearly defined and no system of accountability for their performance was created. To rectify these shortcomings and to bolster a concept that the Task Force views as having considerable potential to stimulate an activist approach to recruiting black faculty, we recommend that the University's Affirmative Action Officer receive a mandate to provide training, advice, and, if the President deems it appropriate, oversight of departmental affirmative-action coordinators.

Resource Requirements:

Initially this recommendation should require no added resources. The position of Affirmative Action Officer (formerly titled Director of Equal Opportunity Programs) is already budgeted. The responsibilities of the Affirmative Action Office must be clearly defined, however. If the Office is assigned considerable responsibility for discrimination- complaint investigation, data collection, personnel training, and report writing in addition to its essential responsibility for faculty-recruitment monitoring, it will require additional staff support.

Suggested Initiator of Action:

The President should move to fill the position of Affirmative Action Officer as a member of his staff and invest that person with unequivocal monitoring responsibility. The Provost and the Vice President for Health Affairs should charge deans and department chairpersons with the responsibility of appointing departmental Affirmative Action Coordinators.

Implementation Schedule:

The responsibilities for the position of Affirmative Action Officer should be clearly defined, a search completed, and the successful candidate brought on board no later than January 1, 1988. Departmental Affirmative Action Coordinators should be appointed in the fall 1987 semester.

RECOMMENDATION 4:

ENHANCEMENT OF EFFORTS TO RETAIN BLACK FACULTY

Objective:

To retain black faculty members who have been successfully recruited.

Strategic Rationale/Program Description:

The successful recruitment of black scholars will be of little lasting benefit unless the institution undertakes strenuous efforts to retain them. Over the past several years, the University has experienced considerable difficulty in retaining blacks within its faculty ranks and in building a stable nucleus of black faculty. In some cases, black instructors have been hired on a short-term, non-tenure-track basis with no prospect for permanent employment. Other black junior faculty members have held tenure-track positions but have perceived the likelihood of receiving a favorable tenure review as so doubtful that they have chosen

to go elsewhere. As a result, the University has encouraged, unconsciously perhaps, a "revolving door" hiring policy with respect to black junior faculty.

The Task Force believes strongly that the establishment of a permanent cadre of black faculty members and the elimination of any actions that might give rise to the perception of a "revolving door" approach to minority hiring are essential to building a heterogeneous community. Consequently, the University must do all it can to increase the possibility that black junior faculty members will remain at UVA and receive a positive tenure review.

The Task Force wishes to reiterate two recommendations made by the EEOOR Committee that would be helpful in this regard. First, deans and department chairpersons should develop close junior-senior collegial support networks in their academic units designed to provide junior scholars with key mentoring relationships during the probationary period. Second, the offices of the Provost and Vice President for Health Affairs should provide research and sabbatical support to junior faculty to enhance the opportunity for scholarly productivity in the limited time available to non-tenured instructors. Some of the academic deans currently make such research support available to junior faculty. We believe that the provision of such research assistance should become a University-wide policy that is well communicated to all junior faculty members.

With respect to the tenure process, the Task Force on Afro-American Affairs commends the Provost for issuing a recent policy statement on tenure and promotion which emphasizes that his office "will insist upon affirmative steps to insure that the cases of women and minority

candidates are complete. Every opportunity must be afforded for their qualifications to be demonstrated, even if that requires more than the routine documentation." Tenure decisions are based upon an evaluation of a candidate's performance in three key areas: research, teaching, and service to the institution. The Task Force believes that all three of these criteria are essential for all faculty members at this institution and should be evaluated thoroughly in the tenure review process. At the same time, tenure committees, deans, and the Provost should be cognizant of the fact that the demands on those few black faculty on the tenure track at the University to advise individual students, to counsel and visit with black student organizations, and to serve as black representatives on committees both internal and external to the University are enormous. These arduous but exceptionally beneficial service activities should be given the full weight they merit in the tenure review process.

Resource Requirements:

The junior-senior collegial support networks to be established in the academic units should entail no incremental resource needs. Research and sabbatical support for black junior faculty will, of course, require additional funding. While the precise amount of additional support will depend on the number of black faculty members who are successfully recruited, we estimate that this support program should cost approximately $50,000 per annum in its initial few years.

Suggested Initiator of Action:

The dean of each school should be responsible for encouraging the development of active mentoring relationships for black junior faculty members. The Provost and the Vice President for Health Affairs should bear the responsibility for initiating the research and sabbatical program.

Implementation Schedule:

Both the junior-senior collegial support networks and the research and sabbatical support program should be initiated as early in the fall 1987 semester as possible.

RECOMMENDATION 5:

EXPANSION OF THE NUMBER OF BLACK GRADUATE STUDENTS AT THE UNIVERSITY OF VIRGINIA

Objective:

To increase the number of black graduate students who attend the University of Virginia in all fields.

Strategic Rationale/Program Description:

The scarcity of black faculty members is, of course, a significant problem for higher education nationally as well as for the University of

Virginia. From a national perspective, the problem is becoming even more severe. According to U.S. Department of Education statistics, the number of black students enrolled in graduate school in the United States shrank from 65,352 in 1976-77 to 52,834 in 1984-85, a decline of 19.2 percent. In 1976 blacks were 6 percent of this nation's graduate students; by 1984 they had fallen to 4.8 percent.

Over the next dozen years, American colleges have a golden opportunity to enhance the heterogeneity of their faculties. More than one-third of the entire American professoriate (now, of course, composed primarily of white males) is expected to reach retirement by the year 2000. The significant number of vacancies that will occur are, in theory, potential positions for black scholars. Unless the downward trend in black graduate school enrollment is reversed, however, the number of black academics available to compete for these vacancies will be insufficient to increase the percentage of black faculty in U.S. colleges and universities.

The University of Virginia must do all it can to help overcome this problem by committing itself to a vigorous campaign to augment the national pool of black academics. As the figures in Exhibit II reveal, this institution has made little progress over the last decade in enrolling full-time black graduate students. Between 1976 and 1986, for example, the percentage of black graduate students has failed to increase from a level in the 2.5 to 3 percent range. The implications of these disappointing data are clear. The University must place the recruitment and guidance of black graduate students at the top of its agenda and must develop a program of incentives to encourage its own and other institutions' black students to pursue graduate training at UVA leading to careers in academia.

A chronic University problem in attracting black graduate students has been inadequate fellowship funds. Much evidence indicates that, when measured against the competition, the fellowship package most departments and schools at UVA can offer prospective candidates is far from adequate. The University must develop additional fellowship resources earmarked for black graduate students, and it must make greater efforts to promote its graduate offerings to prospective applicants.

The Task Force suggests that the University pursue three strategies in an effort to develop such additional resources. First, the University should make a concerted effort to pursue federal fellowship resources for black graduate students in the sciences. While much federal and foundation support for graduate study has evaporated over the past decade (federally-funded fellowships in Graduate Arts and Sciences, portable Southern Teaching Fellowships, and the Ford Foundation Fellowships for Black Americans, all of which formerly helped support black graduate students, are no longer available), one resource door that still remains open is in the medical and other sciences. Consequently, we recommend that the Provost and the Vice President for Health Affairs coordinate an effort by appropriate science departments to develop grant proposals designed to attract federal funding for black graduate science students at UVA.

Second, the University must turn to the private sector for graduate fellowship funding. The Task Force is happy to note that some discussion along these lines is now taking place. Recognizing the importance of increasing the number of black graduate students as the key to augmenting the pool of black faculty, the UVA Student Council during 1986-87 embarked upon a strong effort to encourage the University to initiate a special

fellowship program for black graduate students. In response to this Student Council initiative, the University has recently agreed to develop a Minority Graduate Fellowship Program, whereby it would match the fellowship funds earned by a proposed privately funded new endowment for this purpose with University resources. The University would approach foundations and its friends in the private sector for gifts to establish an endowment designed to yield fellowship resources for minority students interested in academic careers. As envisioned in its current planning stage, this program would initially provide only one new $15,000 fellowship each year, half endowment-funded and half University-funded. An entering student could hold the fellowship for up to four years. Thus, a maximum of four students would be eligible for these awards at any one time. The Task Force commends Student Council for its outstanding initiative in this area and the University for its positive reception to the concept. We recommend that this initiative be vigorously pursued by placing it at the top of the University Development Office's list of funding priorities. Moreover, we recommend that the endowment funding goal be substantially increased to a level that would permit funding five new fellowships per year, a level that would make a total of twenty awards possible.

The third approach to black graduate-student fellowship funding that UVA should pursue relates to the Commonwealth of Virginia. While the Commonwealth has in recent years initiated a graduate fellowship program for minority Virginians that can provide up to $6,000 annually, the Task Force believes that the Commonwealth has failed to do its full share in providing the financial-aid resources necessary to help its institutions of higher education attract black students at both the graduate and the undergraduate levels.

With respect to graduate students, the Commonwealth's six doctoral degree-granting institutions--William and Mary, George Mason, Old Dominion University, Virginia Commonwealth University, Virginia Polytechnic Institute, and the University of Virginia--submitted a joint proposal to the Commonwealth in 1986 calling for the establishment of 34 state-funded doctoral fellowships for black students (each guaranteed for three years) that would be allocated among the six institutions beginning in 1987-88. The proposed 12-month fellowships would cover tuition and fees plus carry a stipend of $12,000. The proposal cited supporting data showing that Virginia mirrored the nation in producing fewer black recipients of the doctorate in 1984 than in 1975. (In 1975 Virginia institutions of higher learning awarded 19 doctoral degrees to blacks; in 1984 the number was only 14.) Despite the obvious need and the Commonwealth's public pledges to redress past inequities in its system of higher education, the state agreed to fund only ten fellowships for the six universities together. The University of Virginia is slated to receive two and a half of these awards. It should be noted that, not only did the Commonwealth severely cut the number of fellowships proposed, it also failed to fund tuition and fees even for the ten stipend awards it sanctioned.

The Task Force recommends that the President and the Provost, along with their counterparts at the other five state-assisted, Ph.D. granting institutions, join forces to urge the Governor and the General Assembly to provide full funding for the 1986 joint proposal (now known as the Graduate Deans Fellowships) beginning in the 1988-90 biennium.

While acknowledging that limited financial resources impair the University of Virginia's ability to attract black graduate students, the Task Force believes that the institution on its own can and must undertake

more vigorous recruitment efforts than at present. The Law School, for example, has undertaken a major effort to attract black applicants for a number of years and has succeeded admirably. In 1986, 47 students from the Law School's entering class of 380, more than 12 percent of the total, were black. The Law School has achieved the best record in recruiting black students by far of any of the University's schools. While this record in part stems from the fact that many black students are attracted to legal careers, it is also no doubt in part the consequence of the Law School's dedication to a focused and well-managed affirmative-action strategy, to which it has devoted considerable energy and resources. (It should be noted that the Law School believes that it could do even more to attract some of the nation's most outstanding black students to Charlottesville if it had more student aid available. In law, as in all other fields, the competition for black students is keen, and financial aid packages play a key part in a student's decision to matriculate at a particular institution. In Recommendation 8, the Task Force suggests an additional approach to raising student-aid funds that would benefit the Law School as well as all other schools.)

In an effort to help focus the attention of all the schools on the need for more black graduate students at the University, the Task Force recommends that each dean who is responsible for a graduate program submit to the Provost or the Vice President for Health Affairs a detailed plan for enhancing its efforts to recruit and retain black students. The plans should indicate how the individual schools are undertaking affirmative efforts to identify and attract prospective black candidates and how they plan to help ensure the students' success once enrolled.

Resource Requirements:

The development of individual school plans for recruitment and retention of black graduate students, the effort on the part of the University's science departments to seek outside fellowship funding, and the University's leadership role in a campaign to win increased state support for black graduate students will doubtless entail a reorientation of some priorities, but should not require incremental resources.

The provision by the University of graduate fellowships for black students will necessitate a considerable financial commitment. The Task Force recommends expansion of the proposed Student Council-initiated matching program to encompass a total of 25 awards, which will require a total of $187,500 in University support and $187,500 in endowment-generated income annually once the program is fully operational. Certainly, a substantial period of time will be needed to build sufficient endowment (a minimum of $2.5 million) to fund a program of this dimension fully. In the meantime, the University should make available a minimum of two and a half new $15,000 fellowships for black graduate students annually to supplement the two and a half fellowships received from the state.

Suggested Initiators of Action:

The Provost and the Vice President for Health Affairs should initiate the process leading to the preparation of detailed plans by school for black graduate-student recruitment and retention.

The Deans of the School of Medicine, the School of Engineering, and

the Graduate School of Arts and Sciences and the Dean of the Faculty of Arts and Sciences should jointly initiate a collaborative process leading to the development of proposals seeking federal and foundation funding for graduate fellowships in the sciences for black students at the University of Virginia.

The Vice President for Development should initiate efforts to generate endowment resources as quickly as possible to enable funding of Student Council's proposed black graduate-student fellowship program.

The President should play a leadership role in initiating a joint campaign with the University's sister state-assisted institutions to convince the Commonwealth to assume its fair share of required funding for black graduate-student fellowships.

Implementation Schedule:

Steps by the suggested initiators of action to implement all parts of the above recommendation should begin during the fall 1987 semester. The University's commitment to fund two and a half additional fellowships for black graduate students should be effective in the fall of 1988.

V. RECRUITMENT AND RETENTION OF BLACK STUDENTS

STATEMENT OF NEED:

Just as the University must overcome the critical shortcomings of its current efforts to recruit and retain black faculty, so too must it go well beyond its present, often inadequate, activities to recruit and retain black students if this institution is to attain genuine integration. As mentioned in Recommendation 5, a significant increase in the enrollment of black graduate students represents the ultimate solution to the problem of insufficient supply of black academics nationwide. Greatly enhanced fellowship assistance plus strenuous and well-monitored recruitment and retention efforts by each academic unit that offers a graduate degree program are essential if progress is to be made in this area.

The nature of graduate education--highly specialized and compartmentalized--makes it difficult for the institution to address graduate-student recruitment activities in a centralized manner. Consequently, each academic department must develop its own recruitment and retention strategies and be held accountable for their performance. Undergraduate recruitment and retention activities, however, are susceptible to a more centralized approach.

The Task Force on Afro-American Affairs has thus concluded that the University of Virginia must establish a comprehensive, coordinated approach to the recruitment and retention of black undergraduates, an approach that calls upon all segments of the community to participate. As recommended below, the University's approach must focus on a number of key

dimensions: current recruitment activities, forging specific links with public school systems in Virginia, financial aid, and retention activities.

RECOMMENDATION 6:

ENHANCEMENT OF ACTIVITIES TO INCREASE THE INTEREST OF BLACK STUDENTS IN ATTENDING THE UNIVERSITY OF VIRGINIA

Objective:

To increase the number of black students attending the University of Virginia.

Strategic Rationale/Program Description:

The need to increase the number of black undergraduates at the University of Virginia must be made clear to all segments of the University community. As the flagship of the Commonwealth's system of higher education, this institution must strive to reflect the social composition of the citizenry that supports it. As a white professor reminded participants at the Task Force's open faculty forum, a forward-looking University must do all it can to work against the social and racial polarization that endangers it and that is likely to worsen with demographic change in the decades ahead, unless all segments of our society receive the educational opportunities that they merit:

> . . . if we don't address this issue at this University and throughout the United States, we're going to have a far different society than we have now. I don't think most people are aware of

> the demography of the 18-year-old group now and the group coming up. Black population is increasing somewhat more rapidly than the rest of the population as a whole; Hispanic even more so. Until now, the United States could get along by somehow ignoring a 10 or 20 percent "subculture." We won't be able to do that 20 or 30 years from now. If we continue to have two groups of people, the upper 40 percent and the lower 40 percent, we'll have a much different society than we have now, and one that I don't think most of us would like to live in. It's in our self-interest to see that all people in these United States get the opportunity to have an education so we don't wind up further dividing our society into the "haves" and "have-nots.". . . With respect to the University, you look at the demographic patterns, this University will become increasingly more elite as time goes by, and increasingly more isolated from society as time goes by, and it may be very pleasant to be here, but it won't be serving the function of a public university. . . I think the Task Force should lay these things up front and say, "We're not doing these things just to be nice, to be good." There are important societal reasons for this as well.

Moreover, the presence of a substantial segment of black students at the University is a prerequisite for an integrated educational experience. Only such an experience will permit all of UVA's students, regardless of race, a greater understanding and a greater appreciation of the social and cultural patterns and complexities that compose the fabric of this nation.

Like the figures cited above with respect to black faculty and graduate students, the data on black undergraduate enrollment at UVA are a cause for concern. During the 1970s slow and steady progress was made. In 1968, 22 black undergraduates were at the University of Virginia (0.4 percent). Progressive increases occurred from that point and throughout the 1970s. Over the past few years, however, this progressive trend has reversed. In 1983 black undergraduate enrollment peaked at 1,010 students, representing 9.2 percent of the total undergraduate student body. Since that year black enrollment in both absolute numbers and percentages has declined. In the fall of 1986, only 868 black students, or 7.1 percent of the undergraduate population, enrolled. This decline

should raise an alarm for the entire University community.

The Task Force's survey of black students and the comments voiced at our student forums present an unmistakeable message: a majority of black students believe that the University's commitment to black students is definitely weak. Many perceive this lack of commitment in the areas of student recruitment and retention, where, they believe, the University is making efforts to enroll black students merely to meet some externally imposed quota and to avoid loss of federal funding. Our black students see the need for clearly committed recruitment and retention programs into which the University as a whole puts its energies. The Ad Hoc Racial Awareness Committee's survey of undergraduates found that 91 percent of the black respondents agreed that there should be more minority students at UVA. Significantly, a large segment of white students felt likewise; 30 percent of the white respondents agreed, and an additional 13 percent strongly agreed.

The Task Force interprets these results in a relatively positive light: a strong nucleus of white students perceives the need for more heterogeneity. On the other hand, 35 percent of the white students disagreed with this premise and 23 percent had no opinion. Thus two other substantial groups of white students are either unreceptive to this need or indifferent to it. The University must make efforts to educate those students in an appreciation of the importance of pluralism to the quality of their collegiate experience. The Task Force makes recommendations along these lines in Section VII of this report.

The Task Force believes that the entire University community must support and become more involved in the activities of the Admissions Office in regard to the recruitment of black undergraduates. The

Admissions Office has made a series of active and sincere efforts to recruit black students since the 1970s. Among these efforts are visits to high and middle schools, special programs in the black community, searches of Educational Testing Service lists for prospective black candidates, the encouragement of a Minority Students Admissions Committee, special on-grounds programs for black applicants and their parents, and a follow-up letter campaign to black students who have been offered admission. The Task Force commends these efforts and urges their continuation.

The on-grounds programs for prospective black students and their parents, popularly called Fall and Spring Fling, appear to have increased the yield of students who are admitted and choose to matriculate at the University, and have received positive comment from parents, who appreciate the University's special effort on behalf of black students. Fall and Spring Fling have, however, been subjected to criticism. Some argue that, as programs specifically designed for blacks, they tend to present an unrealistic picture of University life and to promote perceptions of separation rather than integration. The Task Force believes that this criticism should raise an appropriate note of caution for the Admissions Office. However, in the judgment of the Task Force, on balance, the Fling concept is a positive and affirmative step in the recruitment process and should, therefore, be continued. At the same time, we believe the concept should be continually evaluated and, in its implementation, the Admissions Office should do all it can to integrate faculty, administration, and current student participants as effectively as possible in an effort to present the University as an open, multi-racial community in the process of seeking greater pluralism.

The Task Force recommends that the Admissions Office sustain and expand its efforts to use our black alumni, as well as our current black students, in the recruitment process. The realistic evaluation, insight, and advice that current black students and alumni can provide prospective students makes these groups effective and credible ambassadors for the institution. The Admissions Office should establish a permanent advisory committee of alumni (both black and white) to assist in developing and implementing innovative recruitment strategies. The results of the Task Force's survey of all black alumni who graduated in the last decade lead us to believe that there is a strong desire among a large number of these alumni to assist the University in many ways, including student recruitment. Certainly an important key to the sustained and effective long-term recruitment of black students--as it has been for white students--is the development of a loyal and energetic alumni recruitment network. The Admissions Office and the Alumni Office must work jointly to develop and sustain such a network and to support groups of alumni in various geographical areas that will assist in the recruitment process. Likewise, with respect to the exceedingly important recruitment assistance of our current students, the Admissions Office must provide administrative coordination and support to the degree necessary to ensure that students' informational visits to their former high schools will be as effective as possible.

Finally, the University has tended to place the entire burden of recruiting black students on the Admissions Office. Integration of the student body must be a priority of all academic units, not just the Admissions Office. The Task Force recommends that the Provost's Office marshal the energies of the undergraduate schools to assist the Admissions

Office actively in its continual recruitment efforts. A very helpful approach would be for faculty members and school administrators to become more involved than at present in the process of visiting schools, contacting prospective black students, and following up personally with highly sought-after black students who are admitted to UVA but choose to go elsewhere.

Resource Requirements:

Enhancement of the academic units' efforts in support of the black-student recruitment activities of the Admissions Office should entail a reorientation of priorities but no incremental resources. More extensive organization and support of the efforts of black alumni and current black students in behalf of the Admissions Office will require a modest increase in budget for that office. The Task Force estimates that greater clerical and organizational support for a proposed Alumni Advisory Committee and for the existing Minority Students Admissions Committee will require approximately $20,000 annually in enhanced resources for the Admissions Office.

Suggested Initiators of Action:

The Provost and the Vice President for Health Affairs, in collaboration with the Dean of Admissions, should initiate efforts to encourage greater involvement by the academic units in the black-student recruitment process. The Dean of Admissions should initiate efforts to use the help of black and white alumni and current black students more

extensively and effectively in recruitment efforts. The Director of Alumni Affairs should work closely with the undergraduate Dean of Admissions and the deans or directors of admissions in the various schools to help forge an ongoing black alumni recruitment network.

Implementation Schedule:

Plans to implement all segments of this recommendation should be developed during the fall 1987 semester and be implemented prior to the end of the 1987-88 academic year.

RECOMMENDATION 7:

DEVELOPMENT OF SUSTAINED LINKS BETWEEN THE UNIVERSITY AND TARGET PUBLIC SCHOOL SYSTEMS

Objective:

To increase the pool of black students in Virginia who wish to attend college in general and the University of Virginia in particular and to enhance the academic preparation of those students.

Strategic Rationale/Program Description:

A problem often cited by University officials to help explain why UVA has not been able to increase its black enrollment in recent years is the

fact that the pool of black high school graduates in Virginia who go on to higher education is limited. All of the Commonwealth's colleges wish to increase their black student enrollment and are, therefore, in competition for the same, limited number of black students. The ultimate solution to this unfortunate situation is obvious to all--the pool of black Virginians attending college must be expanded significantly.

The Task Force believes that the University has a responsibility to help address this problem immediately by developing formal partnerships with selected public school systems in Virginia. Through these partnerships the University and the school system would work together to encourage young black students to pursue the coursework necessary to prepare for higher education. The public schools need help in exposing black youngsters to both the excitement of learning and the fact that college can become a reality for them. This work must start in the middle school years if not earlier. The University as an institution must assume its responsibility to become involved.

At present a number of excellent, ad hoc, school-specific ventures are being undertaken by various parts of the University (primarily in the summer) that are geared toward exposing middle and high school students to a university environment. A few are: the traditional Upward Bound Program, the Medical School's Academic Advancement Program for minority high school students in Charlottesville and Albemarle County, the Education School's Summer Enrichment Program for middle school students from Virginia, and the Darden School's LEAD Program in Business, a nationally oriented, privately sponsored program to acquaint minority high school students with opportunities in business. Clearly, several of the University's academic units have recognized their public-service

obligation to reach out to minority young people, but it is time for the institution as a whole to develop a comprehensive and well-funded effort in this area.

The Task Force believes that the most effective approach to encourage young black students to pursue pre-college curricula and, we hope, become prospective UVA students would be for the University to develop formal, ongoing links with particular school systems. Uncoordinated, ad hoc programs are helpful, but what is needed to begin to address the problem is a sustained commitment from the University to work with a school system on many levels and for several years. The link between UVA and a school system could and should have many imaginative facets. Among them might be special summer courses for public school teachers to assist them, for example, in preparing minority students in mathematics and the sciences (such courses could be taught jointly by faculty from the Schools of Engineering, Arts and Sciences, and Education); week-end and/or summer courses at the University in mathematics and science for minority students from the middle school years on, with the hope that the same students would attend progressively more advanced courses each year; exposure of minority students to faculty research projects; faculty visits to middle and high school classes; pre-college workshops with minority parents at the elementary, middle, and high school levels; identification of and sustained contact with particularly promising minority students early in their high school careers; and programs to acquaint public school guidance personnel with the University's commitment to recruitment and retention of black students and to its admissions and financial aid procedures (the Task Force has learned that some high school guidance counselors informally discourage black students from attending UVA on the premise

that this institution's environment is unwelcoming or its academic programs too difficult).

The Task Force believes that the University should eventually develop partnerships with a number of school systems around the state. Initially, the sensible focus is our home communities of the City of Charlottesville and Albemarle County, where some links are already in place and can be expanded. Also, we see the Richmond Public School System as a prime candidate for development of an early partnership with the University. Its propinquity will facilitate contact between University and public school personnel, and its large black student population should become an important recruitment source for this institution.

The Task Force is encouraged that the Charlottesville and Albemarle County Public School Systems would be very receptive to a variety of programs that would bind the University and its home communities closer together. We suggest the following activities as a starting point to help cement this critical relationship: a "Saturday School" for selected local students who are underachieving, which might concentrate on study skills, computer literacy, textual comprehension, etc.; a program for University employees in low-skill jobs and their children designed to provide parents with training to both upgrade their job skills for promotional possibilities and enhance their parenting skills with an eye toward encouraging the academic achievement of their children; faculty research in the public schools on strategies to ameliorate the prospects for "at-risk" students at all grade levels; University funding and expansion of model programs for minority students like that currently conducted by the School of Medicine; the provision of free passes by the University to selected local public school students to attend particularly noteworthy

cultural events.

The Task Force believes that the University must develop a comprehensive, multi-disciplinary approach to its partnerships with public school systems. A concentrated effort must be made to evaluate how programs that are already in place may be used and coordinated and to identify additional programs and resources needed to fill in the gaps. Certainly the Center for Liberal Arts should play a prominent role in this process. We believe that a Steering Group on Public School Partnerships, composed of the deans of all of the undergraduate schools plus the deans of the Schools of Medicine and Graduate Business and the Dean of Admissions, should be established to formulate the University's strategy in this area. Once this is done, a working committee should be appointed by the steering group to fashion specific programs and design implementation schedules.

Resource Requirements:

This initiative will undoubtedly require substantial resources, but the Task Force believes allocating a dollar figure should await the development of a strategy by the proposed steering group.

Suggested Initiator of Action:

The Task Force believes that this long-term initiative is so vital for both the Commonwealth and the University that it should be articulated as a University goal and instigated and monitored by the President.

Implementation Schedule:

The President should convene and charge the proposed Steering Group on Public School Partnerships early in the fall 1987 semester. The group should develop a strategy and appoint a working committee by January 1, 1988. The working group should develop a program proposal and a resource request for the steering group and the President by the end of the spring 1988 semester. Initial partnerships should be formalized with the Charlottesville, Albemarle County, and Richmond school systems by September 1, 1988.

RECOMMENDATION 8:

ENHANCEMENT OF FINANCIAL AID FOR BLACK STUDENTS

Objective:

To increase the attractiveness of the University of Virginia to outstanding black high school students and to meet the full financial needs of currently enrolled black students.

Strategic Rationale/Program Description:

The Task Force believes that financial aid for black students--both merit-based and need-based--must be increased. The competition, within the state and nationwide, for the most promising black high school students is acute indeed. All of the undergraduate schools (as well as

the graduate schools) would gain competitively if merit-based scholarships were available to attract outstanding black students to UVA. Until the 1985-86 academic year, no merit-based scholarships designated for black students were available. In that year the University began its University Achievement Award Program to Black Virginians, which allows the University to offer up to 50 merit scholarships of $1,000 each to 50 incoming black students from Virginia each year. Students in good academic standing can retain these awards for four years.

The Task Force commends the University for establishing this merit scholarship program. We believe, however, that the number of awards should be increased to 100, the size of the award increased to at least $2,000 per annum, and the program extended to non-Virginia black students. UVA is currently losing outstanding black Virginians to William and Mary and VPI because of the more attractive aid offered by those schools.

While finances are a concern for a sizable number of students at the University of Virginia, they are a particular and immediate concern for most black students. The Office of Financial Aid reports that in 1986-87, 69 percent of black students and approximately 30 percent of all students were eligible for need-based aid from the University. The Office of Financial Aid projects that cuts in federal student aid will make it increasingly difficult for the University to sustain its level of commitment with respect to need-based assistance. In 1985-86, for example, the University met 86 percent of the demonstrated need of all eligible applicants; in 1986-87 it was able to meet only 81.4 percent of the demonstrated need. The outlook for 1987-88 is even worse. In response, the Financial Aid Office must retrench. Needy students will be expected to contribute a greater proportion of their educational expenses

either through working while in school, increased parental contribution, or larger loans.

The impact of such retrenchment on many black students will be grave. To expect the already financially over-burdened families of many of our black students to contribute more, or to increase indebtedness, is totally unrealistic. Many black students already report an over-reliance on loans and bear significant guilt (which at times interferes with their academic progress) for augmenting the financial insecurity of their parents. Massive indebtedness also powerfully restricts the potential career choices of such students. Also unrealistic is the expectation that black undergraduates (especially first-year students), who must undergo a difficult and lengthy adjustment to the University both socially and academically, will have sufficient time to work. Greater financial pressures and increased work hours at the expense of study time will lead to severe retention difficulties. Lack of financial aid will undermine the University's most noble recruitment intentions. The University must move swiftly to bolster its student aid resources for financially strapped black students.

Given the decline in federal student aid resources, the Task Force believes that the University must confront both the Commonwealth and the private sector with its financial-aid dilemma. We believe that the University should champion the concept of a scholarship program for minority students that would guarantee a state match of resources generated by a private endowment established for this purpose. The model for this program should be the Commonwealth's existing Eminent Scholars Program. Under this program, designed to attract outstanding scholars to the state's institutions of higher learning by providing salary

supplements, the Comonwealth matches dollar-for-dollar income earned by endowments held and invested by the University. Such a program gives powerful leverage to privately donated monies and is therefore very attractive to prospective benefactors. The Task Force believes that this matching concept would also be attractive for individual and corporate donors interested in assisting minority students. A state-supported matching program with respect to financial aid for minority students would be extremely helpful in alleviating a prime need cited by the deans of every school (graduate, professional, and undergraduate) at the University: inadequate scholarship resources for black students.

This concept is, of course, a long-run approach to the problem of student aid. In the short run, the University must make every effort to ensure that the pressure of finances does not cause black students to drop out of school. The University should establish an emergency scholarship fund to channel resources to black students who can demonstrate overwhelming financial need caused by federal cuts.

Resource Requirements:

Merit-based scholarships should be increased from a level of $50,000 per year (or $200,000 for four classes) for black Virginians to at least $100,000 per year (or $400,000 for four classes) and extended to black non-Virginians. With respect to need-based aid, a $150,000 fund for emergency scholarships for black students should be established by the University to ensure retention of those students who are suffering extreme financial hardship.

Suggested Initiators of Action:

The President should identify and allocate the resources necessary to enhance both merit- and need-based scholarships for black students. The Vice President for Development, in conjunction with the Office of the President, should initiate a plan to convince both the Commonwealth and potential donors of the enormous promise of a matching minority-student scholarship program in the Eminent Scholar model.

Implementation Schedule:

The emergency scholarship fund for black students should be initiated in the fall 1987 semester. Expansion of the merit-based scholarship program for black students should begin in the fall of 1988 with aid offers being made to accepted applicants the previous spring. Plans to marshal state and private support for the proposed matching scholarship program should be in place by the end of the fall 1987 semester. The program should be introduced to the General Assembly in the 1988 session.

RECOMMENDATION 9:

ENHANCEMENT OF EFFORTS TO RETAIN AND GRADUATE BLACK STUDENTS

Objective:

To increase the academic achievement and graduation rate of black students at the University of Virginia to a level equal to that of their counterparts from other races.

Strategic Rationale/Program Description:

Considerable evidence indicates that the academic achievement level of blacks at the University of Virginia is below that of other students. Because of this situation, the Self-Study Steering Committee expressed concern "about the degree to which the University has discharged its responsibility in educating our black students." The committee's disquiet stemmed from an analysis of several traditional academic indicators.

Data developed by the Office of Institutional Planning and Studies reveal that, on average for the classes entering in the years 1977 through 1982, 54 percent of black students graduated after four years while 74 percent of non-blacks did so. When the time period is lengthened to six years after matriculation, the percentage for blacks increases to 67 percent while that for non-blacks rises to 86 percent. (See Exhibit III for data on graduation and progression rates.) Of the 196 black students who enrolled in the College of Arts and Sciences in September 1985, 83 were placed on Academic Warning at the end of the fall semester of that year. In 1986, 233 black students matriculated in the College; 77 were placed on Academic Warning after one semester. Of the 40 first year students suspended from the College at the end of the 1985-86 academic year, half were black.

These figures should serve as a challenge to the University to place the retention of black students at the forefront of its priorities. So too should the conversations of the Task Force on Afro-American Affairs with black students and the answers to its student and alumni surveys, which revealed that many black students see the University's academic support services, particularly academic advising and tutorials, as far

from adequate. To many black students, the University's retention policy toward them once they are admitted is minimal or even nonexistent. A third-year student in the College of Arts and Sciences summed up the perception of many black students: "I don't feel there is a real commitment to Afro-American students at the University. My impression is that the University brings them in to fulfill a quota and lets them sink or swim." A 1986 alumnus of the Law School agreed: "U.Va. has a tendency to recruit people and let them struggle by themselves once they arrive."

The Task Force believes that the University can and must do more to ensure the retention and academic achievement of its black students. In Section VI we present a series of recommendations concerning specific support services. In addition to these programs, which should be coordinated on an institution-wide basis, we recommend that each academic dean develop a plan for submission to the Provost or the Vice President for Health Affairs detailing how his or her school intends to improve the academic achievement and retention rate of its black students. The plans should include a mechanism whereby the school would identify individual students' academic problems as early as possible and fashion a strategy to help them take full advantage of the educational opportunities available at the University. The Provost and the Vice President for Health Affairs should monitor the implementation and success of the school plans over time.

Resource Requirements:

Section VI speaks to the funding needs of enhanced academic support programs, including advising, transition programs, and tutorial services.

