University of Virginia

AUDACIOUS FAITH II REPORT
2007/2008

In remembrance of An Audacious Faith: Report of the Task Force… – 1987

University of Virginia

Audacious Faith II Organizational Support

Black Student Alliance

Black Expressions Awareness and Thought Society

Black Student Admissions Committee

Black Voices

Battleground Faith

Daniel Hale Williams Pre-Med Society

National Organization of Minority Architecture Students

OAAA Black Leadership Institute

Organization of African Students

Pride Magazine

Project Rise

Step It Up

Audacious Faith II Student Committee

This began with many and we sincerely thank everyone who has contributed to this report.

LaQuisha Banks

LaShawnda Brooks

Jewel Debnam

Adom Getachew

Ryan Hicks

Tiffany James

Khalifa Sultan Lee

Sedale McCall

Olugbenga O. Oredein, Jr

Solome Paulos

James Roane

Victoria Walker

AUDACIOUS FAITH II

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Executive Summary

Audacious Faith II is a committee of Black students committed to presenting the concerns of the Black student body and working with the administration to initiate change. The Committee has constructed a detailed report in which four specific areas of concern are addressed.

The University of Virginia is an institution that is committed to diversity, intellectual growth, and academic prestige. Therefore, this report has been constructed in good faith that the University administration will gain knowledge about the current concerns of the Black student body and embrace the recommendations and goals laid out in this report.

Report Presents Four Main Areas of Concern to Drive University's Commitment to Change.

1. After 25 years, the Carter G. Woodson Institute for African and African-American Studies remains a program as opposed to an academic department. Therefore, the Woodson Institute has limited funding and is thus unable to provide efficient and abundant academic opportunities to its students. These conditions have prevented the Institute from being a major force in liberal arts education at the University.
2. With the increasing number of Black students, Black faculty members and graduate students are necessary for students' students' development into productive, conscious citizens and members of the Black community. A growing presence of Black faculty and graduate students will also continue to democratize academic discourse at the University, adding not only new faces, but also new ideas.
3. Funding shortages as well as the institutional marginalization of the Office of African American Affairs has limited the Office's ability to insure the academic success, intellectual growth and social development of Black students at the University. Strengthening the University's commitment to the Office would contribute to the University larger core value of promoting diversity and aid in ensuring that the needs of Black students at the University are being met and exceeded.
4. The University as a public school and one that continues to depend on the largely African-American community of Charlottesville area as a labor resource has not fully committed itself to the full development and support of this community. In fact, this community is entrenched in cycles of poverty with inadequate housing, unavailable healthcare and sub-standard education while the University itself prides itself on being the number two public institution in the nation.

Assessment of Areas of Concern Generates Four Long-term Goals for University Of Virginia.

The committee has identified the follow four general and long-term goals for the University to address the above areas of concerns. The detailed report provides various detailed short-term recommendations in order to move the University closer to these goals.

1. Make the Carter G. Woodson Institute a department with full funding and a sizable faculty similar to departments which exist at rival private and public institutions
2. Increase the number of Black faculty and graduate students.
3. Provide appropriate funding and support for the Office of African American Affairs
4. Commit to public service through the establishment of fellowships, internships, public service courses, tuition waivers for employees, and tutoring/mentoring and other education programs for the Black youth of Charlottesville.

Introduction

We, the Black student body[1], have produced the following report to address concerns regarding the Black student experience at the University of Virginia. We find that while the University has made great strides in addressing the particular experiences of Black students, there is still much to be done. The central questions driving this report are: What are the academic, institutional and communal relationships and bodies which pertain specifically to the Black student experience? What are the deficiencies in these particular areas? And finally what recommendations can address these insufficiencies? These central questions have led us to target and address the following four areas of concern:

1. The Carter G. Woodson Institute of African and African-American Studies
2. The recruitment and retention of Black faculty and graduate students
3. The Office of African-American Affairs
4. The relations between the University and the Charlottesville community

We have decided to entitle this report "Audacious Faith II" because we began this project on the 20th anniversary of the initial report entitled Audacious Faith. The 1987 report made several recommendations in the above areas of concern, some of which remain with us today. Twenty years later, we, the Black student body, find that first it is necessary to revisit that report and consider the recommendations that remain un-addressed and second, to update the concerns and recommendations of the 1987 report. Therefore, we have constructed Audacious Faith II in order that together University administrators, faculty, and students can address the concerns, goals and recommendation of the current Black student body.

The academic year 2007-2008 not only marks the twentieth anniversary of the Audacious Faith Report, but it has also been a year in which the University has been thoroughly engaged in planning for the future of this institution. The University's Commission of the Future recently released its draft report detailing the goals for this institution. In the text of the Commission's draft, the University's core values and priorities are clearly defined. The five core values for the University are: honor and ethics, innovation and collaborative work, faculty support and development, diversity and leadership for the public good and education for freedom. In addition, the Commission's three priorities are student experience, international education as well as science and technology.[2]

Through Audacious Faith II, we will demonstrate how the concerns and recommendations of the Black student body can contribute to the values and priorities of the University and enhance its plans for the future. Specifically, this report contributes most to the core values of diversity and leadership for the public good as well as the priority of international education. The remainder of the introductory remarks will outline our understanding of and contribution to these core values and priorities.