No incremental resources should be required for the development of school plans to improve the retention and academic progress of black students.

Suggested Initiator of Action:

The Provost and the Vice President for Health Affairs should initiate the call for the development of black-student retention and academic-achievement plans by each of the schools.

Implementation Schedule:

The call for school plans should be made early in the fall 1987 semester with submissions due by the beginning of the spring 1988 semester.

VI. STUDENT ACADEMIC SERVICES

STATEMENT OF NEED:

As stated in the 1986 Self-Study Report, two goals of the University of Virginia are to "strive for diversity in the student body and in the faculty" and "to expand educational opportunities for persons with special challenges such as minority status, physical disability, ethnic heritage, or insufficient financial resources." It is, therefore, incumbent upon the University to provide the necessary resources and support structure to enable all students whom it admits and whom it is charged with educating to have the opportunity to succeed. Consequently, the development and maintenance of an effective academic support system must be a major responsibility of all faculty members and administrators at the University of Virginia. Such a system begins in the classroom and extends to a series of high-quality special services that the University should willingly provide for those students who may have particular needs.

At its core, the concept of academic support must include a sensitivity on the part of each faculty member to the academic concerns of blacks and other minority groups in the classroom as well as in critical interpersonal advising and mentoring relationships. Moreover, the University must recognize that, to its benefit, its student body is becoming increasingly heterogeneous. As a result, the institution must acknowledge the particular needs of some students, a portion (but by no means all) of whom have been admitted to the University on the basis of their abilities and potential to complete degree requirements, but whose

high school backgrounds, for any number of reasons beyond their control (e.g., limited faculty size, high student-to-faculty ratios, lack of cultural opportunities, absence of advanced courses, narrow course offerings, poor equipment, inadequate funding, etc.), may not be equivalent to that of most students. The University must provide the comprehensive academic support services--transition programs, tutorials, and diagnosis and remediation of learning problems--required to meet the needs of all students.

It is important to emphasize that academic support services such as these are of immense importance to many white students as well as black, and that they are by no means required by all black students. They are critical services that must be accepted and defined as part of the academic mainstream of this institution. They must be available to all in the student community who may wish to use them. They must be delivered in a welcoming atmosphere and without stigmatization. Their goal must be to enable all students to realize their potential and accomplish their educational objectives.

While the University currently offers a variety of academic support programs in many of its administrative units, these programs have tended to be fragmented, underfunded, underpublicized, and unevaluated. This situation has arisen because the University has neglected to define with clarity its responsibility for providing comprehensive academic support services to students. The Task Force on Afro-American Affairs believes this critical shortcoming in the University's responsibility to students must be overcome without delay. We suggest, through the following recommendations, that the University commit itself unequivocally to the provision of a high-quality, unified, well-defined, and amply funded array

of academic support services. Because such services relate directly to the academic programs of the institution, the Task Force believes that their planning, direction, and evaluation should become the responsibility of the chief academic officer, the Provost. In Section VIII.B of this report, the Task Force makes detailed suggestions with respect to how student academic support services should be structurally administered within the Office of the Provost.

RECOMMENDATION 10:

PROVIDE TRAINING SESSIONS FOR FACULTY ON THE CLASSROOM EXPERIENCE OF BLACK AND OTHER MINORITY STUDENTS IN A PREDOMINANTLY WHITE MILIEU

Objective:

To make the classroom environment more comfortable and effective for both students and faculty by reducing inadvertent distraction arising from awkward situations with racial implications.

Strategic Rationale/Program Description:

University teaching staff have been selected for their scholarly achievement, which is, of course, entirely consistent with the purpose of the University. Little in the apprenticeship of scholars, however, prepares them to deal with the special needs of Afro-American and other minority students. While faculty are generally sympathetic to those with recognizable differences, they are far from immune from the racial assumptions that permeate American society. With the best will and with the best of intentions, it is still almost impossible for most of us to

avoid expression of societal racial conditioning. When this happens in the curiously formal yet intimate setting of the classroom or in academic advising, it can interfere with the educational task at hand.

In panels organized in recent years by Assistant Dean of Students Angela Davis, black students have given concrete examples of such occasions:

> An instructor turns to [the only] black student in a seminar and asks, "What is the view of black people on this issue?" The assumption that one student somehow can represent all black people reminds that one student again that he is not a unique person, but a type, defined for this occasion by his blackness.
>
> An advisor sees a series of students. He greets the first with a warm informal manner; his interest extends far beyond the details of requirements. The listener would think the student was his own daughter. But with the second student, his manner is strictly business, formal and chill. Could this mask his discomfort in dealing with the black student?

Students have testified in forums sponsored by the Task Force on Afro-American Affairs that good advising is hard to find. To some students, faculty seem ill-informed, indifferent, or elusive. Still more troublesome is the impression sometimes given that a black student will be steered away from rigorous programs. This counsel might reflect sincere concern and knowledge of the difficulties of the choice, but black students sometimes are given the impression that the advisor assumes that no black student could be capable of managing academic rigor.

Avoidance of complicating the relationship of instructor or advisor and student by the expectations and worries that each brings to the transaction is difficult. These preconceptions are thoroughly socially conditioned, and white faculty are often unaware of their own assumptions about black students or what consequences those assumptions can have. The

possibility that black students in a predominantly white institution have special difficulties to which faculty may contribute because of their own lack of awareness or awkwardness is far from congenial to well-intentioned and conscientious instructors. Even if such a suspicion crosses a faculty member's mind, it is easy to push away; there is so much to do that seems so much more urgent, and about which something concrete can be done.

A small body of literature exists on the experience of minority students in a predominantly white university and on the nature of their interactions with white instructors. At Virginia Commonwealth University, Professor Jack Noonan (now at Iona College) instituted a series of training sessions in which he reported to faculty his observations of classroom situations tinged with racial tension. More importantly, he encouraged faculty to think seriously about the assumptions on race they may have adopted without analysis. Faculty often were quite chagrined to find how uncritically they had absorbed opinions and behaviors that they saw, intellectually, as unworthy. Recognizing the recalcitrance of deeply ingrained views, and the difficulty of overturning habits of expression, Noonan encouraged the establishment of support groups to continue the work after his sessions.

Similar workshops were organized at the University of Virginia during 1984-85, with the support of the Office of Afro-American Affairs. Besides the general and small-group discussions in which white faculty could reflect on their own experiences, a panel of black students related their confrontations with classroom practices that distracted them. Their obvious determination to do the best academic work, their clear-eyed recognition of the need not to be devastated by racial tensions, and their generosity to those who injured them from clumsiness or lack of awareness

did much to overturn the inescapable stereotypes of black students as being out of place in the University.

Similar student panels were re-enacted for particular departments in 1985-86 and during the training sessions for faculty advisors in August 1986. In every case, workshops met with an enthusiastic response and enlightening discussion. Single events of this kind cannot achieve much, however. Only unremitting effort will effect long-lasting change.

The Task Force on Afro-American Affairs recommends that the University of Virginia work to improve the manner in which its overwhelmingly white faculty and administrators relate to Afro-American and other minority students. A sustained and coherent effort is needed within all the institution's academic units to help faculty understand the complexities of promoting learning in a multicultural milieu.

The persons most in need of advice in pedagogical practice of all kinds, as well as in the pitfalls of racial assumptions, are the most inexperienced instructors, namely, the teaching assistants, many of whom deal with students in that critical first year. For this reason, we recommend that all TAs should participate in workshops such as those described above as a part of their formal contractual requirements. In addition, we encourage all faculty, as well as administrators at the highest levels, to participate in similar workshops tailored to the needs of their particular groups. The Task Force suggests that, in cooperation with the Office of the Provost, each academic dean make available to faculty the opportunity to attend workshops in interracial teaching effectiveness. Written materials that illustrate problem classroom situations and emphasize the importance of a sensitivity to cultural differences should be prepared and distributed widely throughout the

faculty and administration.

Resource Requirements:

The direct cost of this recommendation will depend on the number of workshops undertaken. Although some funds will be required for a series of workshops, it should be noted that organizational effort is a more critical need than dollars to make this recommendation a reality. We anticipate that in 1987-88 the University should make available a budget of $20,000 to underwrite these workshops.

Suggested Initiator of Action:

The Provost should assume the responsibility for initiating this recommendation. However, to ensure the involvement of faculty, strong encouragement from the President, as well as from the deans of all schools, is essential. The President should promulgate as policy the requirement that all teaching assistants participate in these workshops.

Implementation Schedule:

With the assistance and advice of a faculty advisory committee appointed by the President, plans to implement this recommendation should be developed during the fall 1987 semester and the workshop program initiated in the spring of 1988.

RECOMMENDATION 11:

IMPROVEMENT OF ACADEMIC ADVISING AND DEVELOPMENT OF A MENTORING PROGRAM

Objective:

To increase the academic success rate of black students by providing closer faculty attention to the critical areas of academic advising and mentoring.

Strategic Rationale/Program Description:

The Task Force on Afro-American Affairs has received considerable testimony from black students regarding what they perceived as inadequate academic advising. The Task Force has concluded that this problem is not limited to black students but pervades much of the undergraduate student body at this institution. It seems most acute in the College of Arts and Sciences during a student's initial two years in residence and prior to his or her choice of a major, when a specialized departmental advisor is assigned. In its recent survey of nearly 2,100 undergraduates, the Ad Hoc Committee on Racial Awareness solicited responses to the following statement: "My advisor provides me adequate information regarding my academic program." Twenty-eight percent of white students, thirty-six percent of black students, and twenty-seven percent of "other" race students disagreed with this assertion.

The evidence is clear that the faculty must pay much closer attention to academic advising for all undergraduates at the University of Virginia. A white professor responding to the Task Force's request that faculty submit their ideas on how to enhance the educational opportunities of black students observed:

> The sort of individual action that could make a difference would be for the faculty to take a sincere interest in these students. If this were done, the faculty would perhaps be moved to find out who these students really are and how their educational needs differ from those of other students. If this leads to the next step with the faculty asking questions like: What changes should be made to meet these students' needs and how can I change my teaching and courses to better serve these students?--then a great deal of good would result.

This observation is, of course, equally applicable to students of all races, but the advising problem is especially critical for some black students. At the Task Force's faculty forum a white instructor indicted the University's advising system for being "far behind...for all our students." But, he observed, "most of our students can get by. They know the ropes already. They had brothers and sisters here and they're like every other student here. But for the minority student, that's not the case. Many of them are first generation. They feel a little bit awkward to be here in the first place."

The need for the University to highlight unequivocally the importance of undergraduate academic advising is long overdue. Constructive advising not only requires a greater understanding of student needs but also the involvement of greater numbers of faculty than at present in the advising process. Therefore, the Task Force recommends that the Provost instruct all academic deans to include academic advising as a significant element in the process of determining salaries, and in evaluating candidates for promotion and tenure. The faculty must receive the message that academic advising of all students, and most particularly the advising of first and second year undergraduates, is an important responsibility, and its performance will be evaluated in the same way as teaching and scholarship. The academic advising of undergraduates must become an

important and valued part of the faculty culture at this institution. At the same time, we recommend that faculty advisors be provided with special orientation programs to make them sensitive to the needs of Afro-American students, particularly those who are just embarking on their educational careers at the University.

With respect to black students, the Task Force on Afro-American Affairs recommends that the conventional advising relationship be extended even further. As cited in Section IV, the need nationwide for more black graduate students and academics is tremendous. Furthermore, students who become attracted to potential academic careers and who view the pursuit of graduate degrees as a normal and viable path to a dedicated lifetime endeavor have generally been inspired by one or more outstanding professorial role models. Therefore, the Task Force recommends that the University encourage, organize, and support a group of faculty drawn from all of the schools who would volunteer to serve as mentors for black students whose interests and academic performance might naturally lead them to consider a career in academia.

The University should develop a formal mentoring program to put such black students in close touch with enthusiastic faculty mentors of all races. The University might use as a model an initiative known as the Early Identification Program (EIP) recently begun at the University of Washington. This program is designed to encourage and prepare talented minority students to attend graduate and professional schools. The program identifies academically promising minority students at the end of their first year of studies and invites them to orientation sessions designed to increase their awareness of career and professional opportunities through graduate and professional education. Students

interested in pursuing the program are then paired with a faculty mentor who provides both intensive academic advising aimed at assisting students in clarifying their educational and career goals and exposure to the scholarly research process that goes considerably beyond what is offered in a typical undergraduate program. The EIP is designed to guide students throughout their undergraduate careers. In addition, the program participants receive literature about graduate school options, attend test preparation workshops for the GRE, GMAT, MCAT, or LSAT, and may obtain help in preparing applications, requesting faculty recommendations, and readying themselves for interviews.

A program similar to this one would not be difficult for the University of Virginia to establish. Some of the components are already in place through existing services such as the Office of Career Planning and Placement. What is currently lacking, however, is the faculty mentoring. The University should work to put such an initiative in place.

Resource Requirements:

Only incidental additional resources should be required to initiate this recommendation. The Task Force believes that the academic advising of undergraduates should be part of the normal job responsibilities of each faculty member connected with a school educating undergraduates. Moreover, we believe that, if a formal mentoring program for black students were put in place by the administration, sufficient faculty volunteers would come forward to assume this extra role, which goes beyond the normal academic advising duties that each instructor should carry.

Suggested Initiator of Action:

The Provost and the academic deans should promulgate the policy that academic advising will carry considerable weight in the evaluation of faculty for tenure, promotion, and merit salary increases. The Office of the Provost (through a new Associate Provost position recommended in Section VIII.B) should assume the responsibility for establishing and coordinating the mentoring program for black undergraduates.

Implementation Schedule:

The Provost and academic deans should articulate a clear policy with respect to the importance of undergraduate academic advising in the fall 1987 semester. The mentoring program for black undergraduates should be developed during the 1987-88 academic year with implementation scheduled for September 1988.

RECOMMENDATION 12:

COORDINATION AND EVALUATION OF SPECIAL EDUCATIONAL PROGRAMS

Objective:

To centralize the management responsibility for transition and other special educational programs under the Provost.

Strategic Rationale/Program Description:

An essential need of undergraduates admitted to the University from high schools that provided them with weaker preparation than that enjoyed by a majority of our students is a well-defined transition program that will facilitate their academic advancement. At present various summer

preparatory programs, transition programs that are incorporated in the curriculum of the regular academic year, and federally sponsored Upward Bound programs are scattered in various Schools as well as in the Office of Afro-American Affairs. Historically these programs have received scant attention from the Provost's Office, and for that reason they have often been poorly coordinated, underfunded, and sometimes redundant.

A 1986 study published by the Educational Testing Service, Improving Minority Retention: A Search for Effective Institutional Practices, found that successful retention programs are characterized by strong endorsement and support from the highest level of a university's administration. Such support signals respect for the legitimacy of the efforts, encourages cooperation from all units within the institution, and assures adequate financial resources. In addition, effective retention programs require a favorable institutional climate in which such activities can be perceived by faculty, students, and administrators as a normal part of campus life.

The Floyd Committee, an ad hoc body appointed by President O'Neil in the fall of 1986 in response to a Board of Visitors' resolution (see Appendix II), observed that, given the University's appropriate goal "to strive for diversity in the student body," we cannot expect every admitted student to present an impeccable academic background. If the University's student body is to be truly diverse, said the Floyd Committee, for some students "some areas of weakness of background will exist, transitional programming will need to be in place to remedy weakness, and the faculty must be fully educated to the fact that areas of weakness in students in no way warrant stereotyping the academically disadvantaged as less worthy of their attention and concern than others."

The Task Force on Afro-American Affairs is pleased that the University

of Virginia is beginning to move in the direction of a clear commitment on the part of the University's academic administration with respect to the support and management of special educational support programs. As of the summer of 1987, the Provost will be assuming responsibility for a University-wide transition program that will encompass both the Summer Preparatory Program, traditionally sponsored by the Office of Afro-American Affairs, and the regular academic-year transition programs supported by the College and other schools.

The Task Force endorses the Provost's move toward centralization of these programs and recommends that the Office of the Provost (using the structure outlined in Section VIII.B) assume full responsibility for all transition and summer preparatory programs for undergraduates that presently exist within the University, as well as for Upward Bound. Additionally, the Provost, in consultation with a committee composed of representatives from the various schools, should assess the quality of existing efforts for the purpose of developing and sustaining a well-coordinated and adequately funded Transition Program for the institution as a whole. Currently, an ad hoc committee is working actively to coordinate this summer's transition program and to integrate it with a comprehensive two-year approach. The Task Force recommends that this committee become one of the standing committees of the University, charged with the responsibility of advising on program development and evaluating program performance. The Task Force favors a comprehensive two-year approach to the Transition Program, a concept recently endorsed by the faculty of the College of Arts and Sciences and one which features the inclusion of courses for credit designed by the academic departments as well as summer school financial aid for students who require it during the second summer.

Resource Requirements:

Direction of a comprehensive University-wide Transition Program should become one of the responsibilities of a new position in the Provost's Office, Director of Educational Support Programs, the creation of which the Task Force calls for in Section VIII.B. In addition to this position, a comprehensive Transition Program, including an intensive on-Grounds experience in the summer prior to the first year, special sections of courses during the regular academic year, and tuition, room, and board for students in the second summer, will require approximately $600,000 in funding, of which a portion can be obtained from a State Council on Higher Education grant.

Suggested Initiator of Action:

The Provost should continue his overtures in the direction of providing leadership for a University-wide Transition Program. The President should invest the Provost with this responsibility and appoint a standing advisory committee to the program. The Deans of the College of Arts and Sciences and the Schools of Architecture, Engineering, and Nursing should support and be closely involved with the Transition Program.

Implementation Schedule:

The comprehensive approach to transition programming should begin, as we expect it will, with the 1987 summer program. This approach should be formalized during the fall 1987 semester.

RECOMMENDATION 13:

COORDINATION AND EVALUATION OF TUTORIAL PROGRAMS

Objective:

To centralize the management, oversight, and coordination responsibilities for tutorial programs under the Provost.

Strategic Rationale/Program Description:

A large number of students throughout the University, including (but by no means limited to) those in the Transition Program, desire tutorial assistance from time to time. Tutorial services of one sort or another are presently provided by various Schools and departments, by student honor societies and service groups, and by the Office of Afro-American Affairs and the Athletic Department. Still other offices, such as the Counseling Center, offer important sessions on academic skills development. These services, many of which have been developed on an ad hoc basis, have never been fully and continually inventoried; nor are they coordinated by a single, well-identified administrative unit. As a result, many students, faculty, and administrators are not well informed about the tutorial programs that now exist. Moreover, no formally sanctioned mechanism exists to evaluate the nature and quality of these dispersed programs, to assess particular students' needs, or to identify gaps and duplications in services. It is fair to say that tutorial programs--an essential and valuable resource for a significant portion of the student body--have been relatively unmanaged from an institutional perspective.

To rectify this situation, the Task Force on Afro-American Affairs

recommends that the Office of the Provost (using the structure outlined in Section VIII.B) assume full managerial responsibility for the tutorial services presently offered by the Office of Afro-American Affairs and the Athletic Department and the coordination responsibility for the tutorial services offered by the Schools and the academic departments. The Task Force believes strongly that tutorial and study-skill programs are clearly an academic function. Consequently, it is appropriate that the two major tutorial services currently operated by non-academic units--the Office of Afro-American Affairs and the Athletic Department--migrate to administration by the Provost. In making this recommendation, the Task Force seconds the advice of the Committee on Student Development Services, whose self-study report stated that tutoring and retention efforts for minority students "should be strengthened and brought under the administrative purview of the Vice President for Academic Affairs" (i.e., the Provost). Additionally, this committee in 1986 identified the athletes' academic advising program as a key issue and questioned "whether an academic program such as this should administratively be under the athletic department or would not be better situated under the vice president and provost."

The development of a well-coordinated body of tutorial services will take time. The Task Force suggests that 1987-88 be used as a transition year to undertake a complete inventory of the tutorial endeavors that presently exist--what subjects are offered and how frequently, what are the objectives of particular programs, what particular tutorial needs are engendered by the special scheduling demands of certain clientele groups (e.g., athletes), how programs are funded, etc.--and from the results of this survey, develop a well-coordinated, adequately funded tutorial system

under the Provost by the following year.

Resource Requirements:

The precise resource requirements for a comprehensive tutorial system must await completion of an inventory assessing current efforts and unmet needs. Certainly the resources for tutorials currently contributed through the budgets of the Office of Afro-American Affairs and the Athletic Department should be allocated to the Office of the Provost when it assumes responsibility for management of the system.

Suggested Initiator of Action:

The President should invest the Provost with the responsibility for management, oversight, and coordination of tutorial programs.

Implementation Schedule:

The inventory of existing tutorial services and unmet needs should begin early in the fall 1987 semester. Plans for implementation of a University-wide approach to tutorial services should be completed by March 1, 1988. The Provost should assume administrative control of the tutorial programs currently operated by the Office of Afro-American Affairs and the Athletic Department by July 1, 1988.

RECOMMENDATION 14:

COORDINATION AND ENHANCEMENT OF THE DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES

Objective:

To improve the University's ability to diagnose students' learning disabilities, and to coordinate efforts to overcome them more closely with the academic units.

Strategic Rationale/Program Description:

The major function of the Learning Needs and Evaluation Center, which operates under the purview of the Vice President for Student Affairs, is to test students of all races who may have handicapping conditions or special learning needs and to make recommendations to the faculty as to what adjustments might be necessary to accommodate these conditions and needs. Clearly this function should be regarded as an important element in the University's academic support program, and one that relates closely to the other academic support services that should fall under the supervision of the Provost (e.g., Transition Program, tutorial system). The Committee on Student Development Services in 1986 recommended the following:

> All special education programs, particularly the Learning Needs and Evaluation Center, should be better categorized, coordinated, communicated and advertised. Each group of programs with similar academic purposes, such as remedial instruction, instruction for the handicapped or tutorial supplements to curricular programs, should be placed under the vice president for academic affairs (i.e., the Provost) who should postulate a University program which is well understood and taken advantage of by school constituencies.

The Task Force supports this approach and recommends that the responsibility for the Learning Needs and Evaluation Center be transferred from the Vice President for Student Affairs to the Provost.

This administrative change would strengthen the Learning Needs and Evaluation Center and help clarify its mission. In addition, more must be done to ensure that the center delivers its services to students in need of them. The Task Force has heard testimony that the center is understaffed. Moreover, the center has had trouble communicating the importance of its services to black male students who, according to the testimony we received, among all races and both sexes, find it especially difficult to accept a handicapping condition that is not obvious (e.g., an auditory or visual problem) and to participate in a planned program to address diagnosed needs. To help confront this situation, as well as to mitigate the general understaffing problem, the Task Force recommends that the University allocate to the Learning Needs and Evaluation Center an additional professional position. This post should be filled by a learning needs specialist who has had considerable experience working with Afro-American students.

Resource Requirements:

The administrative transfer called for in this recommendation will necessitate no incremental resources. An additional professional position in the Learning Needs and Evaluation Center will require approximately $30,000 a year.

Suggested Initiator of Action:

The President should initiate the administrative transfer of the

Center from the Vice President for Student Affairs to the Provost and allocate the resources necessary to fund an additional professional position.

Implementation Schedule:

The transfer of the Learning Needs and Evaluation Center to the Provost should be completed by January 1, 1988. An additional professional position should be allocated to the Center by that date as well.

VII: EDUCATION, COMMUNICATION, AND CONSCIOUSNESS RAISING IN THE UNIVERSITY OF VIRGINIA COMMUNITY

STATEMENT OF NEED:

We are all sadly diminished as educated human beings when any segment of our society is invisible. The following recommendations speak to the need to make clear to the University community the richness and value of the Afro-American heritage and perspective on American culture. Although much of the discussion may seem focused on particular problems facing black students in this predominantly white community, we stress that in addressing these problems the entire community will benefit in significant ways. Of course we expect that black students would prosper in a more welcoming milieu, but perhaps as important, those who once might have been either resentful, indifferent, or simply bewildered and uncomfortable in the presence of minority persons would be able to profit from a fuller understanding of the Afro-American experience and point of view. A third year black student in the School of Commerce summarized well the feeling of social isolation many of her peers experience at the University of Virginia: "If you don't act 'white,' it's hard to be 'accepted' by the University mainstream. It boils down to a problem that has been identified often, but never approached--
multiculturalism. The University doesn't accept our differences and allow us to assimilate into the University community. We are just ignored and looked over."

The recent surveys of the Ad Hoc Committee on Racial Awareness present some suggestive data with respect to the tenuous comfort level of black students and faculty at the University of Virginia. Sixty-three percent of the black undergraduates responded affirmatively to the following assertion: "I have witnessed or experienced racial discrimination at UVA." Thirty-six percent of the white and forty-one percent of the "other" race undergraduates also responded affirmatively, as did seventy-seven percent of black faculty, twenty-eight percent of white faculty, and thirty-one percent of "other" race faculty. When asked to respond to the assertion, "I feel comfortable at this University and have a sense of belonging," 89 percent of white students and 84 percent of white faculty members agreed, while a substantially lower proportion of black students and faculty--67 percent and 61 percent, respectively--did so. (Eighty-five percent of "other" race students and seventy-six percent of "other" race faculty agreed with the assertion.)

We must not succumb to the temptation to refer to racial problems as the problems solely of Afro-Americans. Racial strife, like other conflict, arises from misunderstanding and fear on all sides. It follows that significant amelioration requires from all of us a full understanding, consistent generosity, and a degree of trust even in the face of discouraging history. We will need heroic persistence in the face of discouragement. Racial harmony cannot be achieved by the occasional action of a few; although, sadly, racial tension can be inflamed by a single ugly reminder. To contribute toward mutual trust and understanding, we recommend the continuation and expansion of faculty seminars on the experience of the black student in the predominantly white university (see Section VI, Recommendation 10), the implementation of

formal, well-publicized discrimination complaint procedures (Recommendation 21), and the examination of concerns raised by black students with respect to the application of the Honor System (Recommendation 22).

The central role that the African and Afro-American experience plays in American and world history demands that we recognize its presence throughout the curriculum. Without specific countermeasures--that is, without the inclination to incorporate the African and Afro-American perspective in courses, and without the resources and expertise to do so--it is all too easy to overlook this important part of the University curriculum (Recommendation 19). A recent report on minority life and education at Brown University noted an axiom that is equally applicable to the University of Virginia: "Pluralism begins with the curriculum. By what it elects to include in the research it supports and the courses it offers, a university implies something about what is worth knowing."

As in the curriculum, so too the "paracurriculum." Only a portion of the intellectual life of the University is conducted in formal classes. The African and Afro-American perspective must be fairly represented in the programming of public lectures, debates, concerts, and University publications. In view of the fact that such a major portion of American and world music, dance, literature, and art derives from and is vitalized by its African and Afro-American sources, cultural programming generally should reflect its importance (Recommendations 15 and 16).

One of the potentially most valuable contributors to the University of Virginia, which is still so much in need of a full understanding of the Afro-American perspective, is the Charlottesville community. Here is a sociological laboratory, an urban planning model, and a bit of living history from which the University community has much to learn. To neglect

the riches at hand is a severe loss (Recommendation 17).

The principle of affirmative action is poorly understood, at this institution and in American society at large, both in theory and in practice. We should bring the intellectual resources of the University to bear on the task of establishing a more thorough understanding of the philosophical, political, legal, economic, and psychological subtleties of affirmative action. Here is a task that the University is uniquely well suited to assume; to neglect or dismiss the thorny questions that the practice of affirmative action inevitably raises amounts to a dereliction of this institution's educational duty (Recommendation 18).

Undeniably, black students encounter difficulties at this predominantly white university that are either directly or indirectly a consequence of their race. Students, both white and black, are acutely aware of race as an important issue at the University. A student poll commissioned by The University Journal in the fall of 1986 found that more than half of the student population, 52 percent, volunteered some type of concern pertinent to race relations (e.g., racism/racial tension, 38 percent; lack of minority students, 8 percent; lack of minority faculty and administrators, 3 percent; need for a culturally more diverse student body, 3 percent) as the most troubling problem facing the University (see Appendix XI). These urgent and stubborn problems need our careful attention.

We should not lose sight of the fact, however, that all students face substantial difficulties making their way at the University. To the extent that we can address the problems widely shared across the entire student body, we will improve the lot of black students as well as many other students.

The problems that all students face (but that might have particular implications or subtleties for black students) include: (a) finding a comfortable and welcoming circle of acquaintances; (b) finding appropriate and congenial leisure activity; (c) finding informed and thorough academic and career advising; and (d) finding sympathetic and effective help through academic or personal difficulties (Recommendation 20).

RECOMMENDATION 15:

ESTABLISHMENT OF A COMMITTEE TO ASSURE FULL USE OF THE LUTHER P. JACKSON CULTURAL CENTER BY UNIVERSITY DEPARTMENTS, INSTITUTES, AND PROGRAMS

Objective:

To assure wide access for the University community to research and cultural material on the African and Afro-American experience.

Strategic Rationale/Program Description:

When anyone seeks to compile information on a research topic, one naturally consults Alderman Library and whatever relevant, more specialized collections complement the central holdings. These resources include the Fiske-Kimball Arts Library, the Music Library, the Medical Library, the Law Library, the Graduate Business School Library, and still more specialized departmental collections. The Luther P. Jackson (LPJ)

Cultural Center Collection should appear prominently on this list of University resources.

If the Afro-American and African perspective is to be incorporated fully into the undergraduate curriculum, relevant materials must be readily available for reserved reading and for consultation by researchers. Therefore a natural part of the mission of the LPJ Cultural Center is to maintain a collection of journals, books, music, photographs, and perhaps art objects for consultation. The beginning of such a collection in the Cultural Center has already been made; additionally, the Alderman Library staff has demonstrated its interest in building further the University's holdings in this area. Considerable expansion is called for, however; such an expansion should be planned by the Director of the LPJ Cultural Center in collaboration with relevant academic department heads or their designees and representatives of the music, fine arts, and central collections, as well as the Bayly Museum and the Afro-American and African Studies Program. The Director of the Cultural Center should chair a standing inter-departmental committee designed to enhance the use of the Cultural Center and its library.

Resource Requirements:

Substantial funds will be required to establish a core collection in the LPJ Cultural Center. A budget of at least $15,000 annually should be granted by the University as a line item in the LPJ Cultural Center budget. In addition, a full-time cultural affairs assistant position should be allocated to the Cultural Center. Such an additional position was suggested in 1976 by the Planning Committee for the Office of

Afro-American Affairs (it was called a librarian/bibliographer/researcher by that committee) but was never funded by the University. It is long overdue.

Suggested Initiator of Action:

The Director of the LPJ Cultural Center should initiate this recommendation, using a budget allocated by the President.

Implementation Schedule:

The inter-departmental committee should be established in the fall 1987 semester. The additional resources for the Cultural Center, as well as the cultural affairs assistant position, should be forthcoming by the start of the spring 1988 semester.

RECOMMENDATION 16:

ENCOURAGEMENT OF THE UNIVERSITY'S GROWING EMPHASIS ON INTER-CULTURAL PROGRAMMING BY SUPPORTING INCORPORATION OF AN AFRO-AMERICAN OR AFRICAN PERSPECTIVE INTO PUBLIC PRESENTATIONS

Objective:

To bring the African and Afro-American perspective into its proper place in the mainstream of the University's cultural and intellectual activity.

Strategic Rationale/Program Description:

The recent emphasis on multi-cultural perspectives at the University--including Culture Fest, the appearance of Seasons (the new student journal dedicated to the exploration of multiculturalism), and the reorganization of the International Student Office--are all encouraging developments to the Task Force on Afro-American Affairs. We are happy to see the vital and flourishing events offered in Black History Month, in the Women's Artists and Scholars Series, and in many other programs. However, we see no reason to rest, even in view of these efforts. Cultural programming at the University still suffers from a degree of parochialism and a separation between "black" and "mainstream" events. We must work toward the ideal that Afro-American and African artists and scholars are widely represented in all cultural programming. A black student in the third year of her program in the Graduate School of Arts and Sciences expressed the need for a broader cultural perspective:

> Three years in Charlottesville has been a fundamentally alienating experience. I have attended predominately white institutions all my life, but I have never felt so isolated and outside the mainstream. I think to a large degree this has to do not just with the fact that I belong to a minority which is not highly visible here at the University (particularly in the Graduate School of Arts and Sciences), but minorities of any sort seem to be invisible here. This is the most homogeneously WASP community I have ever lived in--on the surface that is. I believe that under the surface conformity there is as much potential diversity here at UVA as there has been in any other community I have lived in. The difference is that there seems to be a prevailing attitude which discourages celebrating any of those differences.

We applaud the recent efforts of University Union to seek out lecturers and performers representing African and Afro-American

perspectives. We urge University Union and other cultural programmers to continue this positive direction and to look beyond those figures who are already prominent in the media and seek advice from academic departments on those scholars and artists who are likely to be making the news in the next few years.

We urge that the Culture Fest, first organized for Parents' Weekend in fall 1986, be made a continuing feature of the University calendar and that a portion of the expenses of that event be guaranteed by the University, perhaps as line items in the budgets of the International Office, the Luther P. Jackson Cultural Center, and the Dean of Students Office.

We encourage programming in first year and upperclass residence halls to include films, speakers, and short courses permitting small-group discussions on multi-cultural and cross-cultural questions, especially Afro-American and African issues. The experience in the Monroe Hill Residential College shows that students will welcome these events. Organizers should call on the resources of the LPJ Cultural Center, as well as other branches of the University library system and relevant academic departments. Teaching staff in the Afro-American Studies Program and the staff of the Carter G. Woodson Institute for Afro-American and African Studies should be encouraged to participate in such events and to present programs to receptive student groups. The Director of the LPJ Cultural Center should play a prominent role in coordinating this endeavor.

The Task Force recommends that much of the cultural programming be scheduled for weekend evenings. The recent experiences of Monroe Hill Residential College, as well as a minority affairs program in the School

of Engineering, suggest that an important need exists for intellectually stimulating and culturally creative activities on Grounds that can serve as an attractive alternative for students to many of the traditionally purely social events that currently dominate weekend calendars.

Resource Requirements:

An annual discretionary fund of at least $20,000 available to the Director of the LPJ Cultural Center would greatly enhance the richness of the inter-cultural programming at the University of Virginia. Even more critical is the need for close and frequent contact between the planners of the cultural events throughout the institution.

Suggested Initiator of Action:

The Director of the LPJ Cultural Center should serve as a catalyst for the development of programs designed to acquaint the University with the African and Afro-American heritage. Programs should be developed in conjunction with the Woodson Institute, the International Student Office, University Union, and pertinent academic departments.

Implementation Schedule:

Planning for multi-cultural programming should begin in the fall of 1987 with the aim of significantly enhanced programming by the spring 1988 semester.

RECOMMENDATION 17:

ENHANCEMENT OF THE RELATIONSHIP BETWEEN THE UNIVERSITY AND THE BLACK COMMUNITY OF CHARLOTTESVILLE-ALBEMARLE

Objective:

To reduce the distance between the black community of Charlottesville-Albemarle and the University, to sponsor events beyond the means of either body separately, and to share the expertise of the University with the community.

Strategic Rationale/Program Description:

The University is in the Charlottesville-Albemarle community but not of it. The University is the largest employer of area black people, but data reveal that the positions most open to blacks tend to be the most menial and poorly paid in the institution. (See Exhibit III for black employment categories.) The University, with the exception of several black student organizations, does little to welcome the black community of Charlottesville-Albemarle to participate in the intellectual, cultural, and social life of the University. The Task Force believes that the University is neglecting and alienating a major resource by this careless attitude. The local black community has much to teach us; it is a rich repository of living history, a laboratory of urban planning in the face of racial divisions, and a source of encouragement and support for our black students (through the churches in particular). We applaud the SHARE

Resource Requirements:

The equivalent of a half-time position should be established within the University Relations or the President's office, the primary effort of which should be directed toward community affairs. The position should be provided with adequate secretarial assistance. An estimated $15,000 per year would be required to support this community affairs and outreach initiative.

Suggested Initiator of Action:

The President should initiate the establishment of a community affairs position.

Implementation Schedule:

This position should be established and filled by January 1, 1988.

RECOMMENDATION 18:

INITIATION OF A THOROUGH PUBLIC EXAMINATION OF THE PHILOSOPHICAL BASIS AND PRACTICAL REALIZATION OF AFFIRMATIVE ACTION

Objective:

To bring to public attention the rationale for affirmative action and to dispell the misinterpretations of its practice.

Strategic Rationale/Program Description:

Few catch phrases are as poorly understood in the broad public forum as "affirmative action." The opinion is widespread that affirmative action is a primarily political measure reflecting the power of minorities and having the effect of putting unqualified blacks in positions of privilege. The whole of public discourse on the just treatment of minorities is muddied by the fact that most of us have little knowledge of the history of the civil rights movement; we have given little systematic attention to the philosophical foundation of affirmative action. Besides these deficits in our understanding of affirmative action in the abstract, we are not well informed on the actual practice of affirmative action and the consequences.

The fact that minority students are disproportionately represented among those on Academic Warning is often taken as support for the view that affirmative action brings poorly qualified students to the University. So is the newly recognized need to take special measures of remediation for a substantial number of students, many (but certainly not all) of whom are black, whose secondary education was weaker than the norm through no fault of their own. However, these same data could as plausibly be taken to mean that, as the mission of the University must inevitable evolve as the society it serves changes, so must some of its practices. Our purpose here is not so much to begin the discussion, as to point out that systematic public discussion has so far been neglected. No issue that has the power to affect the University in such a profound way should be ignored. Neither should it be dismissed with cynical jokes or a sanctimonious bow. We recommend that every participant in public

discourse at the University consider seriously taking affirmative action, as well as other ways of achieving a more just society, as a subject of debate and reflection.

To encourage community discussion and understanding of the concept of affirmative action, the Task Force recommends that the University designate 1988-89 as a "Theme Year" for the consideration of this vital issue on an institution-wide basis. We encourage the participation of all academic departments and all student organizations and publications in Theme Year events. For example, Thoughtlines (the UVA journal of opinion), Oculus, The Advocate, The Declaration, The Cavalier Daily, The University Journal, Seasons, the Monroe Hill College Newsletter, the various school student publications--in short, the whole panoply of university publications dealing with politics and philosophy in the broadest sense--can be encouraged to address this issue. Consistent with the Theme Year, the Jefferson Literary and Debating Society and other organizations might take affirmative action as a topic for continuing discussion. We also recommend to all bodies that sponsor visiting lecturers, such as the University Committee on Special Lectures, the Women's Artists and Scholars Series, the Miller Center, the faculty forum, the Rushton lectures, etc., that affirmative action would be a significant topic, and knowledgable lecturers on this topic would be welcome.

We know that issues of affirmative action have been a persistent theme in the Law School; courses dealing with equal protection under the law and civil rights law provide much insight to students of the law. Many past visiting speakers at the Law School have addressed aspects of affirmative action. We encourage the Law School to play a prominent role in sharing its knowledge and experience regarding the topic of affirmative action

with the larger University community during the Theme Year. The extensive series of public lectures and discussion relating to the Constitution during the 1986-87 academic year, much of which centered in the Law School, could serve as a model for the development of a series of University-wide Theme Year events focusing on affirmative action.

Resource Requirements:

The incremental resources to fund this initiative should be minimal, perhaps $10,000. Most of the activities that would be involved in the Theme Year are already funded. The Task Force is simply advocating that they direct their attention to a consideration of affirmative action as a major thrust of their efforts during the University's Theme Year.

Suggested Initiation of Action:

The President, a recognized national authority on the legal aspects of affirmative action, should proclaim the University-wide Theme Year. He should appoint and guide a special committee of students and faculty to plan, schedule, and coordinate all Theme Year activities. The Affirmative Action Office might provide additional assistance to the planning committee.

Implementation Schedule:

In the fall of 1987 the President should proclaim 1988-89 as a Theme Year for the University to consider the topic of affirmative action. The

1987-88 academic year should be used to plan the Theme Year events with care through the vehicle of a widely representative planning committee that includes all segments of the University community.

RECOMMENDATION 19:

ENHANCEMENT OF THE AFRO-AMERICAN AND AFRICAN STUDIES PROGRAM

Objectives:

To affirm the significance of the scholarly examination of the African and Afro-American experiences; to bring a fuller understanding of the African and Afro-American perspectives to a broad section of the community; and to provide a ready source of expert advice on scholarly materials for other branches of the University and for secondary school systems.

Strategic Rationale/Program Description:

The Afro-American and African Studies Program has strengths to build upon and weaknesses to alleviate. The program offers a strong inderdepartmental, interdisciplinary cross-listing of courses from a variety of social science and humanities disciplines. In addition, the Steering Committee for the program has faculty members from a wide cross-section of relevant disciplines as well as undergraduate majors in Afro-American and African Studies. Recently, as evidence of the program's vitality, its introductory courses--AAS 101 and 102--have witnessed

significant enrollment increases. With heightened interest among potential majors and minors, the program's future prospects look good.

Any effort to improve the program must begin with an unwavering University commitment. In the past the program's visibility has been a problem. A number of students, for whatever reasons, seem not to know that the program is housed physically and institutionally in the Carter G. Woodson Institute. Similarly, some students seem to have trouble understanding not only the nature of an interdepartmental, inter-disciplinary program consisting primarily of courses cross-listed from other disciplines, but how to deal with the openness and flexibility of such a program as well.

The issue of program visibility is a difficult one within such a decentralized university. Greater attention to publicity would help, but publicity alone is not the answer. A related and deeply troubling issue is the lack of structured and sustained communication in the past between the program's administration and the Office of Afro-American Affairs. Ongoing and systematic communication must occur between these two entities. Those administering the Afro-American and African Studies Program need to be informed of student needs and concerns, while staff of the Office of Afro-American Affairs, including the Luther P. Jackson Cultural Center, must know the substance and direction of the program. In an effort to institutionalize this interaction, we recommend two measures.

First, the Dean of Afro-American Affairs should sit on the program's Steering Committee and the Afro-American and African Studies Program Director should sit on the inter-departmental committee affiliated with the Luther P. Jackson Cultural Center, which the Task Force recommended be formed in Recommendation 15. In addition, the proposed Associate Provost

for Student Academic Services should develop a relationship with the Afro-American Studies Program. These tighter relationships are designed to alleviate past problems with academic advising concerning the program and promote more joint activities between the two entities.

A second recommendation draws on the cooperative spirit of the first. A formal and ongoing Artist and Lecture Series in Afro-American and African Culture jointly co-sponsored by the program and office would, most importantly, provide a superb intellectual and educational experience for the University. In addition to single or very short-term events, this series should also coordinate and help to sponsor with appropriate university departments or programs a scholar- or artist-in-residence for a more extended term. For example, the Drama Department in conjunction with this series could bring in a black playwright, such as Amiri Baraka, for a semester or a year to teach, offer workshops, and direct a major production.

A second benefit of this proposal would be further coordination of the activities and visions of the Afro-American Studies Program and the Office of Afro-American Affairs. Third, like the potential model in our Women's Studies Program, it would be an important publicity tool. To initiate and organize this series, the Afro-American and African Studies Program Director and the Director of the Luther P. Jackson Cultural Center should begin to meet and outline ways to work with existing University structures to bring such an Artist and Lecture Series into being. Constituting an advisory committee of faculty and students would seem a logical first step.

The next series of suggestions are meant to enhance the actual structure and functioning of the program. First, a number of students have raised the need for a more consistent offering of advanced courses in

the major itself (and perhaps the minor, too) to give it greater coherence. To alleviate this problem, the Task Force recommends that the program be allotted the funds to hire at least one instructor or lecturer--perhaps an advanced graduate student specializing in Afro-American Studies--to teach the course(s).

Another recommendation flowing primarily from student concern is the need to implement a thorough, critical, and ongoing review process for the entire program. Overseen by the students and faculty who are members of the program's Steering Committee, such an internal mechanism would allow all students and faculty associated with the program to make suggestions and create a sense of greater involvement. The recent conference, "Black Studies at UVA: A Reflective Celebration" (held on April 10, 1987), gave all concerned an obviously much needed public forum to engage in this kind of activity. This recommendation, however, should not be construed as calling for a public review, rather an institutionalized, in-house one.

Finally, we reiterate that the administration and Steering Committee of the Afro-American and African Studies Program, in conjunction with the relevant deans, must work even harder to integrate the program into the academic mainstream. The foregoing recommendations are meant to facilitate that aim. In addition, the University should be forthcoming with the necessary resources, especially financial, to improve the program, namely, for the proposed Artist and Lecture Series (to be jointly sponsored by the Office of Afro-American Affairs and the Afro-American and African Studies Program) and the proposed instructor to teach the upper-level course(s) in the program.

In addition to enhancing the number of courses that compose the core of the Afro-American Studies Program, the Task Force encourages the

faculty and the academic deans to re-examine the content of all courses in all appropriate disciplines with an eye toward inclusion of material relevant to the Afro-American and African experience. "Aside from the work of Afro-American Studies as a separate program," a white faculty member advised the Task Force, "the goal [of the University] ought to be the better integration of such studies within the several disciplinary programs. Otherwise the disciplines will merely shirk their own responsibility to rethink their fields, the 'canon' of works to be studied, because Afro-American Studies 'takes care of that.' That seems to me unacceptable. The pressure upon the disciplines must continue."

Resource Requirements:

Implementation of this recommendation will require the allocation of one additional faculty position to the Afro-American and African Studies Program. In addition, we recommend that the University allocate an annual budget of $30,000 to institutionalize an Artist and Lecture Series in Afro-American and African Culture. This budget should be jointly administered by the Program Director of the Afro-American and African Studies Program and the Director of the Luther P. Jackson Cultural Center.

Suggested Initiator of Action:

This series of recommendations should be jointly initiated by the individuals holding the following positions: Program Director of the Afro-American and African Studies Program, Director of the Carter G. Woodson Institute, Dean of Afro-American Affairs, Director of the Luther P. Jackson Cultural Center.

Implementation Schedule:

The Task Force strongly recommends that its series of suggestions for closer relationship between the Afro-American and African Studies Program and the Office of Afro-American Affairs/Luther P. Jackson Cultural Center be implemented at the start of the fall 1987 semester. Additionally, the faculty position necessary to expand the upper-level offerings of the program should be forthcoming for the 1987-88 academic year. Planning for the initiation of an Artist and Lecture Series in Afro-American and African culture should begin in the fall of 1987 with budget becoming available to implement the program vigorously in 1988-89.

RECOMMENDATION 20:

PROVISION OF A MORE WELCOMING SOCIAL ENVIRONMENT FOR BLACK STUDENTS

Objective:

To modify "traditional" (i.e., institutionalized) aspects of the University that may not be consistent with our intention to welcome students and foster their intellectual achievement.

Strategic Rationale/Program Description:

First impressions are lasting. All who contribute to that first impression should review their practices from the point of view of the new

black student. Seemingly small points may prove to be significant. For example, Plato acknowledged the power of music in his Republic; the Task Force has been reminded that black students' feelings of loneliness and isolation in Charlottesville are increased by the utter lack of radio programming of music interesting to them. If this is perhaps not the most critical problem facing black students, it at least has the virtue that it seems solvable; let the program directors of WTJU and WUVA reflect on their play list with the idea that it should reach as many members of the student body as possible. We encourage the program directors of these two stations, so closely identified with the University of Virginia, to form an advisory group from the black population to advise them on effective programming for black listeners. We would encourage those radio stations in the Charlottesville area not identified with the University to do likewise.

First year students have testified to the Task Force that a friendly face is all-important in those initial days on Grounds. We encourage the Orientation Committee to enhance and encourage the upperclass peer advisor program sponsored by the Office of Afro-American Affairs, wherein an advanced student spends time with a first year student. While black students do not insist on seeing black faces in all roles and are prepared to participate in activities where they are the decided minority, here is one example where the most familiar face is the most reassuring. We encourage the organization of events for black students to meet other black students during orientation. We also encourage the initiation of multi-racial discussion groups in the first year dormitories during the fall semester. It is urgent that a vehicle be identified and sustained that will permit our new students to get acquainted with their peers from

a diversity of backgrounds. It is critical that these cross-cultural contacts be forged at the outset of a student's experience at the University, during a period of unusual receptivity before inflexible and, too often, exclusive social patterns develop. We encourage the Orientation Committee and the Dean of Students Office to seek the advice of black students whose first year was 1987-88 in planning orientation activities. The suggestions of Genesis, a recently formed committee of first year black students affiliated with the Black Student Alliance, would be most helpful.

A third year black student in the School of Engineering described the need for a greater emphasis on cross-cultural education at the University of Virginia:

> My overall experience here has been shocking. Since I've come here I have met so many white students who have had so little contact with blacks (e.g., my roommate, first year, had never talked to a black person before, so the whole year was a teaching experience for me). I have also run into several professors that just have not had contact with black students, so I have spent my last 3-1/2 years here trying to educate people about blacks and our culture. I never ever imagined there were so many people who were just unknowing about blacks because they haven't had contact with them. Because these types of people go here to school, the University should promote inter-cultural education.

The Task Force is optimistic that considerable work and goodwill can diminish experiences such as this. We are heartened by the fact that, according to the Ad Hoc Committee on Racial Awareness's undergraduate survey, 62 percent of white students, 86 percent of black students, and 70 percent of "other" race students stated that they would be interested in attending seminars and workshops designed to further their understanding of diverse ethnic and cultural groups. The University must actively respond to this receptivity with quality programming.

New students' impressions and future patterns of social behavior are formed in large part by the events planned by students. Prominent among these are the parties sponsored by fraternities. It is a sad fact that here incidents of racial discomfort are reported most frequently. Unless we can envision some means of altering the conventions of Rugby Road, many of which are repellent to a substantial number of students, and especially unwelcoming to minority students, we must provide an alternative. We have heard testimony by students who see only two choices--drunken parties or staying in their dorm rooms--through most of their first year. The experience of the Monroe Hill Residential College shows that social events need not be associated with excessive alcohol to be relaxed and refreshing. One drinks to excess from a deficit of imagination. The Task Force encourages the initiation of imaginative social events, providing an alternative to conventional excess, that will be welcoming to members of groups too often overlooked. A goal of the University should be to stimulate the movement of the undergraduate student social center of gravity from Rugby Road to the Grounds.

The Task Force realizes that these recommendations, dealing as they do with the need to alter traditional social patterns, will be difficult to achieve. To move in a progressive direction will require the concerted effort of many leaders and organizers--students, faculty, and administrators. We believe that such individuals have the opportunity to reach many of those responsible for setting the social tone at the University. Student leaders are supported by the University on Grounds each summer for the purpose of planning the following year's activities. We urge those leaders to focus their summer program on two themes: (1) welcoming the new student--black and white--and encouraging cross-cultural

communication; (2) shifting the undergraduate social center of gravity to the Grounds. We sense from the positive direction of Student Council during the 1986-87 academic year and from encouraging editorials in The Cavalier Daily and The University Journal that a significant segment of the student body is ready to come to grips with the institution's difficult race-related issues (see Appendices XII and XIII).

Resource Requirements:

The magnitude of incremental resources necessary to support this recommendation is difficult, at this point, to predict. We suspect that much could be accomplished by means of shifting and focusing existing resources dedicated to student activities. We encourage student leaders to discuss the thrust of this recommendation and to develop a realistic budget for its implementation to present to the Vice President for Student Affairs.

Suggested Initiators of Action:

The Task Force suggests that this recommendation be assumed as a shared responsibility by Student Council, the Black Student Alliance, and the Vice President for Student Affairs.

Implementation Schedule:

The planning for multi-cultural discussion groups for first year students and cross-cultural social events on the Grounds should be

initiated during the summer of 1987. We would hope that these planning efforts could lead to the development of some pilot efforts in the fall 1987 semester, with full implementation the following year. WTJU and WUVA--and hopefully some additional commercial radio stations in the area as well--should seek to establish advisory panels of black students and citizens by the end of calendar year 1987.

RECOMMENDATION 21:

IMPLEMENTATION OF DISCRIMINATION COMPLAINT PROCEDURES

Objective:

To ensure that comprehensive and coherent University-wide discrimination complaint procedures are available to all segments of the University community.

Strategic Rationale/Program Description:

In February 1984, after studying the matter for a year, the Educational and Employment Opportunities, Obligations and Rights Committee issued a report to President Frank Hereford concluding that the University's internal complaint procedures were ill defined, fragmented, and not well disseminated throughout the University community. The EEOOR Committee recommended that the President appoint a Task Force on Discrimination Complaint Procedures to study the issue in greater depth and by January 1985 to recommend procedures in cases where none existed and ways to overcome the shortcomings of those procedures that did exist. President Hereford appointed such a task force in the spring of 1985 and

charged it with the responsibility of describing the current state of all complaint procedures and proposing changes "that would enable UVA to work toward a comprehensive and coherent University-wide discrimination complaint procedure."

The Task Force on Discrimination Complaint Procedures completed its work in December 1985 and presented a report to President Robert O'Neil that identified the following problems with existing procedures: (1) student complaint procedures are "ambiguous, lack formality, and do not specifically address discrimination-related complaints"; (2) the University's hourly (wage) and probationary classified employees have no internal complaint procedure available to them; (3) certain classes of non-faculty and non-classified employees, such as research assistants and research associates, have no internal complaint procedure available to them; (4) the existing procedure for "teaching faculty" is ambiguous with respect to discrimination complaints and is not at all well suited to meet the needs of members of the "general faculty"; (5) the role and authority of the Office of Equal Opportunity Programs in investigating and resolving discrimination complaints is not clearly defined; (6) many faculty, staff members, and students are unaware of those procedures that are currently available.

Consistent with its charge, the Task Force on Discrimination Complaint Procedures made specific recommendations to rectify each of these six problem areas. Most important among its recommendations was the establishment of a complaint procedure to cover hourly employees--many of whom are black--and probationary classified employees, both of which are currently disenfranchised groups of University workers. Also of key interest was a detailed recommendation calling for the creation of

mechanisms to handle student complaints, be they of an academic or a student services nature, as a substitute for the current student procedures, which the Task Force saw as vague and inadequate to address the potential needs of minorities and women. Moreover, the Task Force recommended that the University consider and adopt the suggested improved procedures in a "timely" manner and widely publicize and disseminate them.

While there have been discussions about the recommendations proposed by the Task Force on Discrimination Complaint Procedures within the administration for almost a year and a half, no substantive policy changes have emerged. Two presidential committees dedicated to equal-opportunity issues have studied complaint procedures in depth and called for timely changes. The fact that no consequential action has been forthcoming from the University gives black members of our community little evidence that the institution is attempting to respond to their concerns and to create a more welcoming environment.

The Task Force on Afro-American Affairs recommends that the University move without delay to implement the recommendations of the Task Force on Discrimination Complaint Procedures.

Resource Requirements:

No incremental resources are needed to implement this recommendation.

Suggested Initiator of Action:

The President should ensure the implementation of this recommendation.

Implementation Schedule:

The recommendations of the Task Force on Discrimination Complaint

Procedures should be initiated and well publicized to the University community by January 1, 1988.

RECOMMENDATION 22:

STUDY OF THE APPLICATION OF THE HONOR SYSTEM TO DETERMINE IF IT PROVIDES EQUAL TREATMENT TO ALL RACIAL GROUPS

Objective:

To address straightforwardly the perception of many black students that the Honor System has not been evenhanded in its treatment of all racial groups.

Strategic Rationale/Program Description:

The information gathered from students by the Task Force on Afro-American Affairs at forums and from surveys reveals that a substantial number of black students at the University of Virginia perceive the Honor System as impinging unfairly on black students. Data recently gathered as part of the Ad Hoc Committee on Racial Awareness's survey of undergraduates clearly indicate that the implementation of the Honor System is perceived differently across racial lines. In response to the statement, "In terms of its applications, the Honor System at UVA is equitable and fair to students of all races/nationalities," 67 percent of white students agreed, 17 percent disagreed, and 16 percent gave no answer. Black students, on the other hand, felt very differently. Only

The Honor System is a long-revered institutional practice of the University of Virginia. Clearly in its application, however, the ideal has lost legitimacy in the eyes of many of its constituents. The 1986 Report of the Committee on Student Development Services, part of the University's self-study, asserted that "the Honor System suffers from a lack of credibility in the eyes of most students and many if not most of the faculty. University integrity is at issue along with the system. Student leadership may need help in bringing about a system that is manageable and acceptable." If the Honor System is to be maintained as a credible institutional practice for the entire community, the University must move with dispatch to address the concerns about the application of the system that have been raised. In order to address these concerns, the Task Force recommends that Student Council retain an outside consultant to (1) ascertain the extent to which there is reality in the widespread perception that in its application, the Honor System has a different impact on black students; and (2) to the extent such a perception is judged valid, to recommend changes in Honor System procedures to ensure equitable treatment for all racial groups.

The Task Force believes that the University can ill afford to let these critical concerns about the Honor System fester. The Honor System in the ideal is an institutional practice of which the University is justly proud. The University community must do all it can to address those concerns that, if ignored, will irreparably undermine the system's credibility.

Resource Requirements:

This recommendation requires the funding of an outside consultant's study at an estimated cost of approximately $20,000-$25,000.

Suggested Initiator of Action:

Student Council, in conjunction with the student Honor Committee, should initiate this recommendation. The Board of Visitors should appropriate funding for the study.

Implementation Schedule:

The Board of Visitors should act to provide funding for the retention of a consultant at its September 1987 meeting. Student Council should retain the consultant during the fall 1987 semester with a report due back to Council and the Honor Committee no later than March 1, 1988.

VIII. MODIFICATIONS REQUIRED IN THE UNIVERSITY'S ADMINISTRATIVE STRUCTURE AND EMPLOYMENT POLICIES

A. RECRUITMENT OF SENIOR BLACK ADMINISTRATORS

STATEMENT OF NEED:

A telling sign that the University of Virginia is far from achieving true integration is the paucity of black persons in its significant administrative positions. For this institution to claim, and for students to believe, that the University is meaningfully integrated, it is imperative that blacks be appointed to administrative posts that carry with them considerable stature in the eyes of the academic community and substantive decision-making authority. "Perhaps most critical," asserted a white professor at the Task Force's faculty forum, as a stumbling block to integration at this institution is that "one fails to see black administrators that are line as opposed to staff personnel employed throughout the central administration and the administration of the various schools."

Blacks must be appointed to positions at the levels of academic dean, of associate vice-president, of vice-president, and at some point, of President. To date, no black individual has held or, to the best of our knowledge, been considered a finalist for a position at any of these levels at the University of Virginia. Those few black administrators who

RECOMMENDATION 25:

CREATION OF THE OFFICE OF ASSOCIATE PROVOST FOR STUDENT ACADEMIC SERVICES

Objective:

To provide the administrative mechanism necessary to ensure effective planning, delivery, and coordination of academic-support services to all students, regardless of race, who need them.

Strategic Rationale/Program Description:

At present, a plethora of University offices and departments offers student academic services of some kind. Among the most widely known are the Office of Afro-American Affairs' Summer Preparatory and Tutorial Programs, the Athletic Department's Academic Advising and Study Hall Programs, the English Department's Writing Center, and the Learning Needs and Evaluation Center's services for students with handicaps. In addition, numerous academic units, as well as residence life programs and academic honor societies, offer tutoring and other types of academic-support services. While many of these programs are of great value to students, institutionally the University of Virginia's commitment to academic-support services has been fragmented and ambiguous.

The Task Force on Afro-American Affairs recommends that the University affirm its dedication to the importance of integrated and non-stigmatizing

B. ENHANCEMENT OF PLANNING AND COORDINATION OF STUDENT ACADEMIC SERVICES

STATEMENT OF NEED:

As discussed in Section VI of this report, the provision of well-organized and well-publicized student academic-support services is essential if the University of Virginia is to fulfill its responsibility of meeting the special educational needs of many of its students, who come from both minority and non-minority backgrounds. At the present time, the University of Virginia offers a number of academic-support services of one variety or another that are uncoordinated and sometimes ad hoc. Moreover, no single office with a University-wide perspective has the responsibility to undertake ongoing planning and appraisal of the institution's efforts with respect to student academic-support services. If the University of Virginia is seriously to develop and deliver the quality student academic-support services necessary to improve the retention of black and other students who may have special needs, it must fashion an effective administrative structure to oversee and coordinate these key services.

have been hired by the institution have, by and large, wound up in positions with the designation of "assistant dean" or "assistant director." On February 1, 1987, Inside UVA, the house organ of this institution, published a detailed organizational table that listed the University's top 120 administrative positions. Only two of these posts are held by blacks, and both can be defined as specifically established "black positions": Dean of Afro-American Affairs and Assistant to the President and Advisor on Minority Affairs.

Genuine integration requires that blacks hold mainstream, as opposed to specially created "black" positions. The University of Virginia must dedicate itself to an affirmative effort to ensure that blacks receive full-fledged representation as quickly as possible in the ranks of its senior management.

RECOMMENDATION 23:

APPOINTMENT OF BLACKS TO HIGH-LEVEL ADMINISTRATIVE POSITIONS

Objective:

To increase the number of black persons in significant and prominent decision-making administrative positions at the University of Virginia.

Strategic Rationale/Program Description:

The absence of black representation in the ranks of this institution's senior management is a glaring deficiency that calls for immediate remedial action. As a previously segregated institution that has never hired a black person to serve in a senior administrative capacity, the University of Virginia must pursue an aggressive, affirmative campaign if it is to rectify this irregularity. Consequently, the Task Force recommends that the President of the University of Virginia issue a statement to all vice-presidents and to all search committees that he will not approve the appointment of any person at the level of dean, assistant or associate provost, or vice-president until he receives convincing evidence that those responsible for the search have been unable to identify appropriate black candidates. The President should make clear to those accountable for hiring that they must make aggressive efforts to locate and court potential black applicants through a thorough nationwide search process. The President should not sanction the appointment of internal non-minority candidates to these significant positions unless a sincere nationwide search fails to yield suitable external candidates. The President should receive assistance in implementing and monitoring this policy from the proposed new Affirmative Action Officer for the University, a position destined to report to the President.

Resource Requirements:

This recommendation should require no incremental resources beyond funds the University customarily spends on nationwide searches for key administrative positions.

Suggested Initiator of Action:

The President should be responsible for promulgating and enforcing this initiative.

Implementation Schedule:

This initiative should be undertaken immediately.

RECOMMENDATION 24:

ESTABLISHMENT OF THE POSITION OF ADVISOR TO THE PRESIDENT ON MINORITY AFFAIRS

Objective:

To ensure that the University's overriding policy objective of promoting genuine integration remains at the forefront for the institution's senior administrative officers, and to provide ongoing advice on how best to work toward that objective.

Strategic Rationale/Program Description:

The Task Force recognizes that integration of the University's senior administration will take time to achieve. In the interim, the Task Force believes it would be extremely beneficial to the cause of furthering the integration process if a new position of Advisor to the President on

Minority Affairs were established. The Task Force believes that such a position is necessary at this time to serve as a catalyst in the difficult integration process. The Advisor should concentrate his or her attention in four critical areas: (1) providing continual focus for University managers on the institutional goal of genuine integration; (2) participating actively in fund raising for minority student aid and multicultural programs; (3) serving as liaison to all administrative areas and providing advice and counsel to the President, the vice-presidents, and the deans with respect to the implementation of specific activities (many of which are cited in this report) to promote integration and enhance the educational opportunities of black and other minority students; (4) providing an institution-wide perspective and network to assist in the resolution of concerns that arise regarding matters affecting black and other minority students, faculty, and staff members. The Advisor to the President on Minority Affairs should sit as a member of the President's Cabinet and provide insight on the setting of University priorities. He or she should work closely with the Affirmative Action Officer to ensure that no University policies or procedures work to the detriment of minorities and that they do pursue the goal of integration. The Advisor should possess a doctoral degree, be conversant with minority affairs-related research and initiatives at other institutions, and be prepared to suggested innovative methods to effect goal-oriented change at the University of Virginia.

(The Task Force realizes that the title "Advisor to the President on Minority Affairs" currently exists and dates back to the early days of desegregation when it was established by President Edgar Shannon. In practice, however, the Task Force can discern no full-time position in the

President's Office that focuses solely on the essential areas enumerated above. It is our perception that the individual who holds the title of Assistant to the President and Advisor on Minority Affairs has been assigned numerous general administrative duties that appear to preclude him from functioning in the advisory capacity which we see as of primary importance.)

Resource Requirements:

Possibly the full-time faculty slot required for the Advisor to the President on Minority Affairs can be obtained by means of a reallocation of duties currently within the President's Office. If such is not the case, an additional faculty line will be required for this essential position.

Suggested Initiator of Action:

The President should implement this recommendation.

Implementation Schedule:

The position of Advisor to the President for Minority Affairs should be established by September 1, 1987, and a search commenced in the fall 1987 semester with a goal of filling the position by January 1, 1988.

RECOMMENDATION 25:

CREATION OF THE OFFICE OF ASSOCIATE PROVOST FOR STUDENT ACADEMIC SERVICES

Objective:

To provide the administrative mechanism necessary to ensure effective planning, delivery, and coordination of academic-support services to all students, regardless of race, who need them.

Strategic Rationale/Program Description:

At present, a plethora of University offices and departments offers student academic services of some kind. Among the most widely known are the Office of Afro-American Affairs' Summer Preparatory and Tutorial Programs, the Athletic Department's Academic Advising and Study Hall Programs, the English Department's Writing Center, and the Learning Needs and Evaluation Center's services for students with handicaps. In addition, numerous academic units, as well as residence life programs and academic honor societies, offer tutoring and other types of academic-support services. While many of these programs are of great value to students, institutionally the University of Virginia's commitment to academic-support services has been fragmented and ambiguous.

The Task Force on Afro-American Affairs recommends that the University affirm its dedication to the importance of integrated and non-stigmatizing

B. ENHANCEMENT OF PLANNING AND COORDINATION OF STUDENT ACADEMIC SERVICES

STATEMENT OF NEED:

As discussed in Section VI of this report, the provision of well-organized and well-publicized student academic-support services is essential if the University of Virginia is to fulfill its responsibility of meeting the special educational needs of many of its students, who come from both minority and non-minority backgrounds. At the present time, the University of Virginia offers a number of academic-support services of one variety or another that are uncoordinated and sometimes ad hoc. Moreover, no single office with a University-wide perspective has the responsibility to undertake ongoing planning and appraisal of the institution's efforts with respect to student academic-support services. If the University of Virginia is seriously to develop and deliver the quality student academic-support services necessary to improve the retention of black and other students who may have special needs, it must fashion an effective administrative structure to oversee and coordinate these key services.

Fellowship Program, formerly called the Graduate and Professional Opportunities Program or G*POP (a federally funded program currently administered by the Office of Afro-American Affairs); the Summer Fellowship Program for Undergraduate Minority Virginians (a program to encourage minority students to attend graduate school that is funded by the State Council of Higher Education and currently administered at UVA by the Office of Equal Opportunity Programs); and other fellowship programs geared to minority students];

(2) Coordinator of Tutorials [responsible for the provision of all ongoing tutorial and study-skill training programs, including those currently administered by the Office of Afro-American Affairs and the Athletic Department, and coordination with support programs sponsored by academic departments, such as the Writing Center and a new Mathematics Center (proposed by the University Transition Program Committee)]; and

(3) Director of the Learning Needs and Evaluation Center.

All three of these positions should be affiliated with one of the University's schools or departments.

These administrators, as well as the Associate Provost for Student Academic Services, should develop close working relationships with the Dean of Afro-American Affairs, the Dean of International Studies, the Dean of Admissions, the Dean of Students, and the academic deans. Moreover, the Associate Provost should assume the responsibility for studying and evaluating the wide array of academic-support programs currently underway at many of the nation's most prestigious institutions, with an eye toward possible adaptation of the most promising activities to the University of

Virginia environment. (Appendix IX presents an overview of such programs and a starting point for such an examination.) In addition, he or she should sit on the College Admissions Committee and on committees administering minority scholarship and fellowship programs. The Associate Provost should also provide leadership in developing a faculty-student mentoring program as recommended by the Task Force in Section VI, Recommendation 11.

Resource Requirements:

This recommendation will require the allocation of three full-time faculty positions for the Associate Provost for Student Academic Services, the Director of Educational Support Programs, and the Coordinator of Tutorials. (The position of Director of the Learning Needs and Evaluation Center already exists.) In addition, at least one classified secretarial position will be needed to support the new office of the Associate Provost and his or her staff.

Suggested Initiator of Action:

The President and the Provost should jointly move to establish the positions of Associate Provost for Student Academic Services, Director of Educational Support Programs, and Director of Tutorials. The academic deans should be actively involved in developing and coordinating with the activities of the new Office of the Associate Provost for Student Academic Services.