In recent years, the University has stated its commitment to diversity in various arenas and through several actions. Yet, for many of us, the commitment to diversity seems elusive, abstract and in effect unfulfilled. Discursively, diversity has been broadly defined, however in relation to Black students, the most substantive and successful endeavors have been limited to the recruitment and retention of Black undergraduate students. In both of these criteria, the University has preformed remarkably well, welcoming the largest class of Black undergraduates in the Fall of 2007 and boasting the highest retention rate for Black students among its public competitors.[3] These are important

components of producing a diverse community however, we can not stop here. Diversity must address our holistic development between our convocation and commencement so that we enter the world as productive, well-grounded citizens. We understand holistic development as an intellectual, personal and cultural process where students are empowered to think independently and critically as well as to be proactive in the Black and larger University communities with deep commitments to leadership and service. We believe such development can only happen in culturally supportive, encouraging and welcoming communities. As chapters one, two and three detail, while the University attempts to create such a community for Black students, the efforts need to be furthered through the enhancement of African/African-American studies, the recruitment and retention of Black faculty and graduate students and the strengthening of the Office of African-American Affairs.

As understood by the University, diversity also encompasses efforts to provide a wide selection of educational opportunities. The Commission's priority of international education demonstrates that diversity and education are inextricably tied. In the world of intense globalization, such a focus on international education seems more than rational. However, the terms "global" and "international" have often excluded the African continent and the Caribbean. Furthermore, we, the Black student body, also hope that this emphasis on "international education" should not detract the University from knowledge production at the local and national level and the need for this institution to be committed to its public. In strengthening the transnational purview of African/African-American studies, which will be discussed in chapter one, we believe that the University can establish stronger international links in Africa and the Caribbean. Furthermore, a commitment to the public, discussed in chapter four, can also compliment the increasing focus on the global arena by providing spaces for education and social action at the local and national levels.

An institutional commitment to public service, as suggested by the University's core value of "leadership for the public good", requires the University to critically consider what it means to be a public university especially at a moment where the University has gained greater financial independence from the state. In Charlottesville with a 17% poverty rate and a sup-par K-12 public education system, we argue in chapter 4 that the University should make public service (defined by an equal partnership between the institution and community) a significant component of its priorities for the future. Furthermore, because of the University's history of exclusion, dependence on both enslaved and free Black labor, we believe that the Black communities in the surrounding area should be a major but not the only beneficiary of specific University public service initiatives.

In the detailed report that follows, an initial assessment, goals and recommendation will be specified under each of the four chapters. The initial assessment will outline the current concerns particular to that section. The goals section will provide a general statement of purpose and a sent of long-term concrete goals. The recommendations delineate specific steps for the University to take.

Chapter 1: The Carter G. Woodson Institute for African and African-American studies

Initial Assessment

Founded in 1981, the Carter G. Woodson Institute for African and African-American Studies[4] (AAAS) has facilitated research in African Diasporic culture and society through its fellowship programs for graduate students and through a major for undergraduate students. Since its inception the Institute has expanded to include the Center for the Study of Local Knowledge established in 2002 and an African Studies minor developed in 2006.

However, the institute has fallen far behind the expectations of its students and lags behind its competitors at the University's peer institutions. Appendix 1 offers a comparison between the Woodson Institute and similar departments and programs at three private institutions and three public universities. The institutions have been chosen because the University is often compared to these schools and because the AAAS programs at the schools offer a variety of models.

The table demonstrates severe shortages in number of faculty, classes offered, availability of graduate programs and affiliated programs at the Woodson Institute in comparison to the represented institutions. Currently, the Woodson Institute has seven contributing faculty, but only 1.5 official FTEs (faculty lines). In comparison to peer institutions referenced in Appendix 1, AAAS at UVa has the lowest number of affiliated faculty. The shortage of faculty has limited the availability of offered courses in AAAS. Looking specifically at the fall 2007 course offerings in AAAS at UVa and its peer institutions, UVa ranks last with only seven classes offered. Furthermore, it should be noted that the Woodson Institute has only two classes, AAS 101 (Introduction to African-American Studies) and AAS 102 (Cultural Crosscurrents of the African Diaspora) which are consistently offered on an annual basis.

A further examination of the Woodson Institute's curriculum for the AAAS major demonstrates the need for critical reformatting. The requirements for the major are delineated in Appendix 2. It should be noted that while the major purports to be African *and* African-American studies, only one course on the entire continent of Africa is required. Moreover, due to the insufficiencies in the course offerings within the Woodson Institute, students of AAAS must take most of their classes in other departments to fulfill the requirements of the major.

The shortages in faculty not only limit the academic experience of undergraduates in AAAS, but also limit the availability of graduate studies through the Woodson Institute. According to Appendix 1, UVa and UNC-Chapel Hill are the only two schools out of the six which do not offer a certificate or degree program. Annually, the Woodson Institute offers 2 pre-doctoral and 1 post-doctoral fellowships. In recent years, the number of fellowships offered has been reduced as a result of funding shortages and increases in living expenses for the fellows. Moreover, the lack of faculty in AAAS means that fellows have limited opportunities to engage with faculty members in their specific academic interests.