Implementation Schedule:

The 1987-88 academic year should serve as a transition period leading to full establishment of this new academic-support structure by the fall of 1988. A search committee should be established early in the fall of 1987 to seek an Associate Provost for Student Academic Services. Ideally, this position should be filled no later than January 1, 1988. At the same time, searches should begin for the Director of Educational Support Programs and the Director of Tutorials. The former should be in place sufficiently early--by January 1, 1988--to assume responsibility for the Summer Preparatory Program in 1988. Likewise, the Coordinator of Tutorials should be hired by January 1988 and work with the Provost and, ideally, the new Associate Provost to develop a plan whereby the tutorial efforts currently administered by the Office of Afro-American Affairs and the Athletic Department would migrate to the supervision of the Provost's Office by the start of the 1988-89 academic year. At the same time, the Provost's Office in 1987-88 should undertake a comprehensive inventory and assessment of existing tutorial and study skills programs throughout the University, as well as a survey of tutorial needs not being met by current programs, as a prelude to active coordination of all such programs beginning in the fall of 1988.

C. MISSION, RESPONSIBILITIES, AND STRUCTURE OF THE OFFICE OF AFRO-AMERICAN AFFAIRS

STATEMENT OF NEED:

As discussed in Section I of this report, the Office of Afro-American Affairs, because of its unique history, has often been the object of controversy during most of its decade of existence. In fact, the main impetus to the formation of the Task Force on Afro-American Affairs was the concern that arose in the spring of 1986 regarding the leadership of the office. Most recently, the controversy over the office has revolved around conflicting viewpoints, sometimes rather polarized, with respect to whether the Office of Afro-American Affairs serves as a vehicle for racial separation or integration. Some, in the black community as well as in the white, argue, for example, that the mere existence of a special entity designed to serve the particular--although never the exclusive--needs of black students encourages a "separate but equal" mentality that inhibits integration of the University and will, in the long run, be harmful to blacks. Others, on the other hand, assert that the Office of Afro-American Affairs is essential to the welfare of black students because the greater University has been consistently indifferent to their needs. They contend that the office should be expanded in both size and responsibilities and exert greater influence on the larger University.

The report of the Committee on Student Development Services, a part of the University's 1986 Self-Study, attributed much of the divergence of viewpoints and many of the misunderstandings about the Office of Afro-American Affairs to the lack of a clear mission for the office: "A

definitive goals and operating statement should be formulated to reflect the purpose, revised or not, of the Office of Afro-American Affairs, and a special effort should be made by the central administration to establish a firm understanding within the University community of this office's programs and procedures." The committee recommended that the office be strengthened as a black cultural center but be phased out of academic-program responsibilities. It also urged closer communication between the Office of Afro-American Affairs and the Dean of Students Office.

A number of replies to the Task Force's letter to the faculty requesting their perceptions of the Office of Afro-American Affairs indicated that many faculty members have little knowledge of the office. Said one professor, "I had no contact with that office during my . . . years at the University. I knew nothing about its structure or its function. I think this was not unusual for UVA faculty." The University's redefinition of the mission of the Office of Afro-American Affairs and communication of that mission throughout the faculty and student community are overdue.

There is no issue relating to the welfare of black students at the University of Virginia to which the Task Force has devoted closer attention or more soul-searching than that of the future of the Office of Afro-American Affairs. We have listened intently to the testimony of those who view the office as separationist and detrimental to ultimate integration at the University, as well as of those who believe the office provides essential help and support to Afro-American students in the context of a rather unfriendly, predominantly white institutional environment. We have also studied the opinions of our current black

students and our black alumni about the office.

After much analysis and deliberation, the Task Force on Afro-American Affairs has concluded that, for the present, the Office of Afro-American Affairs continues to play a vital role for many of our black students. Consequently, we believe that in the short-term the office ought to be maintained and unequivocally supported by the University. At the same time, we believe that the mission and responsibilities of the office must be more clearly defined. In the long-term, the hope and expectation of the Task Force is that the University will evolve in a positive direction along the path of genuine integration to such an extent that the Office of Afro-American Affairs and the special services it offers to black students will no longer be required, because these services will be comfortably provided by a fully integrated, unified student affairs structure.

RECOMMENDATION 26:

REDEFINITION OF THE MISSION OF THE OFFICE OF AFRO-AMERICAN AFFAIRS

Objective:

To define the mission of the Office of Afro-American Affairs and to communicate that mission to the University community.

Strategic Rationale/Program Description:

Over the past decade, the Office of Afro-American Affairs has been allocated a confusion of responsibilities that have gravitated to the

office not from a logically developed managerial plan but solely because they relate in some way to black students, faculty, or staff--in residence or prospective--at the University of Virginia. In the academic realm, the office has provided academic advising and academic support (primarily tutorial), and it has operated the Summer Preparatory Program.

In the social realm, it has provided personal counseling to black students and their parents and advice to black student organizations. In addition, it has sponsored a well-received peer advisory program and has often functioned as an informal ombudsman for black students needing help.

With respect to cultural affairs, the office has developed an Afro-American Cultural Center and the Nat Turner Library and has sponsored Black History Month each February as well as numerous concerts, performances, and public events. In addition to the core academic, counseling, and cultural services offered by the office, it has at times been looked to for assistance in the recruitment of black faculty and students.

Despite these extensive activities--and perhaps, in part, because they have been so extensive and, by their very nature, necessarily ad hoc--the role of the Office of Afro-American Affairs has remained rather cloudy to much of the University. Such a situation has not been uncomfortable to some in the University, who could equate the existence of a special office established to deal with the problems of black students, whether the office's mission was well defined and clearly understood or not, as an adequate institutional response to the admission of black students to a formerly segregated institution. The Task Force on Afro-American Affairs believes it is imperative that the University not only clarify the mission

of the office, but also make plain, as suggested in previous sections of this report, that the existence of this small office is just one piece of the comprehensive program the University must undertake to enhance multiculturalism within the community.

In developing a recommendation regarding the future mission of the Office of Afro-American Affairs, the Task Force has been guided partly by comments received from current black students and black alumni. Of those black students who responded to the Task Force's survey, a clear majority (64 percent) felt positively about the Office of Afro-American Affairs and the Luther P. Jackson House (which are synonymous to most students), while only 3 percent had negative perceptions. (Twelve percent had both positive and negative feelings, while twenty-one percent had no response or knowledge about the office.) With respect to the black alumni respondents, approximately one-third had no experience with or knowledge of the Office of Afro-American Affairs or the Luther P. Jackson House. Of those alumni who did have such experience, however, 56 percent were positive toward the office and house, 19 percent were negative, and 25 percent were neutral.

The black students and alumni who expressed positive perceptions about the Office of Afro-American Affairs tended to emphasize that the office provided a measure of comfort within the University. One 1984 graduate from the McIntire School of Commerce recalled, "The LPJ House was always my 'home away from home'. I could always find rich conversation, art work and warmth when I visited there." A 1983 graduate from the College of Arts and Sciences found the office to be "a good place to share ideas and help others to receive help. It was a good resource for people who may have at times felt swallowed up by the University of Virginia's size (and

also by the newness of the college experience)."

The Task Force on Afro-American Affairs recommends that the overall mission of the Office of Afro-American be redefined in accordance with the fundamental strengths of the office and the needs articulated by many black students and alumni. Most basically, it should be the mission of the Office of Afro-American Affairs to help provide a supportive environment for Afro-American students at the University of Virginia and to enhance the sensitivity of the larger community to the needs, interests, and culture of Afro-American students. The Task Force views this mission as one that will help provide the counseling and social and cultural infrastructure necessary to enhance the prospects for success of black students at the University and to improve retention.

More specifically, the following responsibilities should flow to the office and to its senior administrator, the Dean of Afro-American Affairs:

(1) provision of personal counseling to students who desire such services and direction of students in need of additional services to appropriate University resources;

(2) provision of information and advice to black student organizations;

(3) prevention and resolution of potential inter-racial tensions at the University by helping to open communication channels between students, faculty, and administrators;

(4) education of the University community regarding Afro-American

culture and issues of relevance to black students;

(5) participation, in conjunction with the UVA Alumni Association, in the development and maintenance of a black alumni group;

(6) participation in the development and maintenance of a black parents organization;

(7) participation in the development of University attempts to foster closer relationships with public school systems and with the black community of Charlottesville-Albemarle.

In practice, a significant portion of the responsibilities envisioned for the Office of Afro-American Affairs can aptly be classified as referral and ombudsman functions. It is evident to the Task Force that many black students personally view the office as a comfortable place on Grounds to seek out both advice, of all types, and assistance in resolving problems, be they social, academic, parental, financial, or any other. Thus the office and the numerous University departments with which it must regularly relate to meet the needs and resolve the problems of students (e.g., Dean of Students, Dean of the College, Deans of the Schools of Commerce, Engineering, Architecture, and Nursing, Dean of Admissions, Director of Financial Aid, Provost and proposed Associate Provost for Student Academic Services, etc.) must develop mutually harmonious relationships based on a model of collaboration and cooperation. The Task Force suggests that the University relieve the Office of Afro-American Affairs of its current responsibilities that relate directly to the

academic program: the Summer Preparatory Program and the Office's Tutorial Program. These are academic functions that should reside in the Office of the Provost.

The Dean of Afro-American Affairs and an Assistant Dean of Afro-American Affairs should focus much of their attention on carrying out the extensive and difficult counseling, communication, networking, and ombudsman functions enumerated previously. The Task Force views these activities as constituting a bridge to the larger University.

The Task Force recommends that the existing Afro-American Cultural Center be formally designated the Luther P. Jackson Cultural Center and remain the administrative responsibility of the Dean of Afro-American Affairs. As cited in Section VII, the Task Force believes that the Cultural Center must play a much expanded, perpetual, and critical role, in cooperation with many other segments of the University, in translating the importance of Afro-American and African culture to the larger community and in promoting multiculturalism.

Given the significant part the Dean of Afro-American Affairs must play in the next few years as the University emphasizes its efforts to achieve genuine integration, and given the fact that this position must cope with a variety of University-wide matters that transcend normal vice-presidential and school boundaries, the Task Force recommends that this post be designated as follows: University Dean of Afro-American Affairs. Such a designation would mean that the Dean would be appointed by and report directly to the President. Such a structure would symbolize the importance of Afro-American affairs to the University of Virginia and provide an unencumbered channel of communication for the President on matters so crucial to the institution. The current Interim Dean of

Afro-American Affairs serves as Special Assistant to the President, a relationship the Task Force considers beneficial to both parties. (See Appendix XIV for the organizational table recommended by the Task Force.)

As indicated previously, the Task Force views the Office of Afro-American Affairs and the deanship that directs it as transitional phenomena. We believe that the University, through the mechanism of a new Standing Committee on Integration (which the Task Force recommends in Section IX), should continually monitor the need for a distinct office for Afro-American Affairs as the institution moves forward in its efforts to achieve true integration. The ultimate goal of the University should remain a fully integrated administrative structure.

Resource Requirements:

This recommendation will require no additional resources. We envision 1987-88 as a transition year in which preparations should be made for the transfer of the Office of Afro-American Affairs' current academic programs to the new Office of the Associate Provost for Student Academic Services. As of July 1, 1988, the duties of the existing position of Associate Dean for Afro-American Affairs should be encompassed in the recommended new position of Director of Educational Support Programs in the Provost's Office.

Suggested Initiator of Action:

The President should initiate this recommendation.

Implementation Schedule:

This recommendation should be implemented in the fall of 1987. The President should appoint a search committee, with considerable student representation, to seek a University Dean for Afro-American Affairs, who would be charged with fulfilling the redefined mission of the Office of Afro-American Affairs. Candidates for this position should possess exceptional counseling and interpersonal skills and be dedicated to the concept of multiculturalism. It would be most beneficial if the successful candidate could serve as an active classroom teacher as well as an administrator, as difficult as this dual role is. This position should be filled by July 1, 1988.

D. STAFF EMPLOYMENT POLICIES

RECOMMENDATION 27:

ENHANCEMENT OF EFFORTS TO RECRUIT AND PROMOTE BLACKS IN STAFF POSITIONS

Objective:

To increase the number of blacks in managerial, professional, and technical positions in the University's classified staff.

Strategic Rationale/Program Description:

One visible sign of an increasingly hospitable environment for black students and faculty at the University of Virginia would be the appearance of more blacks in middle and upper-level positions in the institution's

classified staff. The Task Force has heard testimony from black students and faculty, as well as from members of the black community of Charlottesville-Albemarle, that the University is perceived as an employer interested in hiring blacks primarily for low-level positions. Figures on the job classification of black workers lend credence to this perception.

Data from the Office of Institutional Planning and Studies reveal that, although the absolute number of blacks working for the University increased by about 200 over the past eight years, the overall percentage of blacks in classified positions fell by 0.2 percent. In 1986 blacks filled 18.8 percent of the University's (including the Medical Center's) full-time classified positions. Even more disturbing than the percentage decline is the disproportional representation of blacks across the various job classifications. For example, only 12 blacks in 1986 held administrative and executive managerial positions, 6.9 percent of the total. Four years earlier there were 15 blacks in such positions, 8.7 percent of the total. In 1986 blacks held only 4.0 percent of all professional (non-faculty) positions, 16.2 percent of all clerical and secretarial positions, and 15.9 percent of all technical and paraprofessional positions. By contrast, 25.7 percent of skilled craftsmen (a category that includes some food service workers) and 52.3 percent of service and maintenance workers were black. (See Exhibit IV for black staff employment data.)

The data cited above relate to full-time, permanent, salaried positions at the University. There is another category of employees hired by the institution--hourly wage workers. As in regular positions, the number of blacks in hourly managerial and professional positions is negligible, while they are disproportionately represented in hourly

maintenance and service jobs. As of October 1986, excluding faculty working on a wage basis and hospital resident physicians (who are considered wage employees for classification purposes), the University employed nearly 1,100 hourly employees in all categories, 18.8 percent of whom were black. (See Exhibit V for black wage employment data.) All these hourly workers, regardless of race, many of whom have served the University for significant lengths of time, confront major disadvantages with respect to their conditions of employment.

Hourly employees represent the lower echelon of what is a de facto two-tier labor system operated by the University. Hourly wage positions carry with them no job security or grievance rights. Moreover, they lack retirement, health insurance, life insurance, disability, vacation, and sick leave benefits. The Task Force recommends that the University do all it can to develop creative methods to provide long-standing hourly employees (i.e., those who have worked for six months or more for an average of at least 16 hours a week) with at least a modicum of benefits and with grievance rights. The Task Force is cognizant of the Commonwealth's cap on the total number of permanent state-funded employees allowable to the University. Nevertheless, we believe that all administrative and legal options should be actively reviewed in an effort to use private resources to make the currently second-class status of hourly employees more equitable.

A black faculty member observed to the Task Force:

> A viable integration policy must involve more than the interests of undergraduate students. Such a policy must have as a conscious goal the full integration of the faculty and the staff. Our students, white as well as black, ought to encounter black and white faculty and staff as part of the normal course of their interaction with this institution. UVA must also address the needs of its black employees who are in

> the non-academic and non-managerial areas because they constitute the vast majority of blacks employed by this University. Because UVA is the largest employer in the Charlottesville area, it has both a special obligation and a special opportunity to contribute to the economic well-being of blacks in Charlottesville. If UVA adopted a workable affirmative action policy in the hiring and promotion of its black employees, we might actually see the emergence of the black middle class . . . .

While the University's Department of Personnel and Training, the administrative unit charged with recruitment responsibility for classified and hourly staff, has made some efforts to increase the number of blacks in the University's work force, the data indicate that to date the results have been meager. Much of what the department has undertaken under the rubric of an "Affirmative Action Plan for Equal Employment Opportunity" the Task Force views as passive rather than active. While such Personnel Department activities as widely listing open positions, revision of publications to reflect accurate representations of minority groups, review of employment tests to identify cultural bias, and training supervisors in equal-opportunity issues and laws are important, we believe the Department must devote considerably more energy to the active recruitment and encouragement of upward mobility of blacks. Promotion policies at the University must be scrutinized carefully and those administrators and faculty throughout the University structure who make hiring and promotion decisions must be held much more accountable than they are now. We commend the Department of Personnel and Training and the Physical Plant Department for initiating in 1981-82 a Skilled Craft Apprenticeship Program designed to elevate entry-level workers into the ranks of skilled craftsmen in a variety of trades through a four-year program of both classroom and on-the-job training. Eighteen blacks have participated in the program since its inception, 35.3 percent of the

total. The University should use this program as a model for several additional programs--in the secretarial ranks, in technical and paraprofessional occupations, and in professional and management areas--to develop black employees throughout the institution's classified employment structure.

Resource Requirements:

Undoubtedly, significant resources will be required to enhance the active recruitment of blacks, to establish a series of employee-development programs geared to the promotion of black staff, and to provide at least some fringe-benefit coverage for long-standing hourly workers. We suggest that the resources necessary to fund these three initiatives be identified by the Vice President for Administration in conjunction with the Vice President for Business and Finance as soon as possible and be allocated in the 1988-89 budget.

Suggested Initiator of Action:

The President should invest the Vice President for Administration with the responsibility for developing plans to initiate more active programs for recruitment and promotion of black employees. In addition, he should ask the Vice President for Administration, the Vice President for Business and Finance, the Vice President for Development, and the Legal Advisor to serve on an ad hoc committee to seek methods to provide benefits to hourly employees of long-standing.

Implementation Schedule:

The Vice President for Administration should submit an action-oriented plan for black employee recruitment and advancement to the President by January 1, 1988. The ad hoc committee should present the President with a series of options regarding benefits for hourly workers by the same date.

IX. CONCLUSION

ESTABLISHMENT OF A MONITORING MECHANISM TO ENSURE ACTION

> There seems no reason why, from a constitutional point of view, the desire to make the campus a more representative and realistic environment may not stand equal to the goals of overcoming past discrimination or increasing minority participation in the mainstream of American life. In fact these interests are quite closely and logically related; the future of opportunities for minorities depends in large part upon the sensitivity and the values of whites who will continue to make up the majority of our society for the foreseeable future. Thus in some respects the desire to improve the educational experience for the present generation of white-Anglo students may really be the most substantial interest of all.
>
> Robert M. O'Neil
> Discriminating Against Discrimination (1975)

As discussed in previous sections of this report, over the years the University of Virginia has received numerous cogently argued reports prepared by well-intentioned, duly invested committees that have recommended greater University efforts to welcome black students and faculty and to promote integration. After studying the record, the Task Force on Afro-American Affairs must sadly conclude that, despite the good will of many individuals, all too often the University's response to these recommendations has been hesitant, ineffective, and, at times, unconvincing. We believe that it is fair to characterize the University's posture over the last two decades toward promoting genuine integration--as opposed to legally mandated desegregation--as passive rather than active. One of the primary reasons that the results have been as they are is the fact that the University has neglected to establish an authoritative, ongoing mechanism to oversee integration efforts and to hold those responsible for progress accountable.

The Task Force on Afro-American Affairs is concerned that its report also might become just one more exhortative study in a long series of documents that have received little University attention after publication. To ensure that such an unfortunate scenario does not transpire, the Task Force strongly recommends that a mechanism be created to monitor and report on the progress that the "suggested initiators of action" make with respect to each of the recommendations stated in this report.

The Task Force suggests that the President appoint a standing Committee on Integration, as recommended by the Self-Study Steering Committee, that reports to him directly. The clear mandate of that committee should be to study and evaluate the activities undertaken by all parties concerned with the implementation of the recommendations contained within this report and any others the President deems helpful to further the policy goal outlined in Section III: welcome blacks on an equal basis to full participation at all levels in the mainstream of all University endeavors. The committee should report its findings to the President at least semi-annually regarding the progress being made with respect to each of the recommendations cited in this report. In an effort to present evidence that would permit the President to appraise performance judiciously, the committee should highlight those offices and individuals whose performance is outstanding as well as those who fall short. Meaningful progress toward the pivotal policy goal recommended by the Task Force will require recognition for positive achievements and penalties for lack of performance. The Committee on Integration should pay particular attention to evaluating the efforts used to fill senior administrative positions throughout the University as they come open.

In addition, the Committee on Integration should also undertake annual evaluations of the plans and activities of the Office of Afro-American Affairs in the context of the University's progress in moving toward a condition of eventual genuine integration. The committee should annually recommend to the President appropriate modifications in the mission, responsibilities, and staffing of the Office of Afro-American Affairs with the hope that the student counseling and support services offered by the office can eventually be molded into a unified and fully integrated Dean of Students structure.

It is important for the Task Force on Afro-American Affairs to emphasize that the 27 proposals set forth in this report are all significant, inextricably intertwined, and critical to the implementation of a comprehensive strategy to achieve genuine integration. The partial or piecemeal adoption of this interwoven series of recommendations will delay the cause of true integration and retard the University's progress toward fashioning an eventually unified structure.

The Task Force recommends that the Standing Committee on Integration be a multi-racial body consisting of eighteen people drawn as follows from the University's key stakeholders: three members of the Board of Visitors, three members of the teaching faculty, three administrators, three alumni, three undergraduates, and three graduate or professional school students. We suggest that the President appoint the Committee on Integration early in the fall 1987 semester and request the committee's first report by May 1, 1988.

Exhibit I

BLACK FACULTY EMPLOYMENT
AT THE UNIVERSITY OF VIRGINIA

	Full-Time Instructional Faculty		Part-Time Instructional Faculty		Full-Time Administrative Faculty	
	No.	% of Total	No.	% of Total	No.	% of Total
1976	16	1.3	0	0	NA	NA
1977	22	1.7	6	3.9	7	3.3
1978	18	1.3	3	1.9	7	3.3
1979	18	1.3	1	0.5	7	3.2
1980	23	1.6	5	2.5	8	3.6
1981	31	2.6	1	0.5	13	5.6
1982	31	2.1	4	1.8	10	4.2
1983	25	1.7	2	1.0	11	4.4
1984	32	2.2	5	2.1	11	4.3
1985	29	1.9	6	2.7	11	4.3
1986	27	1.8	4	1.6	15	5.4

Note: Figures represent fall semester headcount for the year indicated.

Source: UVA Office of Institutional Planning and Studies.

EXHIBIT II

Black Student Enrollment at the University of Virginia

School	1967 No.	1967 % of Enr.	1968 No.	1968 % of Enr.	1969 No.	1969 % of Enr.	1970 No.	1970 % of Enr.	1971 No.	1971 % of Enr.	1972 No.	1972 % of Enr.	1973 No.	1973 % of Enr.	1974 No.	1974 % of Enr.	1975 No.	1975 % of Enr.	1976 No.	1976 % of Enr.
Undergraduate																				
Architecture	0	0.0	1	0.4	2	0.8	8	3.1	7	2.1	4	1.2	6	1.4	6	1.4	8	1.9	11	2.7
College of Arts & Sciences	12	0.4	15	0.4	27	0.7	89	1.9	156	2.9	208	3.5	236	3.6	262	3.9	262	3.7	347	4.9
Commerce	0	0.0	0	0.0	0	0.0	0	0.0	1	0.4	4	1.3	13	3.7	15	3.8	12	2.4	10	2.0
Education	0	0.0	1	0.8	1	0.7	2	1.3	2	0.9	8	2.8	17	5.0	13	3.8	12	3.4	15	4.3
Engineering	7	0.7	5	0.5	10	1.0	19	1.8	28	2.7	24	2.6	13	1.5	15	1.5	16	1.4	35	2.7
Medical Technology	-	-	-	-	-	-	-	-	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nursing	0	0.0	0	0.0	2	0.7	3	1.0	2	0.6	2	0.5	8	1.9	9	2.2	5	1.1	7	1.8
Subtotal	19	0.4	22	0.4	42	0.7	121	1.8	197	2.6	250	3.0	293	3.3	320	3.4	315	3.3	425	4.2
Graduate																				
Graduate Architecture	0	0.0	0	0.0	0	0.0	2	5.3	2	3.0	3	2.8	3	2.5	1	0.7	4	2.5	4	2.1
Graduate Arts & Sciences	10	0.9	12	1.1	15	1.2	11	0.8	24	1.6	24	1.7	14	0.9	17	1.1	23	1.6	22	1.3
Graduate Business Admin.	0	0.0	0	0.0	0	0.0	3	1.2	3	1.1	2	0.8	4	1.6	3	1.1	4	1.2	7	2.0
Graduate Education	35	4.3	45	5.0	55	5.2	72	6.7	73	5.8	83	6.8	100	8.3	84	6.8	90	7.7	86	7.9
Graduate Engineering	1	0.4	0	0.0	2	0.7	0	0.0	3	0.9	2	0.6	2	0.6	2	0.6	7	1.9	3	0.7
Graduate Law	-	-	-	-	-	-	-	-	-	-	3	12.0	1	3.8	0	0.0	0	0.0	0	0.0
Graduate Nursing	-	-	-	-	-	-	-	-	-	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Subtotal	46	2.0	57	2.2	72	2.5	88	2.9	105	3.1	117	3.4	124	3.6	107	3.0	128	3.5	122	3.2
First-Professional																				
Law	5	0.7	7	1.0	16	2.0	21	2.3	25	2.6	33	3.7	34	3.7	40	4.1	35	3.4	41	3.8
Medicine	1	0.3	1	0.3	4	1.2	6	1.7	7	1.8	9	2.1	12	2.6	12	2.5	8	1.7	8	1.6
Subtotal	6	0.6	8	0.8	20	1.8	27	2.0	32	2.4	42	3.2	46	3.3	52	3.6	43	2.9	49	3.1
On-Grounds Cont. Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
GRAND TOTAL	71	0.8	87	1.0	134	1.4	236	2.2	334	2.7	409	3.2	463	3.4	479	3.3	486	3.2	596	3.8

EXHIBIT 11 (continued)

School	1977 No.	1977 % of Enr.	1978 No.	1978 % of Enr.	1979 No.	1979 % of Enr.	1980 No.	1980 % of Enr.	1981 No.	1981 % of Enr.	1982 No.	1982 % of Enr.	1983 No.	1983 % of Enr.	1984 No.	1984 % of Enr.	1985 No.	1985 % of Enr.	1986 No.	1986 % of Enr.
Undergraduate																				
Architecture	13	3.5	13	3.4	26	6.7	25	7.3	28	7.9	30	8.6	19	5.7	17	5.0	12	3.5	12	3.4
College of Arts & Sciences	420	5.8	437	5.9	529	6.8	636	7.9	746	9.3	766	9.5	806	10.1	757	9.4	709	8.6	723	8.7
Commerce	8	1.5	15	2.6	17	2.9	12	1.9	12	1.9	16	2.6	24	3.9	23	3.7	25	3.9	22	3.4
Education	11	3.3	19	6.2	30	11.0	26	9.7	15	6.4	20	9.0	14	7.2	13	6.6	14	7.2	13	7.3
Engineering	46	3.4	61	4.4	68	4.7	81	5.6	115	7.7	127	8.4	131	9.0	108	7.6	87	6.2	90	6.0
Medical Technology	0	0.0	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nursing	9	2.2	14	3.3	16	4.2	12	3.8	15	4.9	18	5.3	16	4.5	18	5.2	15	4.9	8	3.3
Subtotal	507	4.9	559	5.3	686	6.3	792	7.2	932	8.4	977	8.8	1010	9.2	936	8.5	862	7.7	868	7.1
Graduate																				
Graduate Architecture	4	2.4	5	2.8	6	3.2	6	3.0	9	4.8	6	3.3	2	1.1	5	2.6	7	3.7	3	1.7
Graduate Arts & Sciences	28	1.6	21	1.2	23	1.3	26	1.7	32	2.0	30	1.9	31	1.9	33	1.8	35	1.9	30	1.7
Graduate Business Admin.	4	1.2	8	2.1	13	3.2	8	1.9	11	2.5	14	3.1	23	5.0	21	4.7	24	5.2	23	4.8
Graduate Education	74	6.7	59	5.6	63	6.4	51	5.5	57	6.8	36	4.7	35	4.7	33	4.5	41	5.2	40	4.8
Graduate Engineering	3	0.7	2	0.4	2	0.4	5	1.1	1	0.2	2	0.4	5	1.0	10	1.9	13	2.3	9	1.6
Graduate Law	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate Nursing	2	1.7	1	0.7	0	0.0	0	0.0	1	0.6	2	1.3	4	3.4	5	3.4	5	3.1	7	4.3
Subtotal	115	2.9	96	2.4	107	2.7	96	2.6	111	3.0	90	2.5	100	2.7	107	2.7	125	3.1	112	2.8
First-Professional																				
Law	43	4.1	49	4.6	53	4.8	60	5.4	64	5.6	66	5.8	74	6.4	78	6.9	81	7.0	98	8.6
Medicine	8	1.5	11	2.0	14	2.6	17	3.2	14	2.6	16	2.9	14	2.5	16	3.0	20	3.6	22	4.0
Subtotal	51	3.2	60	3.7	67	4.1	77	4.6	78	4.6	82	4.9	88	5.2	94	5.6	101	5.9	120	7.1
On-Grounds Cont. Education	-	-	-	-	-	-	-	-	-	-	16	2.4	22	3.3	21	3.4	22	4.2	42	6.5
GRAND TOTAL	673	4.2	715	4.4	860	5.2	965	5.9	1121	6.8	1165	6.8	1220	7.2	1158	6.8	1110	6.4	1142	6.5

Source: UVA Office of Institutional Planning and Studies.

EXHIBIT III

Black Student Retention, Progression, and Graduation Rates
at the University of Virginia

		Entering Class of 1977								Entering Class of 1978							
		Retention (Students Enrolled)				Graduation (Students Graduated)				Retention (Students Enrolled)				Graduation (Students Graduated)			
		Black		Non-Black		Black		Non-Black		Black		Non-Black		Black		Non-Black	
		#	%*	#	%*	#	%**	#	%**	#	%*	#	%*	#	%**	#	%**
Fall	77	167	100	2,337	100												
Spring	78	163	98	2,276	97												
Summer	78	39	23	104	4												
Fall	78	151	90	2,166	93												
Spring	79	141	84	2,107	90												
Summer	79	78	47	288	12												
Fall	79	134	80	1,980	85												
Spring	80	134	80	1,947	83			10	0								
Summer	80	76	46	475	20			3	1								
Fall	80	137	82	1,981	85			14	1								
Spring	81	125	75	1,948	83	87	52	1,645	72								
Summer	81	25	15	172	7	4	54	58	74								
Fall	81	30	18	255	11	8	59	70	77								
Spring	82	18	11	192	8	12	66	137	83								
Summer	82	4	2	59	3	1	67	16	84								
Fall	82	1	1	56	2	0	67	11	84								
Spring	83	3	2	47	2	1	68	24	85								
Summer	83	0	0	19	1	0	68	9	85								
Fall	83	1	1	16	1	0	68	4	86								
Spring	84	0	0	15	1	0	68	11	86								
Summer	84	0	0	5	0	0	68	0	86								
Fall	84	0	0	6	0	0	68	1	86								
Spring	85	0	0	6	0	0	68	3	86								
Summer	85	1	1	7	0	0	68	2	86								
Fall	85	1	1	5	0	0	68	0	86								
Spring	86	2	1	4	0	0	68	3	86								
Fall	78									162	100	2,384	100				
Spring	79									160	99	2,336	98				
Summer	79									36	22	117	5				
Fall	89									156	96	2,253	95				
Spring	80									145	90	2,199	92				
Summer	80									63	39	351	15				
Fall	80									138	85	2,083	87				
Spring	81									123	76	2,027	85			11	0
Summer	81									50	31	534	22			4	1
Fall	81									122	75	2,038	85			16	1
Spring	82									120	74	2,028	85	77	48	1,677	72
Summer	82									26	16	194	8	7	52	68	74
Fall	82									21	13	274	11	5	55	56	77
Spring	83									12	7	197	8	5	58	131	82
Summer	83									9	6	68	3	4	60	14	83
Fall	83									4	2	65	3	1	61	21	84
Spring	84									0	0	53	2	0	61	29	85
Summer	84									4	2	33	1	1	62	8	85
Fall	84									1	1	24	1	0	62	2	85
Spring	85									3	2	22	1	1	62	11	86
Summer	85									2	1	10	0	0	62	2	86
Fall	85									1	1	13	1	0	62	3	86
Spring	86									1	1	13	1	1	63	5	86

*Percentage of the entering class who enrolled in the given term.
**Cumulative percentage of the entering class who graduated in the given term.

EXHIBIT III (continued)

		Entering Class of 1979								Entering Class of 1980								
		Retention (Students Enrolled)				Graduation (Students Graduated)					Retention (Students Enrolled)				Graduation (Students Graduated)			
		Black		Non-Black		Black		Non-Black			Black		Non-Black		Black		Non-Black	
		#	%*	#	%*	#	%**	#	%**		#	%*	#	%*	#	%**	#	%**
Fall	79	220	100	2,409	100					Fall 80	245	100	2,300	100				
Spring	80	213	97	2,357	98					Spring 81	236	96	2,241	97				
Summer	80	52	24	92	4					Summer 81	38	16	123	5				
Fall	80	203	92	2,288	95					Fall 81	231	94	2,181	95				
Spring	81	191	87	2,219	92					Spring 82	218	89	2,131	93				
Summer	81	90	41	362	15					Summer 82	72	29	406	18				
Fall	81	185	84	2,116	88					Fall 82	200	82	1,987	86				
Spring	82	179	81	2,070	86			10	0	Spring 83	188	77	1,971	86			9	0
Summer	82	75	34	524	22			4	1	Summer 83	80	33	548	24	1	0	4	1
Fall	82	172	78	2,083	86	1	0	17	1	Fall 83	190	78	1,998	87	0	0	29	2
Spring	83	159	72	2,050	85	118	54	1,726	73	Spring 84	183	75	1,961	85	135	56	1,711	76
Summer	83	34	15	214	9	12	60	69	76	Summer 84	33	13	149	6	9	59	53	79
Fall	83	26	12	262	11	6	62	61	78	Fall 84	32	13	202	9	7	62	63	81
Spring	84	18	8	190	8	8	66	119	83	Spring 85	23	9	133	6	13	67	90	85
Summer	84	13	6	76	3	5	68	16	84	Summer 85	7	3	44	2	2	68	18	86
Fall	84	6	3	63	3	1	69	16	85	Fall 85	6	2	36	2	2	69	10	86
Spring	85	5	2	50	2	2	70	29	86	Spring 86	4	2	25	1	3	70	15	87
Summer	85	5	2	26	1	4	71	10	86									
Fall	85	2	1	23	1	1	72	5	86									
Spring	86	1	0	16	1	0	72	7	87									

*Percentage of the entering class who enrolled in the given term.
**Cumulative percentage of the entering class who graduated in the given term.