Outside of the classroom, the Woodson Institute's other programs are also constrained by several limitations. The Woodson Institute's Center for the Study of Local Knowledge (CSLK) [5]created in 2002 and initially funded by the Ford Foundation was the first Center of its kind in the United States. The stated purpose of the Center is to utilize "local knowledge" by combining the

efforts academics and lay scholars thus expanding the traditional limitations of scholarship. Currently, the Center's funding from the Ford Foundation will run out in the near future. Also, the Center's has been limited in its capacity to work toward it purpose because in recent years, only one graduate student with the part-time aid of an undergraduate student has worked under the faculty director. The summer study abroad program in Brazil and the January-term program in Ghana are both affiliated with the Woodson Institute. However, the Brazil program was ended after the summer 2007 trip as a result of funding shortages. The Ghana trip which was offered for the second time in January 2008 should be expanded to a summer or semester program. A longer time in Ghana would give students greater opportunity to immerse themselves in the culture and provide for greater intellectual and personal relationships through interactions with faculty and students at a local academic institution.

Each of the shortcomings discussed about is either directly linked to or compounded by the relatively small size of the Institute's budget. Currently, the Woodson Institute has an operating budget of $21, 000[6] which means that the Institute is often dependent on other departments and offices in order to put together events. Any plans to strengthen African and African-American Studies at the University have to addresses this problem of funding inadequacies and financial dependence.

We are aware of the on-going negotiation process between Dean Karen Ryan, the interim director, Professor Deborah McDowell and others. We recognize that the discussed budget increase and the additional 6.5 faculty lines, hired on a yearly basis are successful strides towards an expansive and strong institution. However, we believe this is only an initial step in restructuring African and African-American studies at the University. It is our hope that the following goals and recommendations serve as a stimulus for on-going discussions.

Goals:

The central goal for the Woodson Institute in the near future should be to pursue departmental status. As a department, the Woodson Institute would have the necessary institutional autonomy to hire, fire and tenure its own faculty, and be financially empowered to develop innovative programs which expand the purview of African and African-American studies. Also, granting departmental status to the Woodson Institute would demonstrate that the University recognizes the unique intellectual contributions, the distinctive methodologies and historical import of African and African-American studies. In order for the transition to departmental statues to occur successfully, the following areas should be addressed with an increase in the number of faculty being the number one priority:

1. An increase in Woodson Institute's faculty
2. A reformatting of the undergraduate curriculum
3. Strengthening graduate studies
4. Expanding African and African-American studies beyond the classroom
5. Developing an endowment to fund the Woodson Institute's expansion

Recommendations:

1. An increase in Woodson Institute's faculty

a. Since, the Woodson Institute can not currently hire its own faculty; it is recommended that 8 FTEs (faculty lines) be opened in the Institute. This would bring the total number of FTEs to

9.5 which would mean that 19 faculty members would have formal ties with the Woodson Institute, effectively increasing the number of faculty with formal ties to the Woodson by six fold. It would also be an opportunity to diversify the various departments which would share the Institute's faculty lines. (See Point 1a on Page 10). As with previous joint-appointments, the Provost's Office should provide the department and the Woodson institute the necessary funds to provide equitable salaries for the new faculty members. Such a reassurance from the Provost's Office would ease any burdens on the cooperating department and encourage such relationships.

b. Faculty members in the Professional schools whose work is concerned with race and the experiences of people of African descent should be given the option of having a line in the Woodson Institute. The faculty members who take up this option should be able to fulfill part of the course load by teaching for the Woodson Institute. Links between professional schools and the study of race are becoming popular intellectual projects as is exhibited by the current phenomenon of medical anthropology which combines medicine and anthropology to study the preponderance of health disparities or the development of critical race theory in the past two decades which addresses the intersections of race and law. Providing for formal linkages between the Institute and the professional schools expands the interdisciplinary nature of AAAS and exposes students to various perspectives and frameworks.

c. Once the eight faculty lines have been filled and the links with faculty in the professional schools have been established, the Woodson should have the necessary critical mass of faculty to become a department. Once departmentalization has occurred, the Woodson should be given the opportunity to further increase the size of its faculty through independent searches and hires of faculty who will have appointments solely in AAAS. For five years, following the departmentalization of the Woodson, two searches and hires should be conducted annually. After these searches, the number of faculty formally affiliated with the Woodson will reach 29, not counting the lines between the Institute and the Professional schools. This will make the size of Woodson's faculty more comparable to other departments at the University and also to its competitors at peer institutions. After these independent searches, it should be left up to the discretion of the Dean of the College and the Director of the Woodson to determine the necessity of further searches.

2. Reformatting the Undergraduate curriculum

As previously stated, the shortcomings of the AAAS curriculum are inextricably linked to the lack of an adequate number of faculty members in the Institute. It is recommended that the curriculum of the Woodson Institute should be reformulated and expanded at the discretion of the curriculum committee of the Institute. In this process of redesigning the undergraduate major, the following suggestions should be considered:

a. The redesigned major should address the experiences of people of African descent globally. That is, the classes offered and requirements of the major should provide students an opportunity to engage questions of race, identity and nation in the Americas, on the African continent, in the Caribbean as well as in Europe, Asia and the Middle East.

b. The curriculum should offer African Languages. Currently, Swahili is being taught in the Anthropology department. Once the Woodson Institute has the faculty capacity to offer

Swahili, this offering should be moved to the Woodson because as the Institute for African and African-American studies, Swahili fits the spectrum of the Institute's offerings. Moreover, at our peer institutions where African languages are offered, they are either housed in the AAAS departments/programs or they are housed in Language Centers which are affiliated with the department/program.