EXHIBIT III (continued)

		Entering Class of 1981								Entering Class of 1982								
		Retention (Students Enrolled)				Graduation (Students Graduated)					Retention (Students Enrolled)				Graduation (Students Graduated)			
		Black		Non-Black		Black		Non-Black			Black		Non-Black		Black		Non-Black	
		#	%*	#	%*	#	%**	#	%**		#	%*	#	%*	#	%**	#	%**
Fall	81	328	100	2,219	100					Fall 82	233	100	2,349	100				
Spring	82	317	97	2,186	99					Spring 83	224	96	2,321	99				
Summer	82	54	16	119	5					Summer 83	35	15	96	4				
Fall	82	303	92	2,129	96					Fall 83	218	94	2,258	96				
Spring	83	284	87	2,093	94					Spring 84	205	88	2,208	94				
Summer	83	114	35	350	16					Summer 84	85	36	419	18				
Fall	83	258	79	1,963	88					Fall 84	190	82	2,052	87				
Spring	84	257	78	1,930	87			14	1	Spring 85	184	79	1,969	84	1	0	10	0
Summer	84	114	35	489	22			5	1	Summer 85	82	35	520	22	0	0	4	1
Fall	84	241	73	1,946	88	3	1	18	2	Fall 85	186	80	2,074	88	3	2	32	2
Spring	85	232	71	1,931	87	177	55	1,658	76	Spring 86	177	76	2,064	88	135	60	1,785	78
Summer	85	37	11	174	8	10	58	59	79									
Fall	85	42	13	222	10	6	60	52	81									
Spring	86	38	12	183	8	23	67	128	87									

*Percent of the Entering Class Who Enrolled in the Given Term
**Cumulative Percent of the Entering Class Who Graduated in the Given Term

EXHIBIT III (continued)

		Entering Class of 1983							
		Retention (Students Enrolled)				Graduation (Students Graduated)			
		Black		Non-Black		Black		Non-Black	
		#	%*	#	%*	#	%**	#	%**
Fall	83	273	100	2,241	100				
Spring	84	266	97	2,208	99				
Summer	84	55	20	100	4				
Fall	84	247	90	2,150	96				
Spring	85	240	88	2,110	94				
Summer	85	120	44	409	18				
Fall	85	219	80	1,971	88				
Spring	86	210	77	1,906	85			14	1

		Entering Class of 1984							
		Retention (Students Enrolled)				Graduation (Students Graduated)			
		Black		Non-Black		Black		Non-Black	
		#	%*	#	%*	#	%**	#	%**
Fall	84	176	100	2,427	100				
Spring	85	171	97	2,389	98				
Summer	85	42	24	126	5				
Fall	85	161	91	2,336	96				
Spring	86	155	88	2,295	95				

*Percent of the Entering Class Who Enrolled in the Given Term
**Cumulative Percent of the Entering Class Who Graduated in the Given Term

Source: UVA Office of Institutional Planning and Studies

EXHIBIT III (continued)

Average of Entering Classes 1977 through 1984 Combined

		Retention (Students Enrolled)				Graduation (Students Graduated)			
		Black		Non-Black		Black		Non-Black	
		#	%*	#	%*	#	%**	#	%**
1st Year (8-year average)	Fall	226	100	2,333	100				
	Spring	219	97	2,289	98				
2nd Year (8-year average)	Summer	44	19	110	5				
	Fall	209	93	2,220	95				
	Spring	197	88	2,170	93				
3rd Year (7-year average)	Summer	89	38	369	16				
	Fall	189	82	2,022	87				
	Spring	182	79	1,974	85	0	0	11	0
4th Year (6-year average)	Summer	80	35	515	22	0	0	4	1
	Fall	175	78	2,020	87	1	1	21	2
	Spring	166	74	1,997	86	122	54	1,700	74
5th Year (5-year average)	Summer	31	14	181	8	8	57	61	76
	Fall	30	14	243	10	6	60	60	79
	Spring	22	10	179	8	12	65	121	84
6th Year (4-year average	Summer	8	4	62	3	3	66	16	84
	Fall	4	2	55	2	1	66	15	85
	Spring	3	2	44	2	2	67	24	86
7th Year (3-year average)	Summer	3	2	26	1	2	67	9	86
	Fall	1	1	21	1	0	67	4	86
	Spring	1	1	18	1	0	67	10	86
8th Year (2-year average)	Summer	1	1	8	0	0	65	1	86
	Fall	1	0	10	0	0	65	2	86
	Spring	1	0	10	0	1	65	4	86
9th Year (1-year's data)	Summer	1	1	7	0	0	68	2	86
	Fall	1	1	5	0	0	68	0	86
	Spring	2	1	4	0	0	68	3	86

*Percent of the Entering Class Who Enrolled in the Given Term
**Cumulative Percent of the Entering Class Who Graduated in the Given Term

Source: UVA Office of Institutional Planning and Studies.

EXHIBIT III (continued)

Undergraduate Student Progression from One Academic Level to the Next

Academic Level	Students Enrolled in Fall 1984		Percentage Who Returned in Fall 1985 or Graduated		Percentage of Students Who Enrolled in Fall 1985 and Progressed to Next Academic Level or Graduated	
	Black	White	Black	White	Black	White
1st Year	309	2,856	88	94	64	77
2nd Year	240	2,234	91	91	82	83
3rd Year	150	2,076	85	94	73	84
4th Year	236	2,400	97	98	93	92
Total	935	9,566	91	94	77	84

Academic Level	Students Enrolled in Fall 1983		Percentage Who Returned in Fall 1984 or Graduated		Percentage of Students Who Enrolled in Fall 1984 and Progressed to Next Academic Level or Graduated	
	Black	White	Black	White	Black	White
1st Year	405	2,739	87	94	55	75
2nd Year	240	2,341	85	91	75	83
3rd Year	174	1,997	87	92	70	84
4th Year	191	2,471	94	98	90	93
Total	1,010	9,548	88	94	69	83

Academic Level	Students Enrolled in Fall 1982		Percentage Who Returned in Fall 1983 or Graduated		Percentage of Students Who Enrolled in Fall 1983 and Progressed to Next Academic Level or Graduated	
	Black	White	Black	White	Black	White
1st Year	410	2,822	87	94	56	76
2nd Year	264	2,245	89	91	74	82
3rd Year	134	2,067	85	93	70	84
4th Year	169	2,622	96	97	92	92
Total	977	9,756	89	94	69	83

Note: Academic level is determined by credit hours earned:
0-29 = 1st Year
30-59 = 2nd Year
60-89 = 3rd Year
90+ = 4th Year

Source: UVA Office of Institutional Planning and Studies.

EXHIBIT IV

Black Full-Time Classified Staff Employment
at the University of Virginia

(as of October of each year)

	Administrative/ Executive Managerial		Professional Non-Faculty		Clerical/ Secretarial		Technical/ Para-Professional	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
1978	5	2.8	39	2.6	194	11.3	189	25.8
1979	6	3.0	46	2.9	226	12.5	188	25.3
1980	12	5.5	46	2.7	248	13.4	231	28.2
1981	9	3.9	63	3.6	268	14.5	246	29.3
1982	15	8.7	65	3.5	251	14.1	157	20.3
1983	13	7.7	60	3.3	258	14.5	172	18.2
1984	11	6.6	62	3.4	272	15.3	181	17.9
1985	12	6.8	76	3.8	285	16.2	175	17.1
1986	12	6.9	83	4.0	312	16.2	155	15.9

	Skilled Crafts		Service/ Maintenance		Total Classified	
	No.	% of Total	No.	% of Total	No.	% of Total
1978	52	12.7	593	53.0	1,072	19.0
1979	52	12.3	569	52.6	1,087	18.7
1980	20	4.9	556	51.8	1,113	18.3
1981	20	4.8	573	52.1	1,179	19.0
1982	92	18.9	603	55.8	1,183	19.3
1983	86	18.0	599	55.0	1,188	18.9
1984	83	18.5	615	54.9	1,224	19.3
1985	77	17.5	585	52.5	1,210	18.5
1986	144	25.7	573	52.3	1,279	18.8

Note: The marked increase in the number of employees in the skilled crafts category is the result of the conversion between 1985 and 1986 of approximately 200 positions from a wage to a salaried status. A majority of these positions are food operations assistants who are categorized in the skilled crafts group.

Source: UVA Office of Institutional Planning and Studies.

EXHIBIT V

Black Wage Employment
at the University of Virginia

(October 1986)

Classification	Total Number	Black Number	Black % of Total
Administrative, Executive, Managerial	4	0	0.0
Professional Non-Faculty	263	3	1.1
Technical/Para-Professional*	115	11	9.6
Clerical/Secretarial	270	41	15.2
Skilled Crafts	269	84	31.2
Service/Maintenance	168	66	39.3
Total	1,089	205	18.8

*Excludes hospital resident physicians.

Source: UVA Office of Institutional Planning and Studies.

Appendix I

CHARGE TO THE TASK FORCE ON AFRO-AMERICAN AFFAIRS
FROM PRESIDENT ROBERT M. O'NEIL

The broad mission of the Task Force on Afro-American Affairs shall be to define an institutional policy designed to promote integration and enhance the educational opportunities of Afro-American students at the University of Virginia. In undertaking its mission, the Task Force should focus on the following tasks:

1. Recommend activities and staffing that will encourage the development of an educational community which promotes and supports the full participation of all its members.

2. Identify institutional practices that might inhibit the ability of Afro-American students to take full advantage of educational opportunities at the University and recommend measures to eliminate such practices.

3. Examine the quality of life at the University as it relates to the intellectual and personal development of Afro-American students.

4. Explore ways to enhance understanding, cooperation and mutual respect among different racial and ethnic student organizations at the University to help assure that all members of the community derive maximum benefit from the institution's racial and ethnic diversity.

5. Recommend methods to monitor and evaluate on an on-going basis the University's progress in achieving its goal, as set forth by the Board of Visitors, "to strive for diversity in the student body and in the faculty."

6. Identify the support structure required to ensure the full intellectual and personal development of Afro-American students and recommend methods to promote coordination of all organizational units of the University which provide these vital support services.

7. Define the mission and functions of the Office of Afro-American Affairs.

8. Recommend the title, place in the University's structure, responsibilities, and qualifications of the senior administrator of the Office of Afro-American Affairs.

9. Recommend the staff, resources, and facilities necessary to support the Office of Afro-American Affairs adequately in fulfilling its mission.

In striving to meet its charge, the Task Force should endeavor to solicit as wide an array of opinion as possible from the University's students, faculty, alumni, staff, and administration and from interested members of the local community. The Task Force should submit a preliminary report of its findings and recommendations by June 1, 1987.

September 22, 1986

Appendix II
STATEMENT OF THE BOARD OF VISITORS
ON MINORITY STUDENTS

October 4, 1986

Several developments in recent months have heightened the Board's concern about the status of minority students at the University. While the goals set by the Virginia Plan for graduate and professional minority students have been met and exceeded, the same is not true for undergraduates, and especially for first time black Virginians. Withdrawal rates tend to be higher for minority undergraduates than for others, even though many minority students excel in a broad range of academic programs. We are especially concerned that the University's properly rigorous academic standards not impact unduly or unfairly upon those minority students whom we should and must seek to recruit and retain.

These concerns have caused us to ask the President of the University to create at once a small internal working group to assess the current programs available for the academic support of minority and disadvantaged undergraduate students. Such a group would complement the work of the recently appointed Task Force on Afro-American Affairs, which will devote much of the coming academic year (and perhaps longer) to assessment of many related issues. The working group would gather and report to the Board, among other data:

(1) Trends in the recruitment and retention of minority students over the past decade, with special information about differences (where they exist) between Virginians and out of state students, and an analysis of the long-range value to the University of a strong recruitment and retention program for in-state minority students;

(2) Special efforts that have been and are being made (by the Admissions Office and other arms of the University) to recruit minority students;

(3) Special academic support programs currently in place or planned for early implementation, and other positive steps that might be taken by the University to enhance the academic and extracurricular experience of minority students; and

(4) Special concerns and needs of minority and disadvantaged students to which special attention should be given by all University offices that work with undergraduate students.

We will expect a report from this working group as soon as possible--ideally by early November.

Appendix III
TASK FORCE ON AFRO-AMERICAN AFFAIRS
BLACK STUDENT SURVEY

STUDENT STATUS:

____ 1st Yr. Student
____ 2nd Yr. Student
____ 3rd Yr. Student
____ 4th Yr. Student
____ Grad Student 1st Yr.
____ Grad Student 2nd Yr.
____ Grad Student 3rd Yr.
____ Grad Student 4th Yr.

SCHOOL: _____

SEX: _____ Male ____ Female

RESIDENCE: ____ In-state
____ Out-of-state

1. What has been your experience, both positive and negative, at the University of Virginia?

2. What is your perception of the University's commitment to Afro-American students?

3. What steps do you feel the University could take to enhance your experience here?

OVER

OVER

Appendix III (continued)

4. What University support services have you used? Of what value have they been?

5. What is your perception of the Luther P. Jackson House and the Office of Afro-American Affairs?

6. What needs are currently being met by the Office of Afro-American Affairs? What needs are not being met?

7. What recommendations do you have as to how the Luther P. Jackson House and the Office of Afro-American Affairs can better serve you?

Appendix IV

SELECTED RESPONSES TO THE BLACK STUDENT SURVEY

1. <u>What has been your experience, both positive and negative, at the University of Virginia?</u>

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

> "As a whole, my experience at UVA has been mainly positive. But of course things happened that I didn't like. I think there are too many separate things. To put it more clearly, I think that races should be more integrated in classes and other areas of school."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

> "Positive--met many different people and had enriching experiences. Negative--professors don't know how to teach a multicultural people."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

> "I have had good experiences at the University. There has been an opportunity here for me to get a satisfying education, both academically and socially. I only wish that my classroom experience was one that included more black professors."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

> "I think that this is a school way behind the modern age. I've encountered racism and sexism socially, in classrooms and in the political organizations on campus like the Honor Committee. I can't think of any positive experiences except meeting good people."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

> "For the most part, my experience has been neutral. I was extremely active in high school, but I haven't felt compelled to become involved here. That is because to me, organizations are not approachable."

Appendix IV (continued)

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"My experience has been very positive. My being involved in University-wide organizations has helped bring about this positive attitude."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I have had an overall positive experience here at UVa. My social and academic experiences have been pleasant and fulfilling."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"My positive experience at the University has been a great academic community with many clubs to become involved in. My negative experiences have been that I have noticed that the black students and white students are separated during activities, etc. due to a lack of activities that are encouraged for both."

SECOND YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"My experience here has been great. I see no real negative aspects, racially here at the University. Maybe I am blind or maybe I don't hunt these things out like others."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Negative experience centers around racist professors and administrators throughout the school. I have been told I can't do the work and must prove myself everyday. White students are so withdrawn/apart from the blacks."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"During my four years at the University, I have been exposed to prejudice on a daily basis . . . both subtle and blatant. After coming to the sad realization that this is a prejudiced school, you just learn to take it in stride to some extent. On the ironically positive side, I believe that I have gained a valuable experience in learning how to deal with people like the people at UVa. Learning to play 'their' games and beat them at it is definitely valuable . . . and what better place to learn when the odds are against you than the University?"

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I have been treated very well while here at the University. I have not encountered any very negative experiences. My only problem has been academic advising. I feel like efforts have been made to overcome racial problems."

FIRST YEAR GRADUATE STUDENT, MALE;
GRADUATE SCHOOL OF ARTS AND SCIENCES

"I have had the positive experience of meeting many new people, of all races, here. The organizations that I have become involved with have been quite receptive. I feel that some of the voluntary 'segregation' here is negative."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Advisors should be in the field that you intend to go into so they can give better advice for classes you should take. Some of my teachers are very intelligent, but they cannot teach and the ability to get ideas across to students is more important than being super intelligent."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I have had a lot of positive experiences at UVa. I think the teachers were fair and willing to help if you made a mistake or had problems--you had to go get help; they did not come to you."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"My positive experiences have largely been with the students here at the University, both black and white ones. I have never experienced any blatant, overt expressions of discrimination and racism. I have had several negative experiences with faculty members. One professor had the audacity to question my honor."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I have learned that segregation and racism still exist. The type of segregation and racism I see here is not blatant, it is subtle. On the positive side students are fighting to change it."

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I have not experienced any racial problems at the University. I have a great academic and social life here, and I would not trade either of them for another school."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"My first two years were extremely positive in my eyes. However, I have become disillusioned with UVa. I have problems with how black students are treated with the honor system and with the separatism between blacks and whites. I also have a problem with the black Greeks--seem to be rather 'clique-ish'."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I am not happy when I hear UVa referred to as a racist institution. I have never had any negative experiences hare at UVa. I feel that certain people may just be having adjustment problems at this solely white university. But, hey, everyone has to learn to adjust at one time or another to this white controlled world in which we live!"

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"In general everyone has been very nice. The faculty and all the advisors are always there for you and seem to express genuine concern for our needs. And, the vast majority of students that I've come in contact with have accepted me unconditionally. I haven't experienced any severe racial problems."

SECOND YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"My experience here at the University of Virginia has been extremely positive. I feel that I am well adjusted, both academically and socially. My main concern lies with the racial self-separation that is prevalent here at the University of Virginia. Although I have no preferences as to whom my friends are, I sometimes feel forced to choose."

SECOND YEAR GRADUATE STUDENT, MALE;
DARDEN GRADUATE BUSINESS SCHOOL

"Blacks are not graded equally. White students are very naive about minority issues and concerns."

Appendix IV (continued)

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"From an interracial perspective, I think the University is polarized by both black students and white students. In contrast, there seems to be a great effort to overcome the problem, and its growth is positive."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I have had a very positive experience at UVa. I have never encountered any overt racism here. I have not been hindered in anything. I know others who have experienced subtle racism but I have not personally."

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I have enjoyed my experience here. However, the honor system must be adjusted. It needs to be changed."

Appendix IV (continued)

2. What is your perception of the University's commitment to Afro-American students?

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"University as a whole has shown very little commitment to Afro-American students."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I think UVa takes an interest in trying to get you here (through Fall Fling and Spring Fling), but once you are here you don't seem to be as important."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I don't necessarily feel that this University has a commitment to Afro-American students. The only people that are committed to us are the people in the LPJ [Luther P. Jackson] House. The University views us as numbers toward fulfilling the quota but beyond that they feel their job has finished. They think their only commitment to us was letting us in. And that wasn't a favor because we earned these places."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University seems to be putting forth a true effort to promote the well-being of the Afro-American students. They should keep up the good work and continue it to an even higher degree."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I didn't know that the University was committed to Afro-Americans. Since I have been here, I have neither been forsaken or welcomed with open arms by UVa. In my opinion the University itself is indifferent to Afro-Americans."

Appendix IV (continued)

SECOND YEAR STUDENT, MALE;
SCHOOL OF ARCHITECTURE

"I feel that Afro-American students receive two messages from the University. The Administration seems to be making real efforts to recruit black students and to make their adjustment here an easy one. I feel that most of the negative experiences are results of students' actions. I am not sure what kind of action the University could take that would affect student attitudes."

SECOND YEAR GRADUATE STUDENT, MALE;
LAW SCHOOL

"Minimal--only to the extent necessary to reach levels set by federal guidelines so that the University can continue to receive federal funds."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University does not seem to care about anything that pertains to Afro-American students. Faculty and students alike merely 'deal' with black students."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The University's commitment to its Afro-American students is equal to its commitment to its Afro-American faculty: weak and rhetorical. I have found that the attitude to recruit black students is very aggressive (and possibly sincere), but once students (and faculty) are here, there are a couple of resources that are in place to retain the black students (e.g., the Office of Afro-American Affairs)."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University community has been responding to the Afro-American community only in recent months. I believe that is only because we had to raise a ruckus to get their attention."

Appendix IV (continued)

FIRST YEAR GRADUATE STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I am doubtful that the University has a real commitment to its Afro-American students. The appallingly low numbers of Afro-American graduate students suggests a lack of initiative on the part of the University to produce Afro-American scholars. The lack of information on support services reinforces this. I question any program which promotes 'integration' rather than 'pluralism'."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I see great efforts in the University to initiate programs for black students. There are major black clubs to match the white ones. I know of several 'white' organizations who encourage and would like to see more involvement by black students. The opportunities are there and only few take advantage."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"During my two months here at the University I have gained the perception that the University of Virginia on a whole is not very committed to the Afro-American student at all. It seems to me as if they put on the poor pitiful 'we're trying to help but there's no more we can do' attitude. It's sickening. Their eyes are closed to any problems that black students may have. At the University it seems that if white people don't have a problem then there is no problem."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I think that the University--from the administrational level, at least--is rather committed to Afro-American students. However, I feel that most of this commitment has been primarily 'lip service'."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"To be honest, I do not believe that the University has a commitment to Afro-American students other than to make sure that they entice enough of them to fulfill their quota. The key is to get Afro-American students here, but the goal is not to help them successfully secure a diploma from the University."

Appendix IV (continued)

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I think that once we are here, the administration feels that it is up to us to 'sink or swim'."

FIRST YEAR STUDENT, MALE;
SCHOOL OF ARCHITECTURE

"The University's commitment to Afro-American students is 'all talk and no action'."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I don't believe the University has a commitment to Afro-American students. Overall, I think they could care less what happens to them."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I think the present administration here is making a strong effort to meet the needs of black students."

SECOND YEAR GRADUATE STUDENT, FEMALE;
SCHOOL OF MEDICINE

"I think that the University is only interested in getting black students so that they can receive federal aid. They aren't too interested in who they get, whether or not they graduate, or how they feel."

FIRST YEAR GRADUATE STUDENT, MALE;
SCHOOL OF LAW

"I don't think the University has a commitment to black students. I believe its commitment ends when blacks are admitted to the University. Therefore, it is mandatory for the Luther P. Jackson House to continue its efforts to see that black students graduate from UVa."

Appendix IV (continued)

SECOND YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The University has no commitment to Afro-American Affairs. If it did you would find more black faculty and administrators throughout the University. You would see much more active recruitment of black students, not only in Virginia but elsewhere. A stronger support group for students would be present and an administration would actually listen, with interest, to these students' concerns."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University is committed to getting the black students here; however, once here, we're not given the respect we deserve. I am insulted by the fact that my classmates (white) feel as though I was accepted to this University on the basis of my color. Likewise, I feel the University's attitude, overall, is you're here, now prove yourself to be worthy of this honor."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Considering all the events scheduled for Afro-American students, I suppose the University is dedicated to them. But understand that I don't participate in any events that are created just because of blacks. I consider myself as good as the next person--be it white or black, or whatever--so I refuse to do things that limit or separate all races. I'll participate in something that involved all races, culture, etc."

FIRST YEAR STUDENT, FEMALE;
SCHOOL OF ENGINEERING

"I really appreciate all the services the Office of Afro-American Affairs has to offer and I think they have made the black community feel a lot less out of place at the University.

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I think the University is lacking any kind of commitment to Afro-American students, for example, recent events such as the Poe birthday party and The Pretenders concert which conflicted with services for Martin Luther King, Jr. The University itself did not plan any observances."

Appendix IV (continued)

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I feel that the University has a very superficial concern for minorities here. It hasn't been until recently (1986) that the University has made an honest effort to deal with problems that Afro-American students face."

FIRST YEAR GRADUATE STUDENT, MALE;
GRADUATE SCHOOL OF ARTS AND SCIENCES

"I believe the commitment to be of high quality and sincerity. I have to look long and hard to find instances where it has not been committed to blacks."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I think part of the University is committed to Afro-American students, but another part is not. It is a shame that on Martin Luther King's birthday another part of the University talks about Edgar Allan Poe. I know Edgar Poe is great, but the University should be together.

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University seems to try to have a positive attitude toward the Afro-American students, but their ability to actually do something to get them involved in all activities has not been successful."

THIRD YEAR STUDENT, FEMALE;
SCHOOL OF COMMERCE

"They do enough or 'try' and do enough to pacify us when we demand their attention. But on a continual basis, they do little or nothing. It is left to the black students and our student leaders to be committed to our cause."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University seems to be committed to admitting more black students to the University. Minority-oriented groups here seem to do more for black students than does the University."

Appendix IV (continued)

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The commitment is merely token and implicitly intended to pacify Afro-American students. They have neither made a significant fiscal or philosophical commitment to Affirmative Action goals and the support of Afro-Americans."

THIRD YEAR STUDENT, MALE;
SCHOOL OF ENGINEERING

"UVa only has a commitment to look like they are helping blacks, not to actually give them support."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"UVa is <u>not</u> committed. This is clearly evident by the number of courses offered in the Afro-American Studies Program."

THIRD YEAR STUDENT, FEMALE;
SCHOOL OF ENGINEERING

"I think the University is attempting to be committed to Afro-American students only because the state says they have to be, because UVa is a state school."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I don't feel the University is committed to helping the Afro-American students. The University just admits the Afro-American students and does nothing further to help them."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I don't feel there is a real commitment to Afro-American students at the University. My impression is that the University brings them in to fulfill a quota and lets them sink or swim without any help."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I've seen an increased enrollment plan for Afro-American students in the fall of 1986. But by the spring, I've also noticed numerous Afro-American students either on Academic Warning or just not returning."

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University's commitment is almost none. Their 'commitment' is us being here, but not keeping us here."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University's commitment to Afro-American students is a great one. The University is very interested in its black population and tries to enhance its black organizations."

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Now that it's a much publicized issue they seem to be making a greater commitment, but there are no real results seen so far. Until I see results I'll be skeptical."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University is trying very hard to become more dedicated to minority students."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I feel that the commitment begins at trying to recruit blacks to come to UVa. and ends there also. As far as financial assistance to middle and lower class families, their lack of commitment is more evident."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"As a whole, the University's commitment to minorities is lackadaisical at best. The activities do little more than further separate majority and minority students. Personally, I feel that the coined-phrase 'Afro-American' is outdated. I am Black or Negro if you choose to define my nationality by skin color, but my African ancestors are so far removed that I am no more an 'Afro-American' than all Caucasians are European. In all honesty, I am a mixture of several nationalities and am content to call myself an American!"

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"It seems that only black organizations have a concern about Afro-American students instead of the University as a whole being concerned."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I feel that the University as a whole does not have a strong commitment but some aspects do because of strong black student vocal support; we need more student pressure to embarrass the University into change."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The Task Force on Afro-American Affairs is a positive step."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I think things have improved over the last three years. There are a lot more black speakers and activities (ex., Jesse Jackson, Jennifer Holiday)."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Personally, I do not feel that there has to be a certain commitment to Afro-Americans. I'm just as black as the next guy or girl, but I don't want any programs centered around catering to my needs. Treat me as an equal student and the rest is up to me."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"This University does nothing to promote diversity here. I don't even think they know what it means. Diversity involves learning and educating."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University has a commitment to weed out the black folks through its honor system and even the CD."

Appendix IV (continued)

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"There is no commitment. They let us come, but don't help us stay."

THIRD YEAR STUDENT, FEMALE;
GRADUATE SCHOOL OF ARTS AND SCIENCES

"Broadening the cultural base of the University community itself is extremely important in light of the cultural improverishment of the larger Charlottesville community. I find it alienating when I can't tune in a black radio station in Charlottesville, but then, there is no classical radio station in Charlottesville either. I find it alienating when local department stores stop carrying my favorite brand of cosmetics for women of color. I find it alienating when clerks refuse to put my change in my hand but slam it on the counter instead. I find it alienating when carloads of local residents (and even fraternity members) drive by and yell racist, sexist comments at me. I find it alienating when the members of a respected debating society on campus close their meetings with a rousing chorus of 'Dixie'. If I had not received a scholarship to study here, I would never have come to an environment where I knew I would be subjected to those kinds of humiliations and frustrations."

Appendix IV (continued)

3. What steps do you feel the University could take to enhance your experience here?

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Simply put, to MAKE ME FEEL WANTED AND APPRECIATED as a serious presence at this University."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The hiring of more black professors and teachers would enhance the black community. Positive black role models are important."

FOURTH YEAR STUDENT, MALE;
SCHOOL OF EDUCATION

"Please stop talking about needed black faculty and give up money and time to bring them here."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"It may be just in my schedule, but I NEVER see any black professors except Father Brown. I see all kinds of minorities except black. I'm sure there must be some black professors, but I think the University could hire more. When I see things like this, it makes me feel like I'm all by myself (along with the rest of the black students)."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University could make certain arrangements in order to enhance interracial activities and create organizations that will guarantee all University students membership. By doing this blacks, whites, etc., can learn to appreciate each other by not only becoming friends but equals in all senses of the word."

SECOND YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Try to eliminate the differences between students--this will be difficult because it means eliminating the 'black . . . this' or 'black . . . that' and concentrating on 'students . . . this' and 'students . . . that' (probably couldn't work at first but eventually that is what we need to do)."

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Academically UVa. is very stable (other than those few professors who feel uncomfortable speaking to blacks). Socially, once again, I feel the University could supply other outlets like a social bar where we could meet, hang-out, eat and dance, because Rugby is not the place to be, if you're black."

FOURTH YEAR STUDENT, FEMALE;
SCHOOL OF COMMERCE

"The University should offer more programs and activities geared toward black students. They should also regularly address the problems that black students have at the University; and in addition, they should constantly review the progress that has been made, in terms of black relations at the University, to make sure that progress is actually being made."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Simply put, to appreciate me, my people, and my people's culture."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Continue to increase the number of events that may be of interest to black students. More black entertainers and speakers."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"UVa. could start by playing more black music on its radio station. If it wants to promote multiculturalism, then promote it with the music."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University should have more speakers and programs that would be interesting to Afro-American students."

Appendix IV (continued)

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Having multicultural awareness programs, workshops, or activities for all races."

SECOND YEAR GRADUATE STUDENT, MALE;
DARDEN GRADUATE BUSINESS SCHOOL

"Hire black faculty--they do exist; force the issue of full diversity at the University versus separate but equal system (a la black and white Greek systems) that exists; conceptualize the debate versus wallowing in the petty issues we constantly see in the Cavalier Daily; recruit the caliber of student who will succeed here and entice him with fellowships versus filling the quotas with minimal quality only to have them flunk out."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"It could establish more minority support groups and more groups such as the Task Force to hear students' grievances and do something about them."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Have a black radio station."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Become more enthusiastic and sincere about wanting to help follow up on plans to help minorities."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Provide greater funding for LPJ House and Office of Afro-American Affairs and seek people to fill positions in the Office which have a true commitment to the black students, faculty, and University employees."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Disband all frats so that social functions would not be run by frats of both black and white members."

Appendix IV (continued)

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"First develop an effective base of faculty and administrators devoted to enhancing the educational experiences of all people of all backgrounds."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Interact more with the black student population. Understand that black students entering have greater needs than white students. Understand that we are the great minority here and with that comes a lot of feelings like being alone and uncomfortable."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University could offer blacks more by creating an outlet for us. Socially, there is nothing to do at UVa. for blacks. At least whites do have Rugby Road."

SECOND YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"To enhance my experience here, the University could take steps in developing and promoting activities that would specifically enhance the move for integration between races here at the University."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I feel that there is a lot of prejudice here. And that the only reason why I am here is to fill the University's quota. To solve this problem, the University should start to enroll more black students in the future."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University should get rid of the traditional honor system completely. Not only is it racist, but also, it is not even realistic. College should prepare you for the "real" world. The real world is not an honest one. Neither are UVa. students."

Appendix IV (continued)

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"One major step the University could take, but seems very reluctant, is the step toward getting more black graduate and faculty members. Unfortunately, the attitudes of the non-minority students are the same as the non-minority faculty: we don't give a damn!!!"

FIRST YEAR GRADUATE STUDENT, FEMALE;
GRADUATE SCHOOL OF ARTS AND SCIENCES

"Make available to all incoming students a list of available support services which includes names and telephone numbers of the individuals who supply the services."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Recruit more black faculty because black students get a sense of identity if they can work under black faculty for at least one course while we are here."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I think there should be more on-campus meeting places where all students could have dances and parties--not those sponsored by black fraternities or white fraternities, but dances that all the students would feel comfortable attending and where all types of music are played."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I think that it should show more concern by hiring more qualified black faculty members to its staff. This can and will make a big difference on how I personally perceive the University as a whole."

Appendix IV (continued)

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I don't feel the University is really sincere in its efforts. I feel as though I'm just accepted here because they don't know what else to do with me. Most of the administration, the faculty, Student Council, and student body is white. I just don't feel comfortable with that many white people in charge of everything. I don't trust them. Show me some Afro-American administrators, faculty, and representatives who know what the 'real deal' is."

SECOND YEAR GRADUATE STUDENT, FEMALE;
SCHOOL OF MEDICINE

"The University should recruit more black students and faculty and quit hiding behind the ridiculous facade that there aren't enough 'qualified' blacks. The student and faculty population should be reflective of the percentage of blacks in the total population. We should not settle for anything less. There is no reason why this can't be achieved."

FIRST YEAR GRADUATE STUDENT, MALE;
SCHOOL OF LAW

"The University must hire and give tenure to more black faculty members. The students (especially the undergraduates) need to encounter black professors and deans so that they can see blacks in the midst of the decision-making process. That experience could encourage them to do the same type of thing one day instead of having them believe there are no qualified blacks in the entire country who could be the decision-makers."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Promote an awareness on the part of the University community that black students are capable of succeeding here, and that we were not accepted on the basis of our color. Secondly, alleviate the tension that often exists between blacks and whites where academics, social life (i.e., Greek life) are concerned. Do this by recognizing that there's an institutional practice in the classroom of 'watching' black students because we're 'more likely' to commit honor offenses. Both students and teachers alone practice this. Also allow integration on Rugby Road. (You'd be surprised at how much racist attitude exists and is fostered on Rugby Road.)"

Appendix IV (continued)

THIRD YEAR GRADUATE STUDENT, FEMALE;
GRADUATE SCHOOL OF ARTS AND SCIENCES

"The best thing the University can do is to provide the impetus within its own community, as well as in the areas where it interfaces with larger communities outside, for making this an attractive, stimulating environment that people with many different experiences and world-views would want to be a part of."

THIRD YEAR GRADUATE STUDENT, FEMALE;
GRADUATE SCHOOL OF ARTS AND SCIENCES

"The University should continue its efforts to increase the enrollment of Afro-American students but not in a way that sets us apart as the only group which has any ethnicity. There should be respect for all ethnic backgrounds--and all ethnic backgrounds should be represented here if there is to be any kind of depth and enrichment in the cultural experience at UVa."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Become interested in minorities as of 1st year. Not because of their race but because they are students. Set up a peer advisory system with resources that will help students have a successful and filled academic career. Encourage those students that are interested in specialized schools (i.e., Engineering, Commerce) to take a wide array of classes so they will utilize their four years to make them the most enriching that they can be."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"A better relationship between all races and it needs to start with the President on down to the students."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"More interrelations activities between all nationalities and cultural backgrounds. As it stands now, people tend to only associate with those of their race."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The University could try to provide students with 'better' advising. Most of the time I feel that I have to guess at what I'm doing here."