c. Recently the university has rightly emphasized the importance of a global experience in enhancing the academic experience of college students. Because AAAS has always been and continues to be a transnational intellectual project, the global experience is critical. In order to facilitate international studies of African peoples, the University through the International Studies Office should establish strong relationships between the Woodson and institutions both on the African continent and in the Caribbean by producing study abroad and exchange programs, subsequently providing UVA students, particularly students majoring in AAAS, with a more holistic understanding of experiences of the Black Diaspora. Brown University's "Trilateral Reconnections" in which Brown has partnered with the University of West Indies in Jamaica and the University of Cape Town in South Africa could serve as a model for the University. Similarly, the University could develop formal relations with other University of West Indies sites and the University of Ghana based in Accra.

3. Strengthening Graduate Studies

a. The number of pre- and post-doctoral fellowships in the Woodson Institute's should be doubled so that 2 post-doc and 4 pre-doc fellowships are offered annually. The fellows program, which is recognized nationally, has produced some of the best scholar in the field of African and African-American studies. Moreover, oftentimes, the Institute's fellows have often been very attractive candidates to various departments at the University, bringing a diversity of perspectives and ideas to various departments here.

b. Once a critical mass of faculty is located in the field of AAAS, the Institute in partnership with professional schools such as Darden, Law, and Medicine should create interdisciplinary joint-degree programs. Students in such a program can pursue their professional degree in their respective schools and take classes through the Woodson towards a certificate. As enumerated in 1b above, the links between Professional schools and AAAS builds on current interdisciplinary trends in academia. Schools such as the University of California Los Angeles[7] and the University of Michigan[8], for example, provide for and encourage professional students to obtain a MA or certificate in African and/or African-American studies while completing their professional degrees. Behind these trends is the strongly-held belief that such exposure to the liberal arts gives a professional student depth and breath in critically thinking skills, producing a competitive candidate with unique training. Moreover, such opportunities have also served as advantageous marketing opportunities for schools which offer such programs. Through such joint-degree programs, schools are able to reach out to a diverse array of students with a very interdisciplinary intellectual background. Finally, the presence of such students in the professional schools adds various rich dimensions to the intellectual exchange with those fields.

c. After the current fellowship program has been expanded and a certificate program with the professional schools has been developed, the Woodson Institute should look toward the creation of a comprehensive MA/PhD program. Three of our peer institutions in Appendix 1

already offer such a program and Brown University will launch its program in the Fall of 2009. Graduate studies in AAAS are becoming increasingly popular and have sparked a wide array of exciting intellectual endeavors. The faculty of the Woodson and the Dean of the College should keep this option available and mark it as a future goal for the Woodson Institute.

4. Expanding African and African-American studies beyond the classroom

   a. The Center for the Study of Local Knowledge should be revitalized as a critical part of the future AAAS department because it is a very unique element and can become one of the University's greatest contributions to the study of people of African descent. While the Center was formerly funded by an outside grant, the University should include the Center's programmatic and research budget into the Woodson's overall budget. As is already the case, a member of the Institute's faculty should continue to direct the center. In order to provide the Center with adequate research assistants and to expand the University's stated commitment to research, particularly at the undergraduate level, a formalized relationship between the Center for Undergraduate Excellence and the Woodson Institute should be established. Through such a program, already-existing research grants such as the Harrison Undergraduate Research Award as well as "Double Hoo" grant could be reserved for students interesting in the study of local knowledge.

   b. Once the Woodson Institute has been successfully departmentalized, the Symposium on Race and Society should be integrated into its auspices. Placing the Symposium in the directives of the future Department of African and African-American studies would give it an annual and national conference. It would also make the Symposium a permanent institutional fixture while its current transition between various schools makes it more transient.

5. Funding the Woodson's Expansion

   a. As the new Director establishes herself and lays out a new vision, she should not be restrained by financial concern. Furthermore, as the Institute expands through increases in faculty and fellows, the limited budget should not constrain their intellectual endeavors. As such, the University should remain open to incremental increases in the operating budget of the Institute as it develops into a department.

   b. The University should set up an endowment for the Woodson Institute and also seek to endow the Fellowship program. Appendix 3 lays out the projected allocation of funds from the on-going Capital Gains Campaign. Scholarships and fellowships have been allotted $525 million and the endowment of the Woodson Institute's Fellowship program should come from this set of money. Endowing the Woodson Fellowship program as is the case with the Jefferson Foundation's Fellowship program would provide the necessary financial security and flexibility so that the Institute's fellows remain a permanent and growing intellectual fixture at the University. From the Capital Gains Campaign, an additional $231 million is allocated for Endowment for Programs. The endowment for the Woodson Institute as whole should be set aside from this division. This endowment would give the Institute the needed financial cushion as it expands to a department. Appendix 4 further details the establishment of an endowment for the Woodson Institute.

Chapter 2: The Recruitment and Retention of Black Faculty and Graduate Students

Initial Assessment:

In a 2005 ranking of the 61 members of the Association of American Universities (AAU), the University of Virginia was ranked 12th in the percentage of Black faculty. While this was a major jump, from 21st in 2003, numerically the increase was only .6% between the two years. Moreover, the University with 3.8% Black faculty fell behind other public flagship schools such as University of Maryland-College Park (with 5.4%), Pennsylvania State University (with 5.2%), University of Michigan-Ann Arbor (with 4.9%) and University of North Carolina-Chapel Hill (with 4.2%).[9]

Prior reports and commissions such as Audacious Faith (1987), Muddy Floor Report (1996), the President's Commission on Diversity (2004) and most recently the Commission on the Future have demonstrated that the recruitment and retention of a diverse faculty is a necessary component for providing a world-class education. In the last three years in particular the University has attempted to respond to this concern through the hiring of Dr. Gertrude Fraser as Vice Provost for faculty advancement. Dr. Fraser and her colleagues worked diligently on this concern and in 2006, the Office of Institutional Assessment and Studies recorded that about 4.7% of the faculty were classified as Black. However, the percentage of tenured Black faculty has remained at 3% since 1998 and about 74% of African-Americans who work for the University are located in the service, clerical, technical and skilled crafts areas. [10]

The presence of a critical mass of Black faculty at the University is central to the development of Black students. Black faculty can serve various roles in the development of Black student at predominately white institutions. First, they are important sources of formal and informal academic support. For example, the Office of African-American Affairs already runs a Faculty-Mentoring program, but a critical mass of Black faculty can infuse the program with the needed energy and vibrancy. Outside of such formal programs, Black faculty can serve as role models for Black students, encouraging students academically and fostering interest in the pursuit of graduate school. Second, Black faculty members contribute to the social, and cultural development of Black students into successful, socially active citizens by forming personal bonds with Black Students and offering key social and cultural resources. Dr Joy Williamson describes this process of identify formation as holistic because it engages the intellectual, the cultural and the social.[11]

An increase in Black faculty will also positively impact the larger University community in several important ways. First, it exposes all students to Black professionals at a variety of level, dispelling myths and stereotypes. Second, a diverse faculty is critical to the process of diversifying the curriculum and exposing students to new and different ways of thinking. As a University dedicated to providing a world class education to its students, the University should be committed to breaking down barriers and providing new encounters with diverse forms of knowledge. Making intellectual interactions between faculty of color and the entire UVA student population possible is one avenue through which this commitment could be acted upon.[12]

We find two general impediments in the current attempts to recruit and retain Black faculty. First, the decentralized nature of the efforts has severely limited the potential of the already existing programs, making accountability and transparency difficult. The process of hiring and firing is a distinct aspect of autonomy of the academic departments and as such, it is difficult to monitor and

direct their hiring policies. In addition, four different areas of the University are all committed to the same goal: diversifying UVA faculty. The four different areas are the Provost's Office, the Office for Diversity and Equity, the Equal Opportunity Program as well as the Affirmative Action Committee. While it is important that various people and offices are working on the project of diversifying the faculty, the lack of centralized efforts means accountability and efficiency are difficult to achieve. There is no clear protocol or initiative that will bring this goal of the diversifying UVA faculty to fruition.

Second, the question of recruiting Black faculty seems to be understood as separate from the recruitment of Black graduate students pursuing academia-oriented graduate careers. As a top research institution, the University must produce scholars for the next generation and must take specific interest in the production of a diverse cohort of scholars if diversity is to be a core value of this University. The production of Black scholars and their recruitment and retention as Black faculty is very much intertwined and needs to be considered together.

The importance of Black graduate students is not limited to the future production of scholars. Rather, Black graduate students, like Black faculty can play a crucial role in the mentoring of Black undergraduate students. Furthermore, their presence in the classroom as teaching assistants (TAs) and in the residence areas as graduate advisors (GAs) dramatically alters these settings for Black students, providing a level of support and a sense of comfort.

This report finds the University's commitment to the recruitment of Black graduate students has been less than desirable. Currently, the University has about 300 Black graduate and professional students. About half of those are in the professional schools and of the remaining half, only about 30 are in the Graduate School of Arts and Sciences. The University is not competitive for many graduate students of color because of the limited funds available to graduate students. Furthermore, the lack of a critical mass of Black faculty and Black graduate students makes if difficult to provide the sense of a supportive and comfortable environment.[13]

In 2006, the University took a step forward in hiring Dr. Cheryl Burgan Evans as Director of Graduate Student Diversity Programs under the Office of the VP for Research and Graduate Studies. Dr. Evans has reached out to graduate students of color at the University to create a more cohesive community and to engage them in the recruitment process. Yet, more proactive steps should be taken to provide the Director of Graduate Student Diversity Program with the necessary resources.

Goals:

The redress of historical exclusion and the importance of fostering an Academic Village where the exchange of ideas occurs between people of diverse personal backgrounds and academic interests should be the moral and practical commitments driving the University's commitment to the recruitment and retention of Black faculty and graduate students. More concretely, this report recommends that the following goals should be set for the next 6 years (in conjunction with the 6-year plans outlined in the Commission on the Future's Draft report and the Virginia 2020 Report).

1. To achieve a critical mass of African-American faculty at the University which would make the institution number 1 in the rankings for the percentages of Black faculty AAU peers and to pursue senior Black scholars who are already tenured in targeted searches;

2. To reach a critical mass of Black graduate students so that the proportions at the graduate level reflect the proportions at the undergraduate level.