Appendix IV (continued)

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"More programming oriented towards minorities. The University needs to take a more active role in planning events and services for minorities."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"To sponsor a few social events for the entire community, not just 'black' parties and 'white' Rugby parties. I don't understand the need for black this and black that; we should all get together as one."

THIRD YEAR STUDENT, FEMALE;
SCHOOL OF COMMERCE

"Make us feel that the University really is concerned about us and not like we're out here by ourselves."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"More recruiting should take place for out-of-state black students as well as in-state black students."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I think the University should have more groups to listen and help first year black students."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Stop putting so much emphasis on separation of blacks and whites and let people integrate without pressure. Sometimes it seems they are trying to keep races separate although they claim to be pro-integration."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Provide better peer advising program for first year black students."

Appendix IV (continued)

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Having workshops, getting first hand experience of the blacks instead of faceless surveys. Coming to the black functions, knowing how everything works. Basically knowing us (blacks) would be of great help."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Recruit black faculty for the purpose of advisors in all departments, especially, science. THERE ARE NO BLACK SCIENCE PROFESSORS."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Make everyone feel like they belong and that they are welcome."

Appendix IV (continued)

4. What University support services have you used? Of what value have they been?

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The best support service I have used is sponsored by the Afro-American Office and that is the peer advising program. I couldn't have made it without that program."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The Luther P. Jackson House and the administrators in it have been the principal support service I have used. The administrators have been of invaluable help, be it academic help, emotional help, or that special 'boost' needed to survive here."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The University support service I use most often (and feel most comfortable with) is the Office of Afro-American Affairs. It has been of such great value/importance that I rely on the Office for much of the University's information. For example, rather than go to the Office of Career Planning and Placement for information, I have found that the OAAA is just as reliable/valid!"

FOURTH YEAR STUDENT, MALE;
SCHOOL OF EDUCATION

"My fraternity, Kappa Alpha Psi--emotional, academic, brotherly support; the Black Student Alliance; the Office of Afro-American Affairs. These three support services have made my life at UVa. less difficult. Often, black Americans experience problems that only those who have also experienced them can help."

THIRD YEAR GRADUATE STUDENT, FEMALE;
GRADUATE SCHOOL OF ARTS AND SCIENCES

"As a student who has always ranked in the top ten percent academically, I often find myself resentful of the very programs that are supposed to benefit me. This was my experience as an undergraduate at [a prominant private] university as well as here at UVa. Most of these programs are admirable in intent but they tend to have built into them the assumption that minority students are 'backwards', 'inferior' and that they would never have been accepted if the school hadn't needed to fulfill a quota."

Appendix IV (continued)

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I have used the Writing Center before and it greatly improved my ENRW papers."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I stopped using Garrett Hall because my dean kept changing and they also gave damaging advice at times. The Learning Needs and Evaluation Center rarely is effective; outside the computer use, it doesn't benefit me at all."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The Athletic Department Athletic Academic Advising and Tutoring Services has been of great value."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The Writing Center. It has helped a lot. The tutors there have given me great advice on how to improve my papers."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The peer advisor program is exceptionally good if you happen to get a good advisor."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I have used my peer advisor from the Department of Afro-American Affairs and he was extremely beneficial to me academically and socially.

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Mostly other students who have been older and more experienced than myself. I have found that out of all the programs the University may offer, my own black friends and associates provide the most valuable services."

Appendix IV (continued)

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"LPJ tutoring services. They helped me a lot last semester with my very difficult courses."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I have used the Writing Center tutors and they have been a great help to me with my writing."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The peer advisory service has been a good elemental support group for me. They helped me to adjust quicker to University life."

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"None, I don't know of any which can ably help me."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I have used academic advising. The quality of academic advising programs here is poor. The advice did not help me address my problems."

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The Office of Afro-American Affairs. It has helped me with classes and serves as moral support."

Appendix IV (continued)

5. What is your perception of the Luther P. Jackson House and the Office of Afro-American Affairs?

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"It is good to have a place where blacks can turn if they feel the need."

THIRD YEAR GRADUATE STUDENT, MALE
GRADUATE SCHOOL OF ARTS AND SCIENCES

"The tutorial program was a service to students of all races and should be strengthened! Academic advising should be a function of the House, not because blacks need it more, but because it is a deficiency in the UVa. system that hurts all students."

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"I think it's a valuable service. I don't use it now, but when I used it my first year it helped me survive academically at the school."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I have dealt with the house/office on all levels; student for help, student leader, and friend. I respect and care dearly for them and they show the same affection and care."

FOURTH YEAR STUDENT, FEMALE;
SCHOOL OF COMMERCE

"I feel that both the Luther P. Jackson House and the Office of the Afro-American Affairs significantly aid those students who take advantage of these, but I feel that there are many students that are unaware of what the LPJ House and Afro-American Affairs have to offer."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I am very glad that we have the LPJ House and the Office of Afro-American Affairs. I feel that both of these are essential and beneficial for the success of our students."

Appendix IV (continued)

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The Luther P. Jackson House and the Office of Afro-American Affairs is an area where black students as well as other minority go in time of advising that is realistic, unlike my faculty advisor who dishes out all types of idealistic views. Overall, I use the LPJ House as a support center."

SECOND YEAR GRADUATE STUDENT, MALE;
DARDEN GRADUATE BUSINESS SCHOOL

"A myopic, voluntarily self-segregating, polemical organization that does more to catalyze polarity than find solutions to the real issues. Goals seem ill-defined, if at all defined. A lot of emotive, unfounded poorly-reasoned approaches to gaining recognition in the system, such as militancy. A well-nibbed pen will go much farther toward equality than a clenched fist."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"An invaluable resource with invaluable administrators and services."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I don't really know what the LPJ House does except for providing tutorial services. I think that the purpose of the LPJ House should be explained to first year students."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I am extremely pleased that there is such a place that I can go as an Afro-American student, and someone will be there to listen to my concerns, and actually understand the problems I am having here."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The LPJ House appears to be an oasis/a resort for black undergraduates at the University of Virginia in one respect, but also a powerful resource academically and morally for the students. I have a strong feeling that the Office of Afro-American Affairs rarely experiences growth, but is seen as a sore thumb to a majority of white students, and is seen as an advocate of separatism (which is untrue)."

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE
COLLEGE OF ARTS AND SCIENCES

"I think the LPJ House and the Office of Afro-American Affairs are here to help students, and they do. I especially like the tutorial service. That's a very good idea for people (maybe like me) who would prefer not to go to their teachers but need help."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"At one point, I got the feeling that the LPJ House was the mecca of black politicos, and because this was during my first year, I've never felt very comfortable in the house. The feelings which came across to me were that you needed to be 'really black' and very political to hang out at the house."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"It is a wonderful support system which lacks help from the University."

FIRST YEAR STUDENT, MALE
COLLEGE OF ARTS AND SCIENCES

"I believe they are great but I don't perceive them as being used to their fullest. It is my opinion that many students (minority) are afraid to seek help."

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"It helps only a few blacks. The majority race probably looks at it with indifference."

FIRST YEAR STUDENT, FEMALE;
SCHOOL OF ENGINEERING

"Very good. I always feel welcome there."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I think that the house is a good representation of black people. It perpetuates a positive atmosphere for blacks at this University to have some place to go for help."

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I feel that they share a strong commitment towards making black students comfortable at UVa. The people within both organizations are caring and eager to help."

THIRD YEAR STUDENT, MALE;
SCHOOL OF ENGINEERING

"I think it is a great aid to black students and needs to be more fully utilized."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The fact that they exist helps me sleep better at night because without them black students wouldn't have any sincere support at this school."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I believe that the LPJ House and the Office are both vital parts of the University and are helpful for Afro-American students at the University. They provide tutoring and a library and social events that might not otherwise be available."

Appendix IV (continued)

6. What needs are currently being met by the Office of Afro-American Affairs? What needs are not being met?

SECOND YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The Office of Afro-American Affairs is providing a place where students can go and seek help or voice their concerns about problems they have. At the minimum, it is serving as a "first stop" for students seeking help who feel more comfortable speaking with someone of their own racial background who might better understand. From there the student can be directed to other sources."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Knowing they are there for support, and that I'm welcome to come in and talk, and volunteer, or seek help is a definite need being met."

SECOND YEAR STUDENT, MALE
COLLEGE OF ARTS AND SCIENCES

"It does a great job of helping black students who are having difficulty get with others who understand and care, can sympathize and help. But it does stand as another institutional barrier separating blacks and whites."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"We'll never get anywhere with continued special treatment and separation. Why not try activities which will bring majority and minority students together."

FIRST YEAR STUDENT, MALE;
SCHOOL OF ARCHITECTURE

"The Office of Afro-American Affairs should make itself an integral part of the University."

SECOND YEAR GRADUATE STUDENT, MALE;
DARDEN GRADUATE BUSINESS SCHOOL

"Needs met: racial identity; support network; sadly, also a medium for voluntary segregation and bigotry in reverse. Needs not met: providing a forum for intellectual debate instead of coming out with a singleness of viewpoint that does not reflect the reality of how blacks must deal with the modern world."

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"We know that the University of Virginia is there if we need something. There's always an open door if we have a problem or a suggestion."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"They are offering help to the minority students and counseling (peer advising) to help make the transition from high school to college for black students a little easier. I feel that they should offer their Summer Preparatory Program to out-of-state students, because they are at a disadvantage when they arrive."

SECOND YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"A home away from home."

THIRD YEAR GRADUATE STUDENT, FEMALE
GRADUATE SCHOOL OF ARTS AND SCIENCES

"I find that unwittingly, offices of Afro-American affairs are often selling us into a new intellectual bondage which prepares us to be mental menials for corporate structures just as we were once exploited for our physical labor. I'm not blaming anyone for purposefully giving destructive advice, but as a humanities major, I often feel very frustrated when the offices of minority affairs base all their counseling and career planning activity on the presumption that minority students cannot afford to study anything which isn't "practical," which isn't pre-law, pre-med, pre-business or engineering. I find these programs provide valuable services in organizing workshops on careers in these fields but I for one would be grateful for the opportunity to talk with liberal arts majors who have found creative ways of applying their degrees to the "real" world. Presently there is a lot of talk about the lack of black faculty. The "practicality" focus of most programs for minority students is actually discouraging the development of a new pool of black faculty in this generation."

THIRD YEAR STUDENT, FEMALE;
SCHOOL OF ENGINEERING

"It provides cultural speakers and activities for the University community. The tutoring program is also helpful. I don't think that the Office of Afro-American Affairs is helping enough with the academic problems of black students (i.e., lowering the attrition rate).

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Tutoring, support services, just being there gives the students a sense of having someone to turn to in a time of need."

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The Office helps students academically and addresses many of the needs of the black community. The Office needs to be coupled and tied in with the other offices of the University more."

Appendix IV (continued)

7. <u>What recommendations do you have as to how the Luther P. Jackson House and the Office of Afro-American Affairs can better serve you?</u>

SECOND YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Simply to somehow stress to the community of Afro-American students how important getting help, especially in academic areas, is for their own success. Once there is a serious effort on the academic aspect, we can then spend our time stressing the social aspect and extracurricular involvement."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Make sure, if possible, that every black student here realized that the LPJ House and staff are here to help, not baby; support, not carry; care, not mother; students."

THIRD YEAR STUDENT, MALE
COLLEGE OF ARTS AND SCIENCES

"One important problem that needs to be addressed is the polarization between student-athletes and the rest of the student body. These two services, due to their contact with both types of students, can be of assistance. Also, many students know nothing of these services (like me!). This is a problem."

SECOND YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"The Afro-American Affairs Office should send out newsletters to the black students here to inform them of the problems that they face so that we as blacks could help out and at least be informed."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"More Afro-American (based) courses. Continue to fight for more black teachers."

FOURTH YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Expand physically. I wish that the University would give the house more financial support."

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"More people to help other students with the transition from high school to college life (especially on the first day and the first couple of weeks). Pushing more blacks to get involved."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"There needs to be more black students and definitely teachers here. I took a seminar last semester on the origin of the civil rights movement, and though my teacher was good, she was white and I don't feel that she was able to relate to situations as well."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Have tutors on Fridays."

FIRST YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"It should try to reach more students who have little knowledge of the programs it offers."

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"Increased staff and overall support from other administrative and faculty areas. Also, a member of LPJ House staff should serve as an academic advisor to both faculty and students on educational matters."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Make minority faculty more visible. How can we support them if we don't know who they are?"

Appendix IV (continued)

SECOND YEAR STUDENT, MALE;
SCHOOL OF ARCHITECTURE

"I think a key to the functioning of the LPJ House to be that all black students (and even interested non-black students) feel welcome in the office. It should be understood that even in the smaller black community here at the University, there are a wide variety of lifestyles and opinions. All of these differences should be respected and welcomed by an organization that is supposed to work for all the black students."

FIRST YEAR GRADUATE STUDENT, FEMALE;
GRADUATE SCHOOL OF ARTS AND SCIENCES

"Student groups should be formed in schools or departments which have Afro-American graduate students but which lack student groups. The Office of Afro-American Affairs should serve as a resource for information on the various graduate student groups."

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"I think there should be mandatory meetings for black students in which we get together, air our problems and discuss possible solutions to these problems. I think monthly mandatory meetings (for first and second year students at least) would bring us closer together and give us a stronger sense of pride in ourselves, our race, and our performance here at the University."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"They need more money for more projects."

THIRD YEAR STUDENT, MALE;
COLLEGE OF ARTS AND SCIENCES

"The LPJ House needs to be publicized more. Many students don't utilize its services."

FOURTH YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"More funding, larger staff, larger building. LPJ House should be where blacks hold their organization meetings, the center."

Appendix IV (continued)

FIRST YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"If possible, these organizations could reach out to the students having problems (or those on Academic Warning) and try to help them because it's probably these particular students that are not utilizing the available services."

THIRD YEAR STUDENT, FEMALE;
SCHOOL OF ENGINEERING

"Form study groups for incoming first year students. Have a day or two in the orientation week when black students are introduced to the LPJ House and its services for students. That orientation should also include motivational seminars (talks about how to get out of here academically with flying colors)."

THIRD YEAR STUDENT, FEMALE;
COLLEGE OF ARTS AND SCIENCES

"Establish an advising system specifically geared toward black students during preregistration and advising weeks."

Appendix V

UVA TASK FORCE ON AFRO-AMERICAN AFFAIRS
BLACK ALUMNI SURVEY

YEAR OF GRADUATION: _____ SEX: _____

DEGREE: _____ SCHOOL: _____

1. What was your experience, both positive and negative, while a student at the University of Virginia?

2. What could the University have done to have enhanced your experience while a student?

3. What could you have done to have enhanced your experience at the University?

OVER

OVER

Appendix V (continued)

4. What resources were of assistance to you while a student at UVA?

5. What was your experience, positive and negative, with the Luther P. Jackson House and the Office of Afro-American Affairs while at UVA?

6. Do you maintain contact with the Office of Afro-American Affairs at the University? Why or why not?

7. Do you maintain contact with the University of Virginia in general? Why or why not?

APPENDIX VI

SELECTED RESPONSES TO THE BLACK ALUMNI SURVEY

1. What was your experience, both positive and negative, while a student at the University of Virginia?

BS, 1975, EDUCATION, SCHOOL OF EDUCATION, FEMALE

"I am satisfied with the quality of the education I received at the University. I cannot say that I was ever knowingly a victim of overt racism or mistreatment on the part of the students or faculty. However, I feel that the University's administration did not make any appreciable efforts to assure that Afro-American students would have the opportunity to get the most out of their stay. As an Afro-American female student, I certainly felt at times out of place--that the University was marching to a different beat and that it was being left to me to 'get in step'."

BA, 1976, SPEECH COMMUNICATION, COLLEGE OF ARTS AND SCIENCES, FEMALE

"All in all, an extremely positive and enriching experience. Learned a lot about life. Got a good education at an institution with a nationally respected academic reputation. Needed more 'up front' academic counseling. Felt somewhat isolated. Hated that lack of interesting social outlets."

M.ED., 1976, SCHOOL OF EDUCATION, MALE

"Positive--the opportunities to maximize exposure to learning situations were good. The opportunity to study further was there. Negative--non-blacks must learn that all non-whites are not 'deprived' or somehow devoid of experiences prior to entering the University."

BA, 1979, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Being the first in my family of native Charlottesvillians to attend the University of Virginia, I was thrilled to have achieved what my grandparents could just dream of. Academically, the school had a wealth of information and opportunities which I did not take full advantage of. Racism was as evident then as it must have been when my grandparents and parents worked for whites on the Grounds."

Appendix VI (continued)

BA, 1979, HISTORY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Extremely isolated and alienated socially and economically. The frats, sororities, and white students reflected middle to upper class values and attitudes."

BA, 1979, COLLEGE OF ARTS AND SCIENCES, MALE

"My experience was very positive. Perhaps because I was a member of a small community (Echols Scholars), I felt the University to be quite manageable. I was one of the few blacks who joined Rugby Road frats--my experiences were good there as well. My motivation was to participate in 'mainstream' activities, and the frat served as a base to be recognized across the University."

BA, 1980, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Positively, the University introduced and exposed me to a wide diversity of people and cultures that would have been missing had I attended a predominantly black college. Negatively, the University exposed me to both subtle and blatant racism from school administrators, faculty members, and students. U.Va. also presented a very intolerant attitude to all those not willing to assimilate into its 'preppie' party college culture."

JD, 1980, SCHOOL OF LAW, MALE

"Positive--a fine education in a pleasant setting. Negative--a hostile environment for black students--both from white students generally and the institution.

BA, 1982, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My experience from an educational standpoint was positive. I received what I aspired for in an education. The negative experiences were that there were too few black students and black oriented functions sponsored by the University."

BS, 1982, McINTIRE SCHOOL OF COMMERCE, FEMALE

"Ignored by majority white population--students and faculty. I found the students exhibiting prejudice and racism in a trigger manner--excluding blacks from social gatherings in dorm. Faculty didn't know how to converse with blacks when asking career questions. Able to get an outstanding education, but at the price of being unaccepted as an individual."

Appendix VI (continued)

JD, 1982, SCHOOL OF LAW, FEMALE

"Very negative. Never felt the University was receptive to black students' needs and growth. Black students are placed more in the limelight with no recourse or example to follow when faced with adversity."

BA, 1982, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I genuinely feel that I received a good education from Virginia which enabled me to better deal with the competitive marketplace in which we live. I often felt, however, that the school and surrounding community did not offer much socially or culturally for minority students. Moreover, I often felt alienated by professors and unable to develop the rapport that would have probably been more natural and easy had I attended a black school. I also often felt that some of my grades were lower than that of my white colleagues merely because I was black. But thank God, I only had a couple of prejudiced professors. Otherwise, I believe many of my professors were fair in terms of grading me according to what I deserved. Also, several of my professors were my mentors even though I never developed a close relationship with them. I, however, learned a great deal from many of them. Virginia had some outstanding and very learned professors. I did enjoy the most exciting academic and intellectually stimulating environment at U.Va."

JD, 1982, SCHOOL OF LAW, MALE

"Positive--high-quality instruction in the law. Negative--two tenured professors notorious for discriminatory practices. An unfortunate, apartheid-like social atmosphere that pervades at the University."

BA, 1983, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Overall, I enjoyed a very positive experience at U.Va. I met a number of very gifted black students and I developed a number of friendships that are still strong today. I think back and agree that it was the four best years of my youth. I don't think that I would have had an equal experience at another school. When comparing my college life with that of my peers from other schools, I see that U.Va. provided a number of opportunities for me to exercise responsibility through extracurricular activities and maximize my communication and management skills through these activities (i.e., Resident Staff Program). As for negative experiences, I see now that these were not restricted to U.Va. but to the white dominated professional work environment for minorities as well: Attitudes of inadequacies from your white peers and superiors. You only got into U.Va. because you're

Appendix VI (continued)

black and they needed black students. You're not really academically qualified to be here. They only pass you in your classes because they've got to graduate some black students. (One of my dorm mates, white, told me not to worry about passing my upcoming Chemistry test--after all, they had to let some black students pass. I reminded him that the tests were corrected by a computer and there was no place for race on the answer sheet.) Expectations of your behavior from your white peers: Many white students I came across never knew a black person before meeting me. They expected me to act like a stereotype from 'Good Times' or the 'Jeffersons'. They were surprised that I did not live in the ghetto and that I was not the first person in my family to go to college. Often times, I was frustrated by these white people's ignorance! I wondered how they could be so academically qualified and yet so socially stifled! There was a lot of pressure felt when I did express my ideas on race or politics because white people wanted to make it seem like I was speaking for all black people. Some people couldn't deal with me being intelligent and black and, therefore, could only think of me as the EXCEPTIONAL case! As for particular negative experiences at U.Va.: A number of times I was talking to white students to have people ride by in cars and yell, 'Nigger Lover' at the person I was talking to. Another black student and I were walking down the street (Rt. 29) about 1 a.m. and a car drove by, yelled 'Niggers' and threw a bucket of water on us. You have to work harder than other white students to get social activities established: There were a small group of my classmates who acted as trailblazers in getting U. Union's Minority Cultures Committee off the ground. It was their constant hard work and dedication that made parties, Kennedy Center trips, and speakers happen. But, when they left, everything went back to square one. Compromise: White students offered invitations to their parties where you listened to their music, did their dances, and socialized their way. White students never patronized black functions where there may be some level of compromise involved. Being the black representative: Often, if you are black and involved in both 'black and white' extra-curricular activities, you are asked to be on committees and in discussions on issues facing black and white students. It's very profitable because many times you can meet deans and other University officials and become involved in programs not available to other students--black or white--but sometimes I wondered if they wanted me because of me or because they needed someone female and black who had learned the art of compromising for white people. Even with all these negatives, I loved U.Va. (believe it or not!)."

Appendix VI (continued)

BA, 1983, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My experiences at U.Va. were by far more positive than negative--but I think it's because I was very happy with the people who were there during the years in which I attended. Socially, things were great. I found academics challenging, but I didn't really have much difficulty. The environment (low-crime, honor system, green setting) made U.Va. a very pleasant place to go to school. As far as the negative side--things were very segregated but that didn't really bother me that much and, in fact, probably heightened some of my positive experiences."

BS, 1983, AEROSPACE ENGINEERING, SCHOOL OF ENGINEERING, FEMALE

"Generally positive, however, I would have liked to have seen at least one black professor in the Engineering School. I don't believe there was one in the Aero-Mechanical Engineering Department. As a result I had no black role models (no females in the AE/ME Dept. either)."

BA, 1983, CHEMISTRY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My experience as a student was mostly positive--it's a great school. I got a great preparation for medical school, made great friends. However, it was also during this time that I was called a nigger by students (white) for the first and only time in my life. I also was horrified at the experiences of some of my black friends. However, this didn't stop me from trying to make the most of the University experience. After first year most of my friends made outside the dorm were black, because those were the people most friendly (genuinely) to me. It was almost like going to a small black college within a large white University. Things were better the more involved I got in organizations on campus."

BA, 1983, SOCIAL SCIENCES, COLLEGE OF ARTS AND SCIENCES, MALE

"U.Va. provided me with the necessary academic, athletic, and social challenges which will allow me to accomplish any future goal I might set for myself. I strongly believe this was made possible primarily because I took advantage of my distinct role as a scholarship student-athlete. I do not think such opportunities were easily available to the average minority student. I believe many of the vital resources important for a successful experience were not available to minority students. Moreover, the University was very insensitive to the needs of the minority community."

Appendix VI (continued)

JD, 1983, SCHOOL OF LAW, MALE

"Virginia was a good academic institution but the underlying current of racism was rampant all during my three years there."

BA/JD, 1984, ENGLISH, COLLEGE OF ARTS AND SCIENCES/SCHOOL OF LAW, MALE

"My experience at the University of Virginia was generally positive. The only negative aspect to life at the University is that you meet several unique forms of racism face-to-face for the first time. Some of it is intentional and some of it is not. But it is the perception that things really have not changed in a meaningful way that disturbs most black students. When I discuss my experience with other fellow alums, they are generally unable to express one distinct feeling. Their feelings are mixed with both positive and negative thoughts almost to the point of a love/hate relationship with the University. I personally feel that my experiences better prepared me to deal with reality as I now face it. There are a lot of 'special' people and professors at the University who really care about black students and go out of their way to help and counsel you. Also, the majority of the white students at the University are nice and fun to be around. Some of my closest and dearest friends are white people that I met at the University and we still socialize and get together often. I think that you have to say that overall my experiences at the University were very positive. In summary, I feel that the University of Virginia was the right place at the right time for me. However, I don't know if I would want my children to attend the University. The problems one encounters in the real world face black students at U.Va. at an earlier stage in their college careers and I am not sure that is the best experience for an 18-year-old. I know several students who did not fare well in their experiences at the University and that is the majority of the blacks I know. For that reason it is difficult for me to recommend the University for every black student out there who is qualified. But to the strong willed, determined black student who has thick skin and an open mind, the University can be a great experience like it was for me. I received a great education because I wanted to and college was my time to 'see how this world goes' and I did that. Still, there is bitterness for me because the same opportunities that were available to my white classmates were not available to me upon graduation from law school. White students with credentials inferior to mine got great jobs while I struggled for the positions that they did not want. The University remains a beautiful place of which I have very fond memories and just a few moments of regret."

Appendix VI (continued)

BA, 1984, COLLEGE OF ARTS AND SCIENCES, FEMALE

"During my first two years, I was not involved in the University so my experience was not well-rounded. My third and fourth years I became more involved and appreciated what the University had to offer. The University has a lot to offer but black students are not made to feel that their input is a valuable asset in the overall scheme of things. The Residence Life Program is an example of this. Socially, my experience was limited."

BA, 1984, CHEMISTRY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"It was unique to be a black student at U.Va. in that one could be a member of a small, fairly close-knit community and yet enjoy the benefits of a large University. One could also choose not to be involved within the black community and get lost in the 'majority'."

BS, 1984, AEROSPACE ENGINEERING, SCHOOL OF ENGINEERING, MALE

"Positive: met people of various backgrounds and communicated with them on a daily basis; first-class education that has enabled me to deal with the real world; and pleasant atmosphere for study, away from outside turmoil. Negative: sometimes it seemed like blacks and whites were in two different worlds. I was often not included in study groups because there was no need for a black."

BA, 1984, COLLEGE OF ARTS AND SCIENCES, MALE

"My experience was quite positive. I was an Echols scholar. I enjoyed that program very much. I received help from my professors when I needed it. I was never made to feel uncomfortable because of my race."

MBA, 1984, DARDEN GRADUATE BUSINESS SCHOOL, FEMALE

"For the most part, the students were highly motivated and committed at the Darden School. Many professors, on the other hand, were indifferent to black students, both in and outside the classroom. Grading was very subjective, resulting in a number of black students receiving below standard grades, thus not graduating. The isolation of black students in the different colleges/schools hindered a sense of community among black students. Social events at U.Va. did not foster participation by black students."

Appendix VI (continued)

BA, 1985, PSYCHOLOGY, COLLEGE OF ARTS AND SCIENCES, MALE

"It was positive because it allowed me to build character. The atmosphere, the professors, and many of the students were a negative aspect of the University. I think there were too many unnecessary barriers to progress."

BA, 1985, PHILOSOPHY, COLLEGE OF ARTS AND SCIENCES, MALE

"Without question, the academic offerings of U.Va. were uncompromisingly superior and varied. I enjoyed my studies, and an active student life. I regret, however, that outside the classroom there was a sharp and wide separation of U.Va.'s students along racial lines. Often, I felt that the dominant or majority race expected Afro-American students and other minorities to simply mesh in with the mainstream, without self-respecting regard for their own identity and diversity."

BA, 1985, COLLEGE OF ARTS AND SCIENCES, MALE

"My experience at the University was generally positive, but this was due to the fact that I refused to conform to the unwritten codes which encourage 'separate but equal' social, intellectual, and cultural activities for minority groups and whites."

BA, 1985, PSYCHOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"In my four-year college career at U.Va. I found the administration staff disinterested in the plight of the black student body. The myth that the students were all alike and, therefore, should adapt and adopt the U.Va. way of life is damaging to the black student."

BA, 1985, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Mostly positive--U.Va. is a great school despite its many shortcomings for its black population. If I had it to do all over again, I would still attend U.Va. but I would become more involved in school-wide organizations. I limited myself to mostly black functions until my fourth year when I discovered the rest of U.Va. I would not be less involved with the black community, but more involved with the school as a whole."

BA, 1985, COLLEGE OF ARTS AND SCIENCES, MALE

"I had a great experience at U.Va., socially, academically, and athletically. Virginia is a challenge. Being a black student at U.Va. not only tests your knowledge and learning ability, but it also tests your strength to survive culturally in predominantly white surroundings."

Appendix VI (continued)

MBA, 1985, DARDEN GRADUATE BUSINESS SCHOOL, MALE

"Positive: quality of education, exposure to new people/new ideas, challenging curriculum. Negative: frustration caused by arrogance of general student population, isolation of Charlottesville, lack of social outlets, segregation of student body."

BA, 1985, COLLEGE OF ARTS AND SCIENCES, FEMALE

"In the positive sense, the University offered me such a culturally diverse community that I didn't have to solely depend on classroom studies to learn about the variety of lifestyles that exist. On the other hand, there was a lack of respect toward other cultures on the part of the majority. In other words, blacks were too often expected to integrate or assimilate by becoming less of what they were as a people and a culture."

BA, 1986, INTERDISCIPLINARY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My positive experience was maturity gained through relationships with people in student organizations and interpersonal relationships. My negative experience was the facade of cultural pluralism that did not exist--at least on a two-way street. Minority students had to learn to deal in two worlds while many white students only cared to exist in one."

BA, 1986, PSYCHOLOGY AND SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Positive--obtained an excellent undergraduate education. Negative--the prejudice experienced in both the classroom and throughout Grounds."

BA, 1986, SOCIOLOGY/PRE-MED, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My overall experience was positive, making very good friends and having many opportunities to get involved. I did not have a good experience developing a rapport with my professors, including those in my department. This was most detrimental because this inhibited me from seeking help from them. If I felt more comfortable approaching my professors, my grades would have been much better."

BA, 1986, ECONOMICS, COLLEGE OF ARTS AND SCIENCES, MALE

"My experience at U.Va. was very positive. I ran into no outward racism and if I ran into subtle racism I didn't notice. I cannot think of any experience that was negative."

Appendix VI (continued)

BA, 1986, GOVERNMENT, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Generally pretty good. I did sense an indifference in the administration regarding Vivian Gordon; that was a major loss for the University and a personal disappointment, as I hadn't taken a course of her's."

BA, 1986, COLLEGE OF ARTS AND SCIENCES, FEMALE

Negative in regard to faculty and administration needing guidance, help etc. I got the run-around a lot from day one and no good advice."

BA, 1986, ANTHROPOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"To be quite honest, I felt more of a sense of rejection from black students than I did from the white ones. Having gone to high school in an atmosphere of true integration, I was not prepared to isolate myself from the majority of the University. But I did often have a stronger feeling of self while with blacks. I never felt prejudice against me."

BA, 1986, COLLEGE OF ARTS AND SCIENCES, MALE

"While a student at the University of Virginia, my positive experiences were: interaction with a diverse student population; availability of tutorial sessions given by Afro-American students who understood and empathized with my academic difficulties; and exposure to the finest quality academic equipment, library resources, as well as facilities. My negative experiences were: the University's South African investments; Shantytown vandalization at the Rotunda and attacks on protectors of the shanties by shanty opposers; low rate or lack thereof of attraction, matriculation, retention, and graduation of Afro-American students; University-wide stereotypical view of Afro-American students as Affirmative Action enrollment quota fillers; deliberate editing out, censorship, of news articles concerning Afro-American issues that challenged or contradicted the University's status quo and status quo ante by The Cavalier Daily and The University Journal editors; inadequate recruitment, employment, and retainment of Afro-American administrators and faculty members; lack of tenured Afro-American faculty members that are responsive to Afro-American students and issues concerning Afro-American students; ordeal and resignation of Sociology Associate Professor Vivian Gordon who accused the University of alleged racial discrimination; inability to recognize subtle forms of racism from the onset of my academic stay at the University of Virginia; dissatisfaction with academic life stemming from teachers who used unfair grading practices; little return on time, effort, and scholarship invested in school work, and minimal improvement in academic performance ratings

Appendix VI (continued)

irrespective of time, effort, and scholarship invested; lack of a supportive academic and social University environment; inability to develop a positive rapport with faculty members; thwarting of desire and drive to compete academically due to frustrations resulting from unjust academic practices; and stress incurred while at the University of Virginia due to unfair academic practices.

BA, 1986, SCHOOL OF EDUCATION, MALE

"My four years at the University were very enjoyable. I involved myself with different organizations. I felt I needed to give back to the University. There was not a time when I felt unwelcome."

BA, 1986, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"As a black student, I can say my experience at U.Va. was, for the most part, very positive. I never had any negative racial experience that I can truthfully recall. There are a lot of subtle things that I can recall, but nothing that ever offended or upset me. I do believe the neighborhood I live in and the school I attended prepared me for life at U.Va."

BA, 1986, SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I feel that U.Va. gave me the best college experience I could ever have had. The University is challenging academically and also had a great social life."

Appendix VI (continued)

2. What could the University have done to have enhanced your experience while a student?

BS, 1975, EDUCATION, SCHOOL OF EDUCATION, FEMALE

"Increasing the number of Afro-American faculty and staff members would be a good start. The faculty and staff are in a sense the University's front-line representatives. When you survey hundreds of instructors and professors and see only a handful of Afro-Americans, you can't help but question the University's attitudes and opinions toward people of your race. Secondly, the University could have provided more opportunities for students to participate in educational exchanges that reach beyond the Grounds. This would benefit all students."

BA, 1976, SPEECH COMMUNICATION, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Not treat me like I was 'different'."

M.ED., 1976, SCHOOL OF EDUCATION, MALE

"Work to achieve 'integration' not parallelism."

BA, 1979, ECONOMICS, COLLEGE OF ARTS AND SCIENCES, MALE

"Open-mindedness would have helped. The institution did not make an asserted effort to get the black students involved in meaningful extra-curricular activities that could lead to professional/business opportunities. The exclusive University societies perpetuate separation and aristocracy."

JD, 1980, SCHOOL OF LAW, MALE

"The University could stop paying lip service to full integration in faculty, staff, and students. U.Va. needs to instill in the student body by positive acts and statements that racism and stereotyping are not tolerated."