Recommendations:

1. To achieve a critical mass of African-American faculty:

a. One of the most effective ways to increase the number of Black faculty would be the departmentalization of the Carter G. Woodson Institute of African and African-American studies. In point 1a on page 6 we recommend that 8 new FTES be opened in the Woodson Institute. In offering joint positions with departments which are lacking diversity, such as the Economics and Philosophy departments for example, these departments can benefit from the presence of Black faculty members while also increasing the overall number of Black faculty. This does not mean that all faculty members affiliated with the Woodson will be Black or even people of color. However, when examining other programs and departments at peer institutions, it is clear that a majority of the faculty are people of color.

b. In order to avoid overstepping departmental autonomy in the hiring process, the Provost's Office and the Office for Diversity and Equity (ODE) should play an instrumental role in identifying qualified candidates of color, recruiting them and providing their salaries if and when they choose to come. Such efforts will be especially important in reaching out to tenured faculty of color where the University has not fared well in the last decade. While the Provost's office and ODE can not explicitly look for "Black candidates", candidates can be targeted through specific topic area such as "Racial Politics in the United States".

c. In order to address the problem of decentralization, the ODE should be made the central office responsible for the coordination of faculty diversity programs. ODE would facilitate communication between the departments conducting the search and other interested parties. The Office could also monitor the progress made by each department on an annual basis. The VP and staff members will keep data on the number of minority applicants, the number who were made offers and the number who rejected the offer to establish possible problematic patterns in various departments. Along with the Provost, ODE could assess the concerns/problems with particular departments and produce a set of particular agendas for the department or school to follow.

d. While it is the currently duty of the Equality Opportunity Program to check the advertisements for discriminatory wording before being sent out to the public, the task of supplying advertising techniques that may specifically appeal to prospective underrepresented faculty should also be considered one of EOP's goals. Furthermore, the current Online Search Committee Training Program should become a set of sessions taught in a classroom, similar to the Diversity Certificate Track at the University of North Carolina-Chapel Hill.[14] Such a program would demonstrate a stronger commitment on the part of the University to the diversity of faculty. It would also allow for one-on-one relations with an instructor which would enhance the training.

e. Like other public flagship institutions such as University of North Carolina-Chapel Hill and University of Maryland-College Park, the University should join the National Minority Faculty Identification Program to identify promising minority candidates in a variety of fields. According to its website;

> "The National Minority Faculty Identification Program is a tool designed to help connect minority faculty with institutions of higher education. Candidates may enter their name and information into the database and then search for available jobs posted by our member institutions. Likewise, institutions may, for a $200 annual subscription, have access to search the database for qualified minority candidates and post their job openings."[15]

2. Increasing the number of Black graduate students

a. The University should strengthen its recruitments efforts by establishing a stronger relationship between the Director of Graduate Student Diversity Programs and feeder programs such as the Institute for the Recruitment of Teachers and the McNair Scholars Program. The University should also establish a Mellon Program at UVa to provide another program through which recruitment can be facilitated. Furthermore, the model of feeder programs with North Carolina Historically Black Colleges and Universities in the sciences should be expanded into other areas, particularly the Graduate School of Arts and Sciences. Finally, the effectiveness of such programs should be assessed by the Office of Graduate Student Diversity Programs.

b. The Office of Graduate Student Diversity Programs should have established lines of communications with departments. Each department should inform the Office of the number of applicants who are of color and the number of offers made to racial minorities. This would help the Office compile statistics on the progress being made by the departments. It would also allow the Director of Diversity Programs to make personal communications to student of color offered admissions.

c. The Director of Graduate Student diversity programs in conjunction with the Black Graduate and Professional Student Organization (BGPSO) should host a visitation weekend similar to the undergraduate Spring Fling where selected Black graduate students would be invited on grounds for a weekend of pre-structured events to make students better aware of the University.

d. The Director of Graduate Student Diversity Programs should have access to "targeted funding" which would attract students who are under-represented and underserved. The categories of "underserved and underrepresented" include but are certainly not limited to racial minorities. This can be accomplished partially by setting aside a number of Presidential Fellowships for underserved and underrepresented groups and by also looking toward the establishment of private and affiliated fellowships directed towards Black graduate students. The Holland Scholars Program and Walter Ridley Scholarship at the undergraduate level can be used a models or platforms from which to expand.

e. A Peer Mentoring Program should be created for Black graduate students. Such a program would follow the model of the Office of African-American Affair's current Peer Advisor program. It would be run in a tripartite partnership between OAAA, the Director of Graduate Student Diversity Programs and the BGPSO. Entering Black graduate students can be matched with a current graduate student in their field or close to that subject area through the Director and the Black Graduate and professional student organization.

Chapter 3: The Office of African-American Affairs

Initial Assessment:

Established in 1976, the Office of African-American Affairs (OAAA)[16] is charged with providing a supportive academic, cultural and social environment for Black students while simultaneously facilitating the larger University community's awareness and engagement with African-American culture. This general mission has been driven by the following goals: 1.To assist the University of Virginia with creating a welcoming environment supportive of African-American students' full participation in University life; 2. To provide African-American students with programs and services; 3. To enhance the University's sensitivity to the needs, interests, and culture of African-American students; and 4. To work collaboratively with University and non-University entities in providing opportunities for the educational growth, matriculation and retention of African-American students.

These four goals and the overarching mission of the OAAA have produced a wide array of programs and services. The Peer Advisor program was founded in 1984 to address the academic, psychological and social transition of Black students in their first undergraduate year. Applauded nationally, the PA program has contributed significantly to the retention of Black students at the University. The Faculty Mentoring program established in 1995 seeks to address the need for mentorship in the second, third and fourth years of the undergraduate career by providing interested students with a faculty mentor. The Luther Porter Jackson Black Cultural Center is charged with providing the University community with information and programming on the rich cultures of people of African descent nationally and internationally. The programs only reflect small sections of the services which OAAA provides to Black students specifically and the University more generally.

Despite the many successes the OAAA has had in transforming the culture of the University and providing for the support of Black students, we find that there are several structural and financial limitations which inhibit OAAA's activities. Generally these concerns can be articulated in the following subheadings: the physical location of the Office, the funding of the OAAA and finally the limitations on the capacities of the Black Cultural Center.

Thirty years ago when Black students demanded that the OAAA be created, they had intended the location of Dawson's Row to be a temporary office until the University could provide for a more permanent and larger space. Thirty years after its founding, the OAAA continues to be located in the same temporary location. A 2001 internal "Strategic Plan" states that "the office is literally busting at the seams. The library has little room for growth. The planned computer lab site will be squeezed into one half of the size it needs."[17] Even since 2001, the number of personnel in the Office has increased with the addition of an Assistant Dean and the presence of student workers. The limited physical space has resulted in the limitations on the programs and services which OAAA can offer. For example, currently the computer lab only has four computers and oftentimes, there is a line of students waiting to use the computers.

Furthermore, the Office is scattered among three separate buildings which does not facilitate the centralization of OAAA's efforts. The fact that University of Virginia consistently postpones the restructuring of the location for the Office of African-American Affairs suggests that the concerns of the Office have not been prioritized. The question of spatial limitations has been introduced on more than one occasion and the University has failed to prioritize the needs of OAAA and subsequently, the needs of Black students.

The 2001 Strategic Plan already cited above notes that funding for the Luther Porter Jackson Black Cultural Center, the Faculty Mentoring Program and the Peer Advisor Program is one of the greatest impediments to the work of the OAAA.[18] Currently, shortages in funding are becoming more apparent as the OAAA is undergoing a period of expansive growth. The President's Commission on Diversity recommended a $35, 000 increase in the budgets for the Peer Advisor Program and the Faculty Mentoring Program which was later approved.[19] However, despite such increases, the OAAA's appropriated budget falls bellow the Office's proposed budget and fails to adequately meet the needs of the Office.

Budgetary constraints as well as other limitations have also impeded the ability of the Black Cultural Center to provide substantive means of engaging the entire University in African-American culture. The vision for the Black Cultural Center was for it to serve as a link between the OAAA and other academic and non-academic units at the University. That is, through the cultural programming of the center, African-American culture, broadly defined, would be brought to the forefront in a variety of dialogues and discussions at the University. While this has certainly been achieved sporadically, there has not been a continuous and concerted attempt to institutionalize such an effort.

In addressing concerns regarding the Black Cultural Center, we first identified characteristics of model cultural centers and compared the Luther P. Jackson Cultural Center to those located at other institutions. In order to get this information, we talked with Dr. Lori Patton at Iowa State University. Dr. Patton, who has her PhD in Higher Education from Indiana University, has written extensively on Black cultural centers in predominately white institutions. Her dissertation entitled "From Protest to Progress?: An Examination of the Relevance, Relationships and Roles of Black culture centers to the Black Student Experience at Predominantly White Institutions" has garnered a great deal of attention for its originality and groundbreaking empirical investigation in an area which has been largely neglected by academia.

In her work, Dr. Patton[20] has identified the following criteria as essential to the construction of a model Black cultural center: diverse programming that ranges between academic, cultural and social needs of students, conducts ongoing assessment and evaluation of programs and services, conducts alumni and community outreach, promotes cross-cultural interactions among students, has an advisory board comprised of students, works collaboratively with other campus departments on programmatic efforts. In assessing the Luther P. Jackson Cultural Center, we find that while many of these characteristics are visible in aspects of the center, the lack of institutionalization means that programming lack continuity and efforts at outreach are sporadic instead of constant.

Dr. Lori Patton also identified several cultural centers which she has suggested are models. Appendix 5 compares the Luther P. Jackson cultural center to 3 other centers on various aspects. Of particular importance in this list of 3, is University of North Carolina-Chapel Hill which is a competitive peer institution for UVa. The Sonja Haynes Jones Center for Black Culture and History and UNC-Chapel Hill breaks up its 16 programs into three areas: a. scholarship and scholarly initiatives, b. cultural programming and c. social justice and community outreach programming. In each of these categories, the programs occur on a consistent basis. In comparison, the Luther P. Jackson's programming is very limited, remains ad hoc and as a result does not adequately incorporate the characteristics identified by Dr. Patton.