BA, 1981, COLLEGE OF ARTS AND SCIENCES, MALE

"When I was at U.Va. I thought, and still think, that the faculty and administration gave a good and honest effort to provide minorities with academic assistance, social outlets, and a real place at U.Va. The University made a lot of its services/facilities accessible to students, and for the best experience personally it was up to the student to take advantage of and build upon those services."

Appendix VI (continued)

BS, 1982, McINTIRE SCHOOL OF COMMERCE, FEMALE

"Having set up black support groups--visiting first year dorms and letting blacks know there are places you can go for guidance, or just to talk."

BA, 1982, PSYCHOLOGY, COLLEGE OF ARTS AND SCIENCES, MALE

"For me, nothing. But many of my black friends didn't have the same upbringing that I had. I grew up in white neighborhoods and went to white schools, so I never felt out of place at the University. There should have been more or better orientation for the minority students, to help with the adjustment to what may have been their first experience in a predominantly white environment."

JD, 1982, SCHOOL OF LAW, MALE

"Remove professors who demonstrate an obvious racial or ethnic bias. As a symbolic gesture, cut all ties with private organizations, clubs, country clubs, contract towing companies, etc. known to discriminate against ethnic minorities."

MA, 1982, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Open race-relation forums with blacks and whites--students were forced through peer pressure to 'choose sides'. Social life was necessarily restricted to black or white or one faced ostracism."

BA, 1982, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Offer more social and cultural events for minority students. More black professors that would have been more sensitive to my needs as a minority student at a predominantly white institution."

BA, 1982, COLLEGE OF ARTS AND SCIENCES, FEMALE

"The University could have done more to make black students feel comfortable with the University. The only time one felt like the University had an input in the black life was during Black Awareness Month and during Spring Fling."

JD, 1982, SCHOOL OF LAW, FEMALE

"Have more black oriented programs. My sense of identity was lost among the all-white, preppy environment."

Appendix VI (continued)

BA, 1982, COLLEGE OF ARTS AND SCIENCES, MALE

"Sincere concern, effort from U.Va.'s administration to understand and meet black student concerns, instead of dumping off the entire responsibility onto a few individuals."

JD, 1983, SCHOOL OF LAW, MALE

"They could have admitted more black students and given the existing black students more of a sense of belonging as opposed to being needed only in order to maintain federal funding."

BA, 1983, GOVERNMENT, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Provide a network or support group for first-year black students (not sorority or fraternity), a neutral group of students genuinely interested in helping you adjust socially and academically. Students would gain a better understanding of University life, for example, advising you on when to add/drop a class instead of failing, postponing exams, study groups to join, access to old exams, etc. White students have a number of friends/relatives to turn to during this first year."

BA, 1983, SOCIAL SCIENCES, COLLEGE OF ARTS AND SCIENCES, MALE

"Shown greater support for the minority community in the form of (1) increased financial resources for academic and social programs; (2) increased efforts in the recruitment and retainment of minority faculty members; (3) improved communication and working relationship with minority students, faculty, and alumni; (4) increased programs to stimulate integration within the University community; and (5) more concern from University administration on the problems facing minority students (i.e., turnover, recruitment, etc.)."

BA, 1983, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"The University has the responsibility to set up channels for black students to talk among themselves about being a minority. A lot of times, expressing your ideas relieves a lot of pressure. Just knowing that someone else feels that same way is comforting. I didn't see any kind of formal support groups available for black students. Ideally, I would encourage education of whites to the extra pressure felt by blacks, but I think there would be a lot of apathy in the white community. They have no reason to think about being black or how blacks cope with college life."

Appendix VI (continued)

BA, 1983, CHEMISTRY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Actively encouraged non-racist attitudes as opposed to attempting to dismiss/cover up ones there. They could have attempted to make the black students feel welcome and that they were interested in their ideas/complaints. It does put a dent in your morale to never, or hardly ever, have a black person lecture to you or to have the few that do and that are good not get tenure even though respected throughout the student body."

BA, 1983, ENVIRONMENTAL SCIENCE, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My biggest problems were due in large part to the fact that the quality of education I received in high school did not match that of a large part of the remainder of the students in my class. I spent my first year trying to 'catch up' and learn how to adapt to the tough curriculum I chose for myself. Perhaps I should have received some advice to 'take it slower' since my high school did not prepare me for what I was about to experience."

BS, 1984, AEROSPACE ENGINEERING, SCHOOL OF ENGINEERING, MALE

"Encouraged greater interaction among the various ethnics. This could be accomplished by various speakers (black, white, Hispanic, etc.) who preach association rather than disassociation. It must be remembered that U.Va. is known as 'Mr. Jefferson's University' and this prestigious mystique also has connotations of black subjugation (slavery). This must be realized and ways should be found to deal with this problem for sensitive blacks."

BA, 1984, ECONOMICS, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Provided more concerns and speakers that are particularly appealing to the black community. Provide more courses related to Afro-American issues (i.e., blacks in the media, etc.). The University could also have shown black students that they were really concerned about black civil rights. For example, it is hard to believe that an institution with investments in South Africa really cares about black students or black people in general. Also, the University could provide academic counseling and tutoring geared toward special problems that black students have. Possibly, a colleague program, whereby upperclass students are assigned to freshmen to help them with course selection, social activities, and to facilitate the adjustment process in general."

Appendix VI (continued)

BA, 1984, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I think the University could have been more assertive in soliciting blacks in organizations other than those specifically for blacks (Minority Cultures Committee). Programming could have been more diverse; Black History Month should not be the only time black performers and speakers should be brought to campus. The lack of black faculty and staff, and little support for those there, could have been better. Dr. Vivian Gordon is a prime example. She is an excellent instructor and provided a much needed black curriculum that would have otherwise been neglected. She was not only an excellent instructor but was also a positive role model for black students. The University obviously didn't value her commitment to black students and to black studies. Her resigning from her post is evidence of that fact."

BA, 1984, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"While at the University, I did run into students and teachers with limited experience in interacting with minorities. More effort should be made to ensure that teachers, deans, etc. are sensitive to the needs of all students. Also, more financial aid and financial counseling should be provided. Too often students spend needed energies worrying about money when they should be concentrating on their studies."

BA/JD, 1984, ENGLISH/LAW, COLLEGE OF ARTS AND SCIENCES/SCHOOL OF LAW, MALE

"Nothing. The University put all the things I needed at my convenience. But I was aggressive in seeking out help when I needed it. Several black students did not face up to the fact that they needed help and were reluctant to seek it. There is free tutoring available and most professors are willing to provide help after classes. The fact that I received even average grades in Spanish is because I worked so hard seeking help and doing all I could to show each professor that I was trying all I could to learn it. To fail me would be an admission of his failure as a teacher, and most professors will not fail those who give 110 percent. Black students should be encouraged to seek help if they need it and not to feel ashamed for having done so. I don't know how the University could further this policy. The goal of most black students is to be just as good as the white ones. When you seek help you admit that you are not and that is tough for some."

BA, 1984, CHEMISTRY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Academics need to be stressed more, not just for fraternities. It reminds me of what my mother was taught at Howard University--we can't be satisfied to be just as good, we must be better."

Appendix VI (continued)

BA, 1984, COLLEGE OF ARTS AND SCIENCES, MALE

"I feel that if I had been taught by a black faculty member at any point in my undergraduate training, I would have gained a greater sense of satisfaction. I did not look for black faculty when arranging my courses, I looked for appropriate subjects. Maybe my approach was not the best?"

BA, 1985, COLLEGE OF ARTS AND SCIENCES, FEMALE

"The student body along with University administration could have accepted and respected the rights and practices of blacks. For example, when fraternities and sororities pledged, the other students could have respected their practice of walking in line publicly. In addition, they could have tried to learn more about us (blacks) and the things that were important to us. Recruitment of more black teachers could have helped tremendously."

BA, 1985, SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Faculty advisors should not have discouraged my intended goals. I honestly feel that advisors shift and encourage black students into specific tracts of studies--sociology, psychology, and rhetoric and communications. The University does not/did not give advice, nor encourage black students to undertake mathematics, science, or a pre-med/pre-law curriculum. Services such as the Luther P. Jackson House tutorial program and the Office of Afro-American Affairs were not recommended by any of my advisors during my first two years of studies."

BA, 1985, ECONOMICS AND PSYCHOLOGY, COLLEGE OF ARTS AND SCIENCES, MALE

"Developed more constructive educational programs to foster better understanding between minorities, who sometimes felt they didn't belong, and whites, who sometimes took an elitist's persona. The administration could have helped to dispel the perception of 'I'm here only to fulfill a quota requirement' which created mixed emotions among my peers."

BA, 1985, COLLEGE OF ARTS AND SCIENCES, MALE

"The University could have sponsored more cultural awareness and racial awareness programs. Also, there should have been some open forums or discussions on race relations. Finally, the University should discourage the student papers from 'advertising' the percentage of 'black applicants' admitted to the University; this, I think, alienates these young people even before they become part of the University community--they are merely part of a percentage."

Appendix VI (continued)

BA, 1985, FOREIGN AFFAIRS, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Looking back over my U.Va. years, I remember my 4th year being the most memorable. During my 4th year I was fortunate enough to be instructed by four brilliant Afro-American faculty members. Perhaps the University could have hired more black faculty so that I would not have had to wait until my 4th year to have such an enhancing experience."

MBA, 1985, DARDEN GRADUATE BUSINESS SCHOOL, MALE

"More support from school administration around issues that were relevant to black students--there didn't appear to be any 'real' concern expressed by school officials. 'Just enough to pacify the black students' seemed to be the attitude."

BA, 1985, PHILOSOPHY, COLLEGE OF ARTS AND SCIENCES, MALE

"The University could have done more to make it possible for academically qualified, yet economically disadvantaged Afro-Americans to attend U.Va. The University could have done more to retain the competent black faculty which it released during my years there ('81-'85), and more to attract additional black faculty. Also, the University should have and could have been more clear in acknowledging that its Afro-American students are a definite asset to U.Va."

BA, 1985, SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"An increased sensitivity to a professor's talent as a <u>teacher</u>, rather than such concern over his or her published works could do a lot for the University. I always had the feeling that the University didn't <u>care</u> what the students wanted in the classroom. Certain professors' courses were always overrun with students bearing add/drop forms, hoping to get in. Another section of the same class might be half-empty. The difference is in the professor who enjoys his students and <u>likes</u> to teach."

MS, 1986, SCHOOL OF ENGINEERING, FEMALE

"The University should make an effort to change the way of thinking the majority has against blacks. This can be accomplished by making positive information available to them. The only things they hear about blacks are negative, i.e., blacks are only here to meet a quota. Black athletes caught cheating, etc. Educate the majority!"

Appendix VI (continued)

BA, 1986, SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Have more 2nd, 3rd, and 4th year class activities--like we had 1st year (class activities). I know that this would be difficult though, because many students move off campus after the first year."

BA, 1986, MATHEMATICS, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Academically I feel there should have been more support and advising from the faculty of the Mathematics department, that is to black students. I think if this had been available, there would have been and could be more black math majors and more blacks graduating (not dropping out) from the math department, unlike the five who graduated in my class. This applies not only to the math department, but to other science and technical related majors."

BA, 1986, INTERDISCIPLINARY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"The University should promote and encourage cultural diversity and the responsibility that <u>all</u> students have to be culturally aware. Minority events should not be advertised as separate but events for the entire University community to learn from and enjoy."

BA, 1986, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I feel that white professors should be sensitive to the needs of minorities. In classroom situations, the minorities should be encouraged as frequently as the white students. Professors should maintain eye contact and verbal exchange with all students."

BA, 1986, PSYCHOLOGY AND SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"The University could have made a better effort to make black students feel a part of the University."

Appendix VI (continued)

BA, 1986, SOCIOLOGY/PRE-MED, COLLEGE OF ARTS AND SCIENCES, FEMALE

"They could have promoted more quality faculty-student interaction. The few opportunities offered (i.e., mixers) seemed artificial; oftentimes the professors don't remember you afterwards. Secondly, they could have done more to not only promote better understanding of all minorities, but to also make students realize they will benefit from such an understanding. For example, co-sponsorship of cultural events would help because when students see that an event is only sponsored by a black organization, they automatically think it's only for black students."

BA, 1986, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"A top priority of the University has to be hiring more black professors and administrators in all areas, not just those centered on or around Afro-American Affairs or Studies. Also, the whole University community needs to better educate itself about black students and realize that they form a very heterogeneous group which cannot be treated as a homogeneous one."

BA, 1986, ECONOMICS, COLLEGE OF ARTS AND SCIENCES, MALE

"I honestly can't think of anything. Things went smoothly for me at U.Va."

BA, 1986, GOVERNMENT, COLLEGE OF ARTS AND SCIENCES, FEMALE

"A more aggressive effort to recruit fine minority professors, an effort that was visible to the University community instead of appearing almost apathetic. And, taken a more firm stand against displays of racism, namely the incidents at Rugby and Grady Roads and Scott Stadium."

BA, 1986, ANTHROPOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I think that there should be more of a sense of nurturing on the part of any university. So often young adults are thrust into a situation in which they are not accustomed to handling themselves. Better coping mechanisms should be taught. Blacks receive that only within the framework of the LPJ House. Yet, we should learn how to cope as blacks and as students of the greater part of the whole."

Appendix VI (continued)

BA, 1986, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I had advisors changed on me through the years. Too many different people giving different advice--no administrative advice and I don't think anyone really cares. They'll answer any questions but it's too bureaucratic."

BA, 1986, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I think the University could have been more accepting of the need of minority support groups such as the Black Pre-Med Society. Integration should not be to the exclusion of cultural enhancement and understanding."

JD, 1986, SCHOOL OF LAW, MALE

"U.Va. has a tendency to recruit people and let them struggle by themselves once they arrive. Other predominantly white schools do the same thing. From my viewpoint, the University could do more to enhance the continuity between the relationship between the students and the school before and after graduation. Most folks don't feel any loyalty to U.Va. at all once they get the degree. The motto is 'I survived'."

Appendix VI (continued)

3. What could you have done to have enhanced your experience at the University?

BA, 1980, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Participated more in the cultural events and programs provided by the University, and gotten to know a diversity of people. Also, I should have not allowed the racism encountered to discourage and alienate me as much as it did."

BS, 1982, McINTIRE SCHOOL OF COMMERCE, FEMALE

"Attended more University functions--educational and social. Refusing to attend because of fear of being accepted was a self-fulfilling prophecy. Let the white population know that blacks are here to stay and we will be seen and heard."

BA, 1982, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I probably could have gotten more involved in the various organizations on campus but somehow I felt very alienated and was consequently never able to do so. I had no interest in some organizations, while in others I would have been the only black or one of a few blacks which would have been too stressful, and would have required that I be a 'representative for my race'. That sometimes is so awesome that I'd rather reserve that role for work and the marketplace. To broaden it into the extracurricular activities arena is a bit too much."

MBA, 1985, DARDEN GRADUATE BUSINESS SCHOOL, MALE

"I could have gotten more involved in organizations that were traditionally all-white. By getting more blacks involved (not just one black student), the organizations learn more about blacks, and other black students would be attracted to the organization (e.g., cheering squad)."

BA, 1986, COLLEGE OF ARTS AND SCIENCES, MALE

"I could have been more assertive when I felt that my needs as an Afro-American and a student were being infringed upon and were not being met. I should have asked for assistance before subtle forms of racism became problems."

Appendix VI (continued)

BS, 1986, EDUCATION, SCHOOL OF EDUCATION, MALE

"It is important for any student (black or white) to make an effort to become a member of the University. To sit back and expect people to search for you is not the way to become involved. I made an effort and I was pleased with the results. I worked with Student Affairs, one of the papers, Guides, and Student Council. I don't feel my experience could have been more rewarding."

BA, 1986, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I wish I was more assertive and challenging with my white counterparts. Many times as a minority without support systems I allowed myself to be intimidated by the predominantly white environment. It is easy in a large classroom to feel as though the professor is indifferent towards you, particularly as the only one or one of a few blacks."

Appendix VI (continued)

4. What resources were of assistance to you while a student at U.Va.?

BA, 1984, COMMUNICATIONS, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Since I was a student athlete there were great tutoring sessions available. It would be very helpful if these sessions were available to minority students as well."

BA, 1985, SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My greatest resources were the professors with whom I developed friendships. As a working student, I found the financial aid office to be somewhat unfeeling and extremely difficult to cope with. They seemed unable to realize that the student who works for his/her tuition truly wants to be a student. There is a lack of support for this type of student."

BA, 1986, COLLEGE OF ARTS AND SCIENCES, FEMALE

"In a few classes the professors tried to identify with the black experience; this was a welcome change."

BA, 1986, MATHEMATICS, COLLEGE OF ARTS AND SCIENCES, FEMALE

"LPJ House was very helpful. It was a place where one felt comfortable releasing one's frustrations and doubts whether it pertained to academics or not."

Appendix VI (continued)

5. What was your experience, positive and negative, with the Luther P. Jackson House and the Office of Afro-American Affairs while at the University of Virginia?

BA, 1980, PSYCHOLOGY/SPEECH COMMUNICATIONS, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Initial contact with students in organizations like BSA exposed too much expression of negatives about the University. I preferred keeping an open mind in order to 'make it'. In order to do so, I limited my involvement with 'black' groups because I felt they would expect me to be more 'militant' than I could 'handle'."

BA, 1980, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I had no negative experiences with the LPJ House while at U.Va. or with the Office of Afro-American Affairs--my positive experiences stemmed from the educational, emotional, and social support I received, which manifested itself in dinners, cultural programs, and tutorials set up by the LPJ House and the Office."

BA, 1980, CITY PLANNING, SCHOOL OF ARCHITECTURE, MALE

"Unfortunately, I had little or no experience with the Luther P. Jackson House. I believe that the main reason for this was my concern of segregating myself as a black student from the rest of the University. I believe that this was a mistake. There were parts of the Afro-American Affairs program that I would have liked to take advantage of."

BA, 1982, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My experiences with the above mentioned organizations were positive. Both were of great assistance when I needed them. They gave me a feeling of support in an otherwise white dominated institution."

BA, 1982, PSYCHOLOGY, COLLEGE OF ARTS AND SCIENCES, MALE

"There were a few people at LPJ who I found helpful, but the prevailing attitude at the House was that we were a separate entity at U.Va. and I disagreed with that idea. The goal of blacks at U.Va. should be to keep their blackness while learning to function successfully in what is (for the time being) a white man's society. We should not be ashamed of our color, but neither should we hold it against white people that they are white. It was always my impression that the people at LPJ thought that our color was the most important part of our identity not the person behind the color."

Appendix VI (continued)

BA, 1983, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Very positive. I worked there and I found it to be a good place to share ideas and help others to receive help. It was a good resource for people who may have at times felt swallowed up by U.Va.'s size (and also by the newness of college experience)."

BA, 1983, COMMUNICATIONS, COLLEGE OF ARTS AND SCIENCES, FEMALE

"The LPJ House was a good gathering place and lent itself as a source of information and comfort. The only dealings I had with the Office of Afro-American Affairs was during Spring Fling weekends. Both experiences positive. The LPJ House at times tended to be a little militant though."

BA, 1983, AMERICAN GOVERNMENT, COLLEGE OF ARTS AND SCIENCES, FEMALE

"The only interaction I had with the LPJ House was either through Sorority services, i.e., tutoring, service projects, or co-sponsored events through Minority Cultures Committee of University Union. The perception of the LPJ House, in my opinion, deterred students from utilizing its services. The atmosphere was extremely political--most students felt pressure to support the Black Student Union, etc. Suggestions: (1) change the title Afro-American Affairs, (2) set up and encourage a first year and second year black student network."

BA, 1983, CHEMISTRY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I was a tutor there for two years and the House was a great place for me to relax, have discussions, and a great study hideaway. It also was a good source of support from both the students and faculty there. The House was a very positive aspect of my experience at U.Va."

BA, 1983, COLLEGE OF ARTS AND SCIENCES, MALE

"Never utilized Office for several reasons: (1) appeared to be used by most as avenue primarily for enhancing social network and communicating their 'blackness' to others; (2) due both to internal and external reasons, administration, leadership, and programs inadequate; (3) inadequately staffed in both quantity and quality of key professionals; and (4) relationship with University appeared to be adversarial with segregation being an important goal."

BSN, 1983, NURSING, SCHOOL OF NURSING, FEMALE

"I didn't really utilize the LPJ House. I saw it as a 'hang out' for the blacks. I never felt a part of it."

Appendix VI (continued)

BA, 1983, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Initially, my experience at the LPJ House was very positive. I felt it was like a home away from home, where faces, language, music, and ideas were all familiar."

BA, 1983, COLLEGE OF ARTS AND SCIENCES, MALE

"The LPJ House was a positive experience in that it gave you easy access to a wide range of services. However, within any group, sub-groups formed that did not make you feel a part of the House!"

BA, 1984, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Very little contact with LPJ. I feel it's too segregating."

BA, 1984, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My experience with the Luther P. Jackson House was primarily positive. There were always a wide range of opinions and viewpoints from which to draw. Also, the House was a place where concerns could be voiced. The tutoring program was also helpful."

BA, 1984, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I had a rather negative experience with both of the above. I felt that if I wasn't part of a select group of people who frequented the House, I wasn't welcome there. I did not feel comfortable walking in and just talking to people even though I knew most everyone. The staff was not the friendliest in the world with people who weren't 'regulars' at the House."

BA, 1984, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Very positive. I wasn't active with the House but it was a source of strength knowing it existed and participating in the affairs that were given."

BA, 1984, CHEMISTRY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I enjoyed tutoring and working with the Summer Prep. Program. The LPJ House offered me academic assistance my first year and also a social place for the remainder."

Appendix VI (continued)

BS, 1984, COMMERCE, McINTIRE SCHOOL OF COMMERCE, FEMALE

"The LPJ House was always my 'home away from home'. I could always find rich conversation, artwork, and warmth when I visited there."

BA/JD, 1984, ENGLISH/LAW, COLLEGE OF ARTS AND SCIENCES/SCHOOL OF LAW, MALE

"The LPJ House and the Office of Afro-American Affairs is a difficult question for me to answer. As a social entity, it was a great place to go to shoot the bull and have some fun. Kind of a nerve center at first, the LPJ House just did not recover from the loss of key personnel. The people who were there initially created a great atmosphere for black students. The key to its success is getting the right people in those positions."

BA, 1985, SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My experiences with the Luther P. Jackson House and the Office of Afro-American Affairs were absolutely positive--gained academic support as well as my social support network. In addition, I became aware of issues of concern within the University's administration through these services."

BA, 1985, COLLEGE OF ARTS AND SCIENCES, FEMALE

"For the most part, my experience with both institutions was a fairly good one, simply because of the fact that, as with other blacks also, there comes a time when you need to be with the people who share the same experiences, etc. that you do. We needed a place to assemble and discuss our problems and this served as the place."

BA, 1985, PHILOSOPHY, COLLEGE OF ARTS AND SCIENCES, MALE

"I worked at the LPJ House (OAAA) for three years--second to fourth years. The house was very supportive of black students. Because of OAAA, black students had academic counseling, personal counseling, cultural and social programming that appreciated their tastes, and a central place to hold gatherings."

BSN, 1985, NURSING, SCHOOL OF NURSING, FEMALE

"I had a very positive experience at the Luther P. Jackson House and OAAA. I wish we had a better facility to work with. It needs to be remodeled/rebuilt. The Library needs more books. Summer Prep and Tutorial services are very positive experiences and should always be implemented by OAAA. These programs offer positive experiences to all students."

Appendix VI (continued)

MBA, 1985, DARDEN GRADUATE BUSINESS SCHOOL, MALE

"Positive: I worked as a tutor at the LPJ House and I found the House to be friendly, helpful to certain students. I think it is a good idea. Negative: It was segregated, tended to be 'cliquish', lacked the resources (financial and human) to be truly effective."

BA, 1985, COLLEGE OF ARTS AND SCIENCES, MALE

"The Luther P. Jackson House was very helpful to me, especially during my first year as a point of reference for learning about Charlottesville and the University's black community, except it seemed to me as more of a factor keeping the races separate."

BA, 1986, FOREIGN AFFAIRS, COLLEGE OF ARTS AND SCIENCES, MALE

"The LPJ House and Afro-American Affairs Office were very helpful in seeing that activities that were planned for my fraternity and other organizations received all the help they needed to complete their activity. I believe that without the LPJ House, blacks at U.Va. would have even more problems to face."

BA, 1986, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I can honestly say that my experiences with the LPJ House were somewhat negative. I often felt uncomfortable at the LPJ House. The attitude of the administrators and the students working in the House was very impersonal, especially towards those students who were neither black Greeks, or actively involved in the BSA. I often found the atmosphere to be quite cliquish and unprofessional."

BA, 1986, SOCIOLOGY/PRE-MED, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I often went to the LPJ House to get chemistry and calculus help during my first year. As an upperclassman, I often stopped by to socialize with the other students. This also allowed me to catch up on all the important news about University events, especially those pertinent to black students."

BA/MA, 1986, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I feel the LPJ House made the U.Va. environment too segregated."

Appendix VI (continued)

BA, 1986, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I did not participate in many activities within the Luther P. Jackson House. I found many of the participants were after the social spotlight of popularity rather than pursuing the interest of all blacks."

M.ED., 1986, SCHOOL OF EDUCATION, MALE

"Never attended--it seemed too separate."

BA, 1986, MATHEMATICS, COLLEGE OF ARTS AND SCIENCES, FEMALE

"LPJ House--definitely positive; through academic counseling and tutoring I was able to get through a very difficult academic program. Also, the cultural activities made you aware and proud to be an Afro-American."

BA, 1986, COLLEGE OF ARTS AND SCIENCES, MALE

"My positive experiences with the Luther P. Jackson House and the Office of Afro-American Affairs while at U.Va. were: Afro-American Affairs Tutorials Services; Academic advisory role helped me, as well as many other students, cope, survive and graduate from U.Va.; creation of a supportive, caring, and nurturing atmosphere to help me cope with professors' iniquitous practices and my resulting frustration by making knowledge and the obtaining of knowledge the focal point of my educational stay at U.Va.; a place that provided a forum for the intellectual discussion of ideas and courses, as well as psychological and philosophical discussions among students; a place of cultural strength and heritage, such as the room named after Fannie Lou Hammer; a supportive staff that listened and nurtured my development as a scholar and a person; a tranquil, serene atmosphere for reading in the Nat Turner Library about Afro-American scholarly works on culture and reading room in-between classes; and a house that was like a second home away from my parental home. It is imperative that Luther P. Jackson House staffing consist of people who are able to care, support, and nurture the academic and personal growth of U.Va. Afro-American students."

BA, 1986, ANTHROPOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My only experiences would have taken place in my first year. I attended the majority of the functions provided to orient the entering student. The place was often so embroiled in controversy and inner conflict that I didn't go there."

Appendix VI (continued)

BA, 1986, ECONOMICS, COLLEGE OF ARTS AND SCIENCES, MALE

"My most positive experience with the Office of Afro-American Affairs was the effectiveness of the tutoring service and the general willingness to help. The only negative experience was the attempt to phase it out."

BA, 1986, SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I really didn't know much about it. I always wondered what was its true focus and role."

BA, 1986, GOVERNMENT, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I wasn't too active with the LPJ House but, being black, I felt obligated to at least stop in the Office to see what it was all about, more so first year than any other time."

Appendix VI (continued)

6. Do you maintain contact with the Office of Afro-American Affairs at the University? Why or why not?

BA, 1983, ENGLISH, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I would be interested in participating in a Black Alumni Association. I think a lot of people would be interested."

BA/JD, 1984, ENGLISH/LAW, COLLEGE OF ARTS AND SCIENCES/SCHOOL OF LAW, MALE

"Being black at the University is a unique experience that one cannot really prepare for and one shouldn't try to. If you keep your goals clearly in front of you and seek help when you need it with an open mind for success, then I think your experience will be very pleasant. What the Afro-House can do is to make those sources available and known to most students. Personality is the key here because if you have the people in those positions who black students like and relate to, they will seek them out."

BA, 1986, GOVERNMENT, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Not really. I never really felt that I fit in with that atmosphere. It was almost a hangout for black Greeks, which I didn't care for at all."

BA, 1986, INTERDISCIPLINARY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Yes, because the Office staff worked very hard to help minority students grow, mature and experience a positive community while at the University."

Appendix VI (continued)

7. Do you maintain contact with the University of Virginia in general? Why or why not?

BA, 1979, BIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"No. Time and involvement in activities prohibit my contact. I suppose that deep down there are feelings of bitterness over the negative aspects of my four years at the University."

BA, 1980, PSYCHOLOGY, SPEECH COMMUNICATIONS, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Yes. U.Va. is an excellently stimulating school--socially and academically. I'm proud to be an alumnus and admit that whatever I did not accomplish while there was my fault, not the University's."

BA, 1980, COLLEGE OF ARTS AND SCIENCES, FEMALE

"No, because there were few at the University during my tenure who I felt were sympathetic/understanding to my (and other black students') plight."

JD, 1982, SCHOOL OF LAW, MALE

"Not in general. The indifference towards problems, and the biases of influential persons prevented many minority students from ever forming a bond to the University. I'm glad to learn of the creation of the Task Force."

BA, 1982, PSYCHOLOGY, COLLEGE OF ARTS AND SCIENCES, MALE

"Yes, because I am proud to have gone to and been graduated from one of the best schools in the country."

MPA, 1983, GRADUATE SCHOOL OF ARTS AND SCIENCES, MALE

"No, I don't believe U.Va. is serious in its commitment to enrolling and keeping Afro-American students."

JD, 1983, SCHOOL OF LAW, MALE

"No. Virginia was a vehicle. I feel no allegiance to the school or its Alumni Association. I paid them my tuition, I will pay no more."

Appendix VI (continued)

BA/JD, 1984, ENGLISH/LAW, COLLEGE OF ARTS AND SCIENCES/SCHOOL OF LAW, MALE

"Not really. I still call and write a few professors and lots of old friends from the University. In fact, just about all my friends in the area where I now live are from the University. Funny, most of them are white, too. But I do not maintain an official tie with the University as an institution. I'm not really sure why either. If I felt that I might play a role, then I would be more than willing to get involved but, as I said earlier, I am uncertain what that role would be."

BSN, 1985, NURSING, SCHOOL OF NURSING, FEMALE

"Yes, I am proud to have been a part of U.Va. I think U.Va. is an excellent school and people always comment on the outstanding undergrad education I received. I am in Grad. School presently and my classmates think I have the edge because of U.Va.'s academic standing, extracurricular activities."

BA, 1985, PHILOSOPHY, COLLEGE OF ARTS AND SCIENCES, MALE

"Yes, I do. I always will. U.Va. has a long way to go in terms of race relations, but it has also come a long way in recent years. I appreciate U.Va. and I want to see it become an even better University than it is today. Maybe someday I will see my own child march down the Lawn on graduation day."

JD, 1986, SCHOOL OF LAW, MALE

"Too soon to say. I became a Life Member of the Alumni Association, for whatever that's worth, and I'm up in a Virginia suburb of D.C. Let's see if I hear from U.Va. regarding something other than a survey or cash contribution! I hope your survey proves to be more than another futile exercise of black intellectuals co-opted by the white bureaucracy. I hope you inform us of your results."

BA, 1986, COLLEGE OF ARTS AND SCIENCES, MALE

"No, I have not maintained contact with the University of Virginia, in general, because of past negative and bitter experiences. As time passes and old wounds heal, I plan to search out future mediums in order to maintain contact with the University in general."

BS, 1986, COMPUTER SCIENCE, SCHOOL OF ENGINEERING, MALE

"Yes, because of an interest in attending graduate school."

Appendix VI (continued)

BA, 1986, ANTHROPOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"My only ties with the University are with friends who are still there. I bear no animosity toward the University--I just don't feel that I am ready to hop on the 'Wahoo Bandwagon!' But I am a member of the Alumni Association and am kept abreast of U.Va. life."

BA, 1986, PSYCHOLOGY AND SOCIOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"No. I do not feel a bond with the University."

BA, 1986, COLLEGE OF ARTS AND SCIENCES, FEMALE

"Yes. I enjoy reading current U.Va. literature. I appreciate surveys such as this. I welcome the opportunity to share my experiences with the University and, more importantly, my fellow minority students. Perhaps through my experiences the interracial experience can be improved for the next student."

BA, 1986, PSYCHOLOGY, COLLEGE OF ARTS AND SCIENCES, FEMALE

"No--just treated as a 'number'. Only person I've kept in contact with is my Dean. I was never close to any other faculty, administrators, in the Psych Department or in other departments. Mostly because professors did not care, or give support to students that I thought was desperately needed."

BA, 1986, GOVERNMENT, COLLEGE OF ARTS AND SCIENCES, FEMALE

"I think the University needs a lot of help in the minority relations department. The number of minority faculty members is ridiculous and very sad."

Appendix VII

LETTERS TO THE FACULTY OF THE UNIVERSITY OF VIRGINIA

November 15, 1986

Dear Colleague:

President O'Neil has charged the Task Force on Afro-American Affairs with the broad mission of defining an institutional policy designed to promote integration and enhance the educational opportunities of Afro-American students at the University. In seeking to meet this charge, the Task Force has determined that it is imperative to receive as wide an array of faculty opinion and advice as possible. To this end, we would be interested in learning the thoughts of all members of the University of Virginia faculty regarding the following questions:

1. How might the University promote more effectively the integration of the student body?

2. How might the University better serve the needs and interests of black students?

3. What do you see as the major strengths and weaknesses of the Office of Afro-American Affairs as presently structured?

4. Have you ever had any contact with the Office of Afro-American Affairs? so, what is your impression of that office based on that contact?

5. What suggestions do you have for enhancing the Office of Afro-American Affairs' strengths and alleviating its weaknesses?

Please direct via campus mail a letter containing responses to these questions, a well as any additional comments you may wish to provide pertaining to our charge copy of which is on the reverse side, to the Task Force's chairman, Mark Reisler Assistant Dean, Darden Graduate Business School, North Grounds.

The Task Force is also considering sponsoring a faculty forum on Afro-American Affairs to discuss the issues raised in our charge should there be sufficient interest. If you are interested in attending such a forum, please complete and return the enclosed form by December 1.

We look forward to learning your thoughts on these matters so vital to the futur of the University.

Sincerely,

Task Force on Afro-American Affairs

Howard Allen	Joseph Brown	Waldo Martin	Charlotte Scott
Maurice Apprey	James Deese	Cheryl Mills	Alexander Sedgwick
Taylor Beard	William Elwood	Barbara Nolan	Sybil Todd
Clifford Bennett	Rodney Hopson	Mark Reisler, Chairman	Carl Trindle

Appendix VII (continued)

I would be interested in participating in a faculty forum during the spring semester on issues relating to Afro-American affairs at the University of Virginia.

NAME (PRINT): _____

DEPARTMENT: _____

SCHOOL: _____

CAMPUS MAIL ADDRESS: _____

_____

_____

OFFICE PHONE NUMBER: _____

My first and second choices for a time for such a forum would be:

	First Choice	Second Choice
Saturday, 10:00 a.m.-noon	_____	_____
Monday, 4:00 p.m.-6:00 p.m.	_____	_____
Monday, 7:30 p.m.-9:30 p.m.	_____	_____
Tuesday, 4:00 p.m.-6:00 p.m.	_____	_____
Tuesday, 7:30 p.m.-9:30 p.m.	_____	_____
Wednesday, 4:00 p.m.-6:00 p.m.	_____	_____
Wednesday, 7:30 p.m.-9:30 p.m.	_____	_____
Thursday, 4:00 p.m.-6:00 p.m.	_____	_____
Thursday, 7:30 p.m.-9:30 p.m.	_____	_____
Friday, 4:00 p.m.-6:00 p.m.	_____	_____

Return by December 1, 1986 via campus mail to:

Mark Reisler
Assistant Dean
Darden Business School
North Grounds

UNIVERSITY OF VIRGINIA  THE COLGATE DARDEN GRADUATE SCHOOL OF BUSINESS ADMINISTRATIC

MARK REISLER
Assistant Dean for Administration

January 21, 1987

Dear Colleague:

Thank you for responding to the recent letter from the Task Force on Afro-American Affairs and for your interest in participating in a faculty forum on Afro-American Affairs at the University of Virginia. The Task Force has concluded that there is sufficient interest to proceed with such a forum. Consequently, the Task Force will be sponsoring a faculty forum on Monday, February 9, 1987 from 4:00 p.m. to 6:00 p.m. in the Cavalier Room in Newcomb Hall. We hope your schedule will permit you to attend. While there is no time slot that can accommodate all those who returned a form indicating time preferences, we have attempted to select an hour that seems to fit the schedule of a plurality of those who submitted a form.

The faculty forum will focus on the following basic questions:

1. How can the University more effectively promote integration of both the student body and the faculty?

2. What types of academic support services should the University offer to students (e.g., advising, transition programs, tutorials, etc.) and how should such services be structured?

3. What should be the primary functions and the location, both physical and organizational, of the Office of Afro-American Affairs at the University of Virginia?

We invite you to attend and to express your thoughts and your suggestions on these matters so vital to the future of the University. If you are unable to attend the forum, the Task Force on Afro-American Affairs welcomes your written comments if you have not already provided them.

Sincerely,

Mark Reisler

Mark Reisler
Chairman

MR/js

Appendix VIII
TASK FORCE ON AFRO-AMERICAN AFFAIRS
MEETINGS WITH STUDENTS, FACULTY, AND OTHERS

I. Student Forums

November 11, 1986	7:00 p.m. - 10:00 p.m. Gilmer Hall Auditorium
November 18, 1986	7:00 p.m. - 10:00 p.m. Cavalier Room, Newcomb Hall
February 4, 1987	7:00 p.m. - 10:00 p.m. Cavalier Room, Newcomb Hall (focus on first year black students)
February 25, 1987	7:00 p.m. - 10:00 p.m. Darden School (focus on graduate and professional school students)

II. Faculty Forum

February 9, 1987	4:00 p.m. - 6:00 p.m. Cavalier Room, Newcomb Hall

III. Meetings with Key Informants

Louis Anderson, Former President, Black Student Alliance
(graduate student, School of Education)

George Bates, Attorney, Charlottesville

John Blackburn, Dean of Admissions

Joseph Brown, Interim Dean of Afro-American Affairs

Frank Carey, Associate Professor of Chemistry

Karen Chandler, Director, Afro-American Cultural Center

Angela Davis, Assistant Dean of Students

Ernest Ern, Vice President for Student Affairs

Edwin Floyd, Former Provost, Professor of Mathematics

Sean Folan, Chair, Honor Committee
(fourth year Commerce School student)

Appendix VIII (continued)

William Harris, Former Dean of Afro-American Affairs

Hortense Hinton, Associate Dean of Afro-American Affairs

Hugh Kelly, Dean, Faculty of Arts and Sciences

Glynn Key, Former Chair, Honor Committee
(first year Law School student)

Richard Merrill, Dean, School of Law

Roxanne Price, Academic Advisor, Athletic Department

Teresa W. Price, Retired Teacher, Charlottesville

Paul Puryear, Former Dean of Afro-American Affairs

Armstead Robinson, Director, Carter G. Woodson Institute

Richard Schultz, Director of Athletics

Alexander Sedgwick, Dean of the College of Arts and Sciences

Wayne Sparks, Director of Student Financial Aid

Edgar Starke, Dean, School of Engineering

Sylvia Terry, Assistant Dean of Admissions

John E. Wallace, President, Albemarle County NAACP

Pricilla Whiting, President, Charlottesville, NAACP

Note: Transcripts of the Student and Faculty Forums and minutes of the meetings with key informants are available in the files of the Task Force.

Appendix IX

MINORITY AFFAIRS PROGRAMS AT OTHER UNIVERSITIES

INTRODUCTION

As part of its data-gathering process, the Task Force on Afro-American Affairs contacted a number of major comprehensive universities throughout the country in an effort to determine the nature of minority-student support programs currently in place. The following schools were contacted:

1. Cornell University
2. Duke University
3. University of Illinois/Urbana-Champaign
4. Indiana University
5. University of Iowa
6. University of Kansas
7. University of Kentucky
8. University of Maryland
9. University of Michigan
10. University of Missouri
11. University of Nebraska
12. University of North Carolina/Chapel Hill
13. University of North Carolina/Greensboro
14. Ohio State University
15. University of Oregon
16. Princeton University
17. Virginia Polytechnic Institute
18. University of Washington
19. Yale University

This survey of the activities of other institutions is not meant to be exhaustive, but rather to suggest the types of programs being offered nationwide to assist in the recruitment and retention of minority students.

Of the schools listed above, those with the most extensive programs geared specifically to minority students are: University of Washington, Indiana University, University of Oregon, University of Kansas, and University of Missouri. Several schools that have few, if any, support

services that focus exclusively on minority students do have good overall academic support services. The Ivy League schools are an example of this phenomenon.

MINORITY STUDENT RECRUITMENT

Most of the schools contacted have some sort of recruitment program for minority undergraduate students. While the majority of these programs are targeted at high school seniors who are already considering college, many are aimed at younger high school or middle school students, in the hope that reaching them at an early age will encourage them to attend college in the future. These programs generally consist of either administrative visits to middle schools or opportunities for middle school students to visit the universities.

"Bridges to the Future" at the University of Oregon is a free day-long workshop for middle school students and their parents. The participants get a "hands-on" tour of the University that includes visiting science labs, an art studio, a television station, and computer labs (among others). The goal of this program is to give the adults who attend information on fostering college readiness, while the young students learn about the opportunities offered at the university and are encouraged to think of attending college as a viable option in their future. Similar to this program is the annual College Day at the University of Michigan, which invites minority students from grades seven through eleven for a visit to the university. The University of Washington and the University of Missouri both sponsor orientation programs for eighth and ninth graders to familiarize those students with

Appendix IX (continued)

university programs. Summer Science Apprenticeships are offered at the University of Kansas to younger high school students. These apprenticeships are funded by the National Science Foundation and the National Institute of Health, and allow students to work on science research projects with university faculty members. A number of schools sponsor Upward Bound programs, which provide federally funded academic assistance to prepare minority high school students for college.

Several institutions make extra efforts to recruit minority undergraduates. The University of Kansas' Outreach Program acts as an information resource center for area high school seniors. It provides minority students information about admissions and programs at both the University of Kansas and other colleges. The personnel of this program also help students in a very practical way--by assisting them with the arduous (and often confusing) task of filling out admissions and financial aid applications. The University of Missouri and the University of Washington both sponsor an annual trip to the campus for area minority high school seniors. Princeton University has an interesting Student Recruitment program, composed of nine part-time undergraduate employees who visit schools during vacation periods, conduct phone-a-thons, contact admitted minority students, and host visiting potential students. The director of this program asserts that it has been very effective, primarily because of the heavy amount of student involvement.

Several schools offer scholarships specifically designed to attract black undergraduates. Duke University's Reginaldo R. Howard Memorial Scholars Organization supplies five to ten full scholarships per year (renewable for four years) to in-coming black freshmen. The Scholars also

compose a community at the University, meeting together for fund-raising (to increase the endowment) and social activities, as well as attempting to assist the university in its recruitment of black students. The University of Michigan has $25,000 a year earmarked as scholarship money for entering black undergraduates. The University of Kentucky has a minority recruiting officer who travels around the state in an attempt to recruit black students, and it also offers scholarships specifically for black students. The undergraduate financial aid office at Virginia Polytechnic Institute set aside $250,000 this year to make scholarship offers to minority students. Recipients will be selected on the basis of SAT scores and hight school record. Accepted candidates are offered a $6,000 stipend. This program is operating on a trial basis for 1987-88, to see if VPI can attract more top black undergraduates. In addition, VPI funds the total need of in-state minority students without loans during their freshman and sophomore years; after that, loans are built into the financial aid package. For out-of-state minority students, total need is funded with the help of Guaranteed Student Loans.

Fewer schools have programs in place for the specific purpose of recruiting minority graduate students. The University of Washington, however, has a particularly impressive program--the Early Identification Program (EIP). EIP attempts to identify minority undergraduate students who might be encouraged to go into graduate or professional programs. At the end of their first year of undergraduate work, students who have done well (criteria are GPA, credits earned, and faculty recommendations) are notified of EIP activities, which include career and professional awareness orientations, academic advising, faculty mentors, academic

Appendix IX (continued)

assistance, help in preparing applications, and assistance in preparing for interviews. This new program, established in 1985, has yet to see students through all four years of undergraduate work, but the academic assistance, support, and encouragement it offers should be very helpful in persuading minority undergraduates to attend graduate or professional school.

The Graduate Aspiration Program (GRASP) at the University of North Carolina at Greensboro is a summer program for undergraduates interested in pursuing graduate or professional school. Participating students must have a GPA of 2.0 or above and enroll in the summer session at UNC. Juniors and seniors are given internships with professionals in the Greensboro community. The program offers workshops on identification of career goals and alternatives; exploration and observation of career fields involving graduate study; locating educational opportunities and financial resources for graduate study; preparation for graduate school entrance examinations; and strengthening interpersonal, communication, and learning skills.

The Committee on Institutional Cooperation (CIC) is a coalition of the Big Ten universities and the University of Chicago. The CIC Minority Fellowship Program, funded through the Lilly and Mellon Foundations, offers 30 to 35 graduate fellowships per year to minority students. Ten of these fellowships are for study in the humanities and twenty to twenty-five are offered in the social sciences and sciences. They cover full tuition at any of the CIC universities and a stipend of $7,500. Candidates for these fellowships come from all over the country. The fellowships are for minority students who plan to pursue the Ph.D. and

are renewable for up to four years. The program has been in place for ten years; there are currently 250 CIC fellows.

VPI has a Supplemental Grant Program for black graduate students who are being actively recruited by the various departments to make VPI's offer more competitive with other schools to which the student may be applying. The students are usually offered an assistantship and tuition waiver through the department and a supplemental grant in the amount of $1,000-$4,000. Approximately three-quarters of all black graduate students at VPI are at least partially funded by the school.

Other recruitment programs for minority graduate/professional students include the University of Missouri's Graduate Student Affairs Office, which attempts to increase minority enrollment in graduate programs by identifying potential students and by informing them of programs of study available at the university. The Faculty Affiliates at the University of Kansas is a group of 90 faculty members who travel to other college campuses in order to recruit minority graduate students. Another program in which the University of Kansas is involved is the Graduate Minority Affairs Council, which is a league of 14 campuses (and a branch of the Mid-America State Universities organization) whose purpose is to recruit graduate minority students.

SUPPORT SERVICES

Efforts to retain both undergraduate and graduate minority students at most universities seem to focus on a combination of academic, cultural, and social support services. Almost all of the schools contacted had some kind of tutoring program specifically for minority students. Mention of

Appendix IX (continued)

the more striking features of some of these programs is merited. The Afro-American Tutorial Program at Indiana University assists students in preparing for the entrance/competency exam required by the School of Education at that institution. Lack of preparation has traditionally made it difficult for black students to enter that discipline; the Tutorial Program is attempting to counter that problem. The program is moving toward complete computerization of tutoring sessions in such subjects as English, math, and science. The University of Washington's Instructional Center provides a wide array of services, including special review workshops before exams and adjunct courses to review topics covered in large lecture classes in the sciences and social sciences. The Academic Assistance Program at the University of Missouri is a tutoring program that also conducts academic advising workshops for faculty members in order to improve the quality of advising offered at the university. The University of Oregon's Academic Counseling Center assists minority students placed on academic warning, probation, or suspension and also offers classes in writing, mathematics, and computer literacy. These for-credit courses are not remedial; they cover the same material and are as sophisticated as other classes, but they have smaller (strictly limited) class sizes and have more personal instruction. The Office of Student Counseling at the University of North Carolina at Chapel Hill monitors the academic progress of black undergraduates through an Early Warning System. Preliminary grades are reported after the first six weeks of classes; students whose work is unsatisfactory are contacted by one of the eight graduate assistants employed in the office and encouraged to attend tutorial sessions. Other universities offering specialized

Appendix IX (continued)

tutoring for minority students are: University of Nebraska (Student Opportunities Services), University of Illinois (Educational Opportunities Program), University of Maryland, Duke University (Counseling in Academic and Social Affairs Program; Tutoring Program in Mathematics and Chemistry), and Cornell University (Learning Skills Center).

Five of the institutions surveyed have summer academic orientation programs for minority students. Duke University's Summer Transitional Program (STP) is a six-and-a-half-week program for in-coming first year students. The participants are offered for-credit developmental courses in English and mathematics to facilitate their transition to college life. Workshops in study skills, organization, time management, memory, and test-taking strategies are offered, and individual tutoring with instructors introduces new students to Duke faculty. Alternative courses for credit are offered to students who excel in either math or English or both. The Pre-Registration Orientation Program (PROP) at Yale is offered to minority students for a ten-day period before their first year. All expenses are paid for participants, who also receive a stipend to defray the loss of potential summer earnings. This program consists of a writing workshop, small seminars taught by faculty (emphasizing critical reading and writing skills), introduction to the computer science/word processing system, information regarding planning and support services, and exposure to prominent faculty through talks and informal sessions. Acceptance into PROP is limited; not all entering minority students are able to attend this program.

First year students who are admitted to Cornell University under New York State's Higher Education Opportunity Program (HEOP), an affirmative-

Appendix IX (continued)

action program, attend a six-week summer program before their first year of study. Students enroll in for-credit courses in math, English, or the sciences (depending on their proposed major) and a summer reading course. Peer counselors are an important part of this program. The University of Kentucky's summer program allows area high school graduates to attend intensive classes in English and math in preparation for their first year of college (not necessarily at Kentucky). Participating students are given a stipend. The University of Michigan's Bridge Program is a summer program designed to help admitted students make the transition from high school to university life. Activities include personalized academic counseling and workshops in English, math, and learning skills; students who have academically weak backgrounds participate.

Peer counseling-type services offer both academic and social support. The schools offering such programs seem very enthusiastic about them, and the programs receive a positive response from students. One of the most impressive examples of this type of service is the Student Peer Counseling Program at the University of Kansas, the goal of which is to decrease the dropout rate for minority freshmen. Upper class student counselors receive training from the Office of Minority Affairs, Financial Aid, the Student Assistance Center, Admissions, Residential Programs, and Supportive Educational Services. They become all-around resource persons for the eight students assigned to them, with whom they meet individually for one hour each week. In the first year of this program, the average GPA of participants rose between first and second semester, and students who were in the program had a higher average GPA than those who were not (participation in the program is voluntary). The Personal/Social/Academic

Appendix IX (continued)

(PSA) Program at the University of Maryland takes a team approach. Entering minority students are divided into groups of approximately 15 students, and a faculty or staff member as well as a peer counselor are assigned to each group. The groups meet twice a month for orientation, discussion sessions, workshops, and presentations. Group leaders serve as resource persons and are able to refer their students to tutorial or personal counseling, if necessary. The University of Missouri's Minority Mentors Program contacts in-coming minority freshmen during the summer and assigns an upperclass student (not necessarily another minority student) as mentor. Mentors and assigned students meet at least twice a month. This program has a particular social emphasis: the goal is for the in-coming student to have someone she or he can trust, with whom to be friends. The mentor also serves as an academic resource contact, however (someone who "knows the ropes" at the university). Mentors go through an extensive training program to become familiar with university resources. The University of North Carolina/Greensboro reports that it plans to start a peer-mentoring program next year (similar to that of UNC/Chapel Hill), with mentors and students meeting twice a month. UNC/Greensboro has a very high retention rate for black students; its goal now is to improve the academic success of those students.

Yale and Princeton both have peer counseling programs for all students through the residence halls. Yale's Freshman Counselor Program is similar to the role resident advisors play at other universities, but counselors have more responsibility and involvement in the academic success of their assigned students. Minority students at Yale are assigned an additional minority counselor, and the two counselors are

Appendix IX (continued)

expected to work closely together. Counselors are responsible for identifying academic problems or adjustment difficulties of their students and for referring them to proper advising or counseling. Princeton's Residential College Program is similar, but there are no modifications for minority students. Although assistance is available for minority students who seek it, some perceive existing programs as not fully meeting the needs of minority students and potential changes are being examined.

Most schools have established black cultural centers and programs that serve as cultural and social support services for black students as well as reaching out to the general community and attempting to raise its awareness of the black experience and black contributions to American culture. Most of these programs include some sort of central gathering place where space is available for students to meet; often a library is included. Most programs also sponsor or co-sponsor visiting black artists and lecturers. Indiana University has one of the more extensive cultural programs. Its Black Culture Center is a place where students can get together, and it houses a fairly large library (2,500 volumes) that is a satellite of the main campus library and a part of the Inter-library Loan system. The Afro-American Arts Institute is also housed in the building. This institute consists of three student ensembles: choral, dance, and "soul revue." A summer arts workshop is run by the Arts Institute, and it participates in the annual summer celebration, "Black Expo," which highlights black educational, cultural, economic, and political achievements. The University of Washington's Ethnic Cultural Center houses a library, multi-purpose rooms, offices, and THE GROUP, Seattle's only ethnic acting company, which performs in the Ethnic Cultural

Appendix IX (continued)

Theatre. This company, UW says, "has received excellent reviews for its performances of contemporary plays and serves as a cultural link to the broader student and external community." The University of Illinois solves a problem shared by the University of Virginia--a lack of black-oriented radio programming--by funding and operating (through the Afro-American Cultural Program) WBML, a radio station that plays music of interest to the black students on campus. This station currently is transmitted only to campus residence halls, but the Cultural Program is planning to expand it so that it will reach the entire community. "Blacknotes," a news and public affairs program of interest to black listeners, airs weekly on WBML and two local radio stations. Also a part of the Afro-American Cultural Program are three workshops--drama, dance, and the Black Chorus, which performs both on and off campus and has traveled extensively.

The Legion of Black Collegians at the University of Missouri (which has a Black Culture Center) honors Black History Month (February) with an extensive program featuring speakers, cultural events, and panel discussions. The events are promoted through a magazine, distributed to the university community, which also features important black historical events, essays about speakers, and excerpts of historical documents relating to black history. The Black Arts Festival is an annual activity at the University of Oregon featuring speakers, a dance, art exhibits, an African dance troop, and a "gospel jamborie." The University also sponsors a Cross-Cultural Hall, which is a special-interest residence hall offering multicultural interaction. Other schools offering cultural support services for black students are: University of Kansas (Cultural

Appendix IX (continued)

Enrichment Program), University of Nebraska (Black Culture Center), University of Maryland (Nyumburu Community Center), Pennsylvania State University (Paul Robeson Cultural Center), University of North Carolina/Greensboro, and University of Kentucky (Martin Luther King Cultural Center).

Appendix X

THE CONCEPT OF MULTICULTURALISM

The Task Force on Afro-American Affairs uses the term "multiculturalism" a number of times in this report. It is the Task Force's belief that the goal of a diverse university community, manifesting a respect for cultural pluralism, can be achieved by highlighting, in all the programs offered, an understanding that each smaller cultural tradition found in American culture has both influenced and been influenced by the so-called "dominant culture." This assumption has had a long history of validation with respect to Afro-American culture. Neither totally African, nor American, the cultural tradition that our Afro-American students and faculty bring to the University community is possessed of its own inner pluralism and diversity. This same dynamic of cultural interaction can be found in all other cultural/ethnic traditions represented at the University, be it Spanish-American, any of the Asian-American cultural traditions, etc.

The classic example of Afro-American music can serve as the telling referent. The gift of Afro-American musical genius is now the common inheritance of all Americans, no matter their primary cultural identification. Any other cultural tradition could be found to have the same mutuality.

With this understanding of the term, multiculturalism can be thought of as a "way out" of a key dilemma facing the University of Virginia: How to make "minority" cultures "feel at home, feel welcome" at the University. By focusing on the multicultural makeup of each individual

Appendix X (continued)

student, by encouraging each and every member of the University community to discover within themselves the strains and elements of other cultural traditions--in other words, by encouraging every member of the community to consider themselves already formed by the nourishment to be found in the "melting pot" that is culture. Such self-exploration will enhance our understanding of not only ourselves but also each other's cultural experience and heritage.

Note: This definition of multiculturalism is borrowed from material developed by the Office of Afro-American Affairs in its 1986 Biennial Evaluation and Planning Report.

Appendix XI
ARTICLE AND EDITORIAL (January 19, 1987)

THE UNIVERSITY JOURNAL / C
Student O

Racism: Students' Main Concern

In an attempt to assess student perceptions of the underlying environment around the University that coexists with the relationship between academics and athletics, the Journal/CSA poll provided space for students to volunteer their own feelings about the most severe problems at the University.

According to the poll, the most popular response to the open-ended question is racism/racial tension. An alarming 38 percent of the student body volunteered this answer, while another 14 percent offered even more specific race-related problems.

More than half the student population — 52 percent — volunteering some concern of race relations shows that the most troubling and oft-mentioned problem facing the University at this time has to do with racism and racial tension.

Of the 14 percent who related more specific concerns, eight percent cited lack of minorities, three percent said more black faculty and administrators were needed, and three percent cited the need for a more cultured and diverse student body.

While 38 percent of the student body offered the answer racism/racial tension, the figure for graduate students was much lower at 28 percent.

The largest group of students who felt that racism/racial tension was the biggest problem at the University was first and second year women, at 52 percent. The number was somewhat lower for third and fourth year women at 45 percent.

As a whole, 44 percent of the women at the University cited the racism response. The 44 percent figure also was the response level of those polled with an SAT score of over 1300.

The next most popular response to the biggest problem at the University was the tenure process, cited by 12 percent of the students polled.

Volunteered biggest problems facing the University at this time that respondents would like to see something done about

Problem	Percent
Racism/racial tension	38
Tenure Process/problems with tenure	12
Honor system	11
Lack of minority students	8
Academic/admissions favoritism toward athletes	7
Student drug use	7
Quality/variety of education	6

The highest respondent group on this concern was third and fourth year women, at 21 percent. Twenty percent of all fourth year students and 19 percent of all third year students offered this response. In contrast, only eight percent of second year students and four percent of first year students cited the tenure process as a problem at the University.

The third greatest problem at the University, according to the survey, was the honor system. Eleven percent of the poll's respondents offered honor related problems. The figure was highest among fourth year students at 16 percent, and lowest among first and second year students at seven percent.

Cooper and Secrest concluded that "apparently, awareness/concern increases as students receive increased exposure to the system's implementation."

As mentioned before, eight percent of the student body found the need to increase minority representation at the University, the fourth highest response among those polled.

Academic and admissions favoritism towards athletes and student drug use each garnered the concern of seven percent of the respondents, ranking it as fifth on the list of problems at the University.

The seven percent favoritism figure doubled among those who prefer less emphasis on athletics at the University. Also, 12 percent of students with SAT scores of 1200 and below cited drug use as a major problem.

But the survey concluded that, by a 3:1 margin, racism and racial tension were the most troubling problems at the University, (38% compared to the next highest answer, 12% for tenure process). And with the more specific race-related concerns accounted for, that ratio rises to 4.3:1.

Cooper and Secrest analysts note that while the local and student media give special attention to this problem, and students may be barraged with news reports on the subject, "it is inadvisable to discount the relative severity of the problem based simply on its apparent saturation in the news media."

"It is more than apparent that the students see a need for some sort of correlative action to be taken" on this concern, the poll concluded.

— Rona Peligal

Some Interesting Results

TODAY WE RELEASE the results of a University Journal poll conducted last semester under the direction of Cooper & Secrest Associates, Inc., a professional public—opinion research firm. The poll, which tapped the opinions of a representative sample of 567 University students, was designed to examine student attitudes toward U.Va.'s athletic department and toward drug use among both athletes and non-athletes, and to explore other areas of major concern to students.

The results, as you will find in the Journal's wrap-up of the poll today, find University students largely supportive of the school's athletic program and the emphasis that athletics receive. Most too believe that recent criticism toward the athletic department has been overblown. And 90 percent of the students surveyed believe that the University is heading in the right direction with regard to its general academic program.

But though these and other results paint a general picture of University students as satisfied with the status quo, there are other, more interesting poll findings that can be valuable to administrators and others here who work to shape University policy. Most notable among these findings is that students perceive racism to be an acute problem here — fully 38 percent of the students surveyed *volunteered* "racism/racial tension" when asked to name U.Va.'s two or three biggest problems. An additional 14 percent volunteered problems of a race-related nature — from a lack of minority students and faculty members to a culturally shallow community of students.

Though opinion polls need to be viewed with a certain skepticism, the results from this one might be worth a second look. What's striking and potentially useful here is that a survey concentrating on student opinion of athletic programs and their emphasis found students to be generally happy with them, but disturbed about the University's emphasis on issues of a cultural or race-related nature.

The War on Drugs, in students' minds at least, has died along with the War on Varsity Athletes. May they both rest in peace. What's left, the poll seems to be telling us, is more broad-reaching and difficult to solve than any issues we've seriously tried to tackle before. The question that remains is whether the people with the most influence at the University — in particular the Board of Visitors, which up until now has refused to give even lip service to racial tension — will expend as much effort toward solving these problems as they deemed necessary to solve others.

Appendix XII
CAVALIER DAILY EDITORIAL
Tuesday, March 3, 1987

Better relations

Last summer, University President Robert O'Neil appointed a 16-member task force to examine problems relating to Afro-American affairs at the University. While recent criticism has been aimed at the membership of the committee, the group is, nevertheless, well on its way to making some important recommendations to President O'Neil.

Last week at a forum held in the Darden School, certain graduate-student participants criticized the group for a lack of significant black representation. Arguments have been put forth that, since the panel is dealing with black issues, the task force should be comprised entirely of black students, faculty and administrators.

Black representation on the task force is essential. There are eight black and eight white members currently sitting on the committee, and the mix is favorable toward creating recommendations both sensitive to the black community and credible to the entire University community.

The most crucial element to the success of the task force's recommendations — which will be made by June 1 — is credibility. The recommendations of an all-black task force would not be given proper consideration by the predominantly white University community. It would be too easy for the same people to say the same thing: "It's just their problem."

But it's not just their problem. It's everyone's problem, and an Afro-American affairs task force with diverse membership demonstrates to the entire community that people from all backgrounds are ready to tackle the dilemma.

The key to any effective study of this nature is to get the input necessary to make valid recommendations. If black students were not being given ample opportunity to express their viewpoints, the situation would be very problematic. This, however, is not the case.

The task force has made tremendous efforts at eliciting response from blacks involved with the University. Every black University student has been mailed an in-depth survey, the results of which are aiding the panel greatly in formulating its recommendations. The group has also sent surveys to all black University alumni dating back to 1975.

Further input has been solicited from students and faculty in forums sponsored by the committee. The panel has tried to ensure that any potential deficiencies in membership are offset by increased input from those groups which may not be as well-represented as others on the panel.

The focus of the group — making Afro-American concerns the problem of the whole University community — is right on target. The panel is concentrating on four areas: recruitment and retention of black faculty and students, support services for black students, increased communication about Afro-American issues within the community, and redefinition the role of the Office of Afro-American Affairs.

An all-black task force would make these issues appear to be all-black problems. They aren't. President O'Neil has selected people who understand the issues, who represent a wide variety of backgrounds, and who are significantly contributing to the rectification of the problem.

Students are urged to support the committee's efforts so that the University finally can come to grips with a problem which has plagued the community for entirely too long.

Appendix XIII

The University Journal

Reporting the facts without bias, addressing the issues responsibly

WEDNESDAY, APRIL 22, 1987

BRYANT D. SNAPP
EDITOR-IN-CHIEF
SUZANNE N. RICHARDSON
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LEAH M. PIEKARZ
MANAGING EDITOR
SARAH N. GORDON
BUSINESS MANAGER
CAROL J. LETAVISH
ADMINISTRATIVE MANAGER

Forcing Action

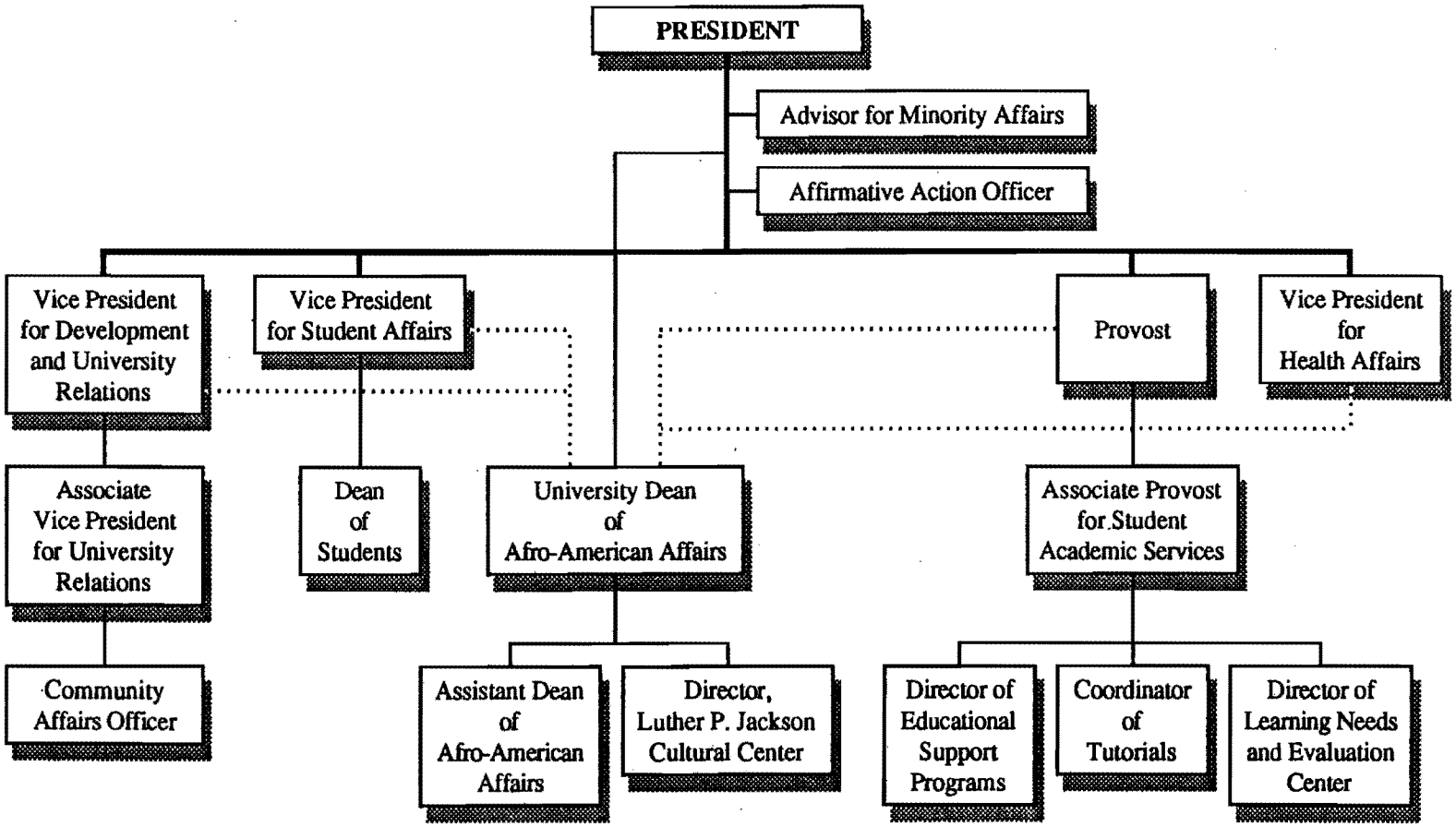
IN A SPEECH given at Student Council's meeting last night, Mark Reisler, chairman for the University Task Force on Afro-American Affairs, detailed the history of black students at U.Va. and the progress his committee has made over the past year. The task force thus far has done an admirable job addressing areas in which the University could promote better interracial relations. In a report the task force will present to President O'Neil on June 1, it plans to make pragmatic and concrete recommendations.

The University needs concrete action. Issues concerning multiculturalism at the University recently have become prominent around Charlottesville. The attention of the University community has been focused, to a certain extent, on some of the problems that need reform. What is needed now are decisive programs aimed at transforming the University into a truly multicultural, pluralistic community.

The task force has taken positive steps towards defining a policy to promote interracial understanding. These steps include the polling of all black University students and some black alumni to elicit perceptions and suggestions from the black community. The task force also held several student forums and one faculty forum on interracial relations during the school year. To address possible solutions to the problems of black student life at U.Va., the task force has established four subcommittees that will focus on the recruitment and retention of black faculty and students, student support services such as tutorial programs, the raising of student awareness of interracial relations and the defining of the Office of Afro-American Affairs' role at the University.

In appointing the task force to address interracial concerns, O'Neil took the first step toward transforming the University into a truly multicultural community. The task force deserves applause for its efforts to formulate positive and definitive recommendations. To transform the goals of the task force into reality, O'Neil must take definitive action.

APPENDIX XIV
ORGANIZATIONAL STRUCTURE
RECOMMENDED BY THE TASK FORCE ON AFRO-AMERICAN AFFAIRS



Note: This chart includes only positions that are related directly to the structural changes recommended in this report.

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