Goals:

The overarching goal for the OAAA has to be to increase it structural, institutional and financial capacity so that it may properly pursue its central and founding mission as well as its underlying goals. This goal could be attained by paying specific attention to the following sub-goals:

1. Assessing the physical space of the OAAA
2. Strengthening the role of the LPJ Black Cultural Center
3. Addressing funding shortages

Recommendations:

1. Assessing the physical space of the OAAA
   a. While a complete relocation of the OAAA may not be possible at the current time, the University through the University Architect should revisit previous plans to expand the OAAA within the already existing space. The existing three buildings could be connected removing the grass and gravel in between them and constructing a structure which would join the various offices. The renovated office would continue to house the various aspects of the OAAA and allow for the expansion of the Nat Turner Library and the computer lab. Furthermore, office space for the Black Student Alliance and the Black Leadership Institute, which are both umbrella organizations for Black student organizations, can be located within the OAAA. This would allow for the centralization of the support provided by the OAAA and the inclusion of Black student leaders in the framework.

2. Strengthening the role of the LPJ Black Cultural Center
   a. In order to address the shortcomings of the University's Cultural Center, the University should create an exploratory ad-hoc committee in the next academic year. This committee, which will include students, OAAA staff, faculty as well as external experts, shall be charged with assessing LPJ as it is and producing short-term (2-6 years) and long-term goals (10+ years) for the Center. The committee should consider the following as particularly important in designing program:
      -programs which link academic, cultural and community aspects
      - create additional cultural programs and outreach initiatives
      -work with the Carter G. Woodson Institute to develop courses that study Black culture and Black racial identity development,
      -provide additional academic support services and academic advising initiatives for newly enrolled African-American students
      -emphasis on cross-cultural exchange
      -institutionalization of such programs
      -formal and continuous collaboration with various departments, programs and offices at the University

3. Addressing funding shortages
   a. The University should work toward the endowment for OAAA. The construction of such an endowment would alleviate pressures on the decreasing funds available to Student Affairs, address the funding shortage identifies in the Luther P. Jackson Cultural Center, the Faculty Mentoring Program and the Peer Advisor program and allow for greater financial autonomy for the Office. Initial funds for this endowment can be procured from the "endowment for

programs" section of the Capital Gains Campaign (See Appendix 3). See Appendix 4 for details on the creation of an endowment for the Office.

Chapter 4: Relations between the University and the Black Community of Charlottesville

Initial Assesment

One of the guiding questions of the Commission on the Future's draft report is "in what way should the University's public mandate guide it's planning efforts?" This question recognizes that the University, as a state/public institution, has particular commitments to the public in Charlottesville and in the state of Virginia. However, the report of the 2020 Commission on Public Service and Outreach, states that the University's commitment to public service remain limited because: "1. UVa lacks clear priorities for public service and outreach, 2. UVa does not partner with the public as effectively as it could and 3. The University has not articulated a clear commitment to public service and outreach".[21]

The legacies of slavery and exploitation of black communities, and the continued exploitative relationship between the University and black laborers increase the moral imperative that the University reaffirm and act upon its duties as a public institution in all of its public functions. Specifically, the University of Virginia should affirm and commit itself to its functions as a major public employer and as a flagship institution of higher education. This chapter will highlight some of the specific areas in which the University should improve its relationships and interactions with the Charlottesville community. The areas are: 1. the University's position as the largest employer in Charlottesville, 2. the University's role as a leading institution of education and 3. the University as a place of concentrated expertise and knowledge which should have far-reaching effects on the various aspects of public life in the Charlottesville.

Charlottesville is a city of severe economic contrasts. While the city enjoys an unemployment rate of only about 3%[22], according to the Charlottesville city website, the city's residents suffer from a 17% poverty rate[23] according to the US Census Bureau's 2004 data. When a city has such a high rate of employment and simultaneously a high rate of poverty, it is natural to turn to the cities biggest employers for answers and ultimately solutions. The University of Virginia must commit itself to the fair compensation of all of its employees. As a public institution, the University of Virginia has a moral duty to adequately compensate all of its classified and contracted workers. In addition, as the University is striving to be more competitive with other top peer institutions, it should consider and value the role of all of its employees in making this a better institution of higher learning.

Currently the surrounding city of Charlottesville and Albemarle County face severe challenges in k-12 public education.[24] The University should reaffirm its commitment to increasing racial and economic diversity and in so doing; it must work actively with the local school system to patch the pipeline from elementary school to higher education. The establishment of programs such as The Public Service Scholars Program[25] at UNC Chapel Hill could facilitate this goal. In addition, UNC has a centralized effort to serve the public because student organizations and the Center for Public Service support one another by allowing students to plan and initiate projects and service programs.[26]

As an institution, the University has attempted to engage the external community. The Community Relations Neighborhood Advisory Group (CRNAG) attempts to provide a space in which University administration and Charlottesville neighborhood associates meet and discuss concerns.[27] However, this model of engagement takes a corporatist framework and does not address individual citizens concerns and more importantly those of grass roots leaders. The Community Resource Advisory Group (CRAG) under the Office for Diversity and Equity (ODE) also attempts to bridge the gap between the community and the University. Through CRAG, the range of participants is much

larger as community representative include everyone from church ministers to grass roots organizers.[28] Both CRNAG and CRAG do not encompass the kind of institutional outreach envisioned by the 2020 Commission on Public Service and Outreach. Peer institutions such as University of North Carolina-Chapel Hill as well as Georgetown University have developed large, institutional public service efforts. For example, Georgetown has six Community-focused programs as well as an Office of Public Interest and Community that have distinctive goals, purpose, and principles.[29] These goals and principles are also a part of the course guidelines in the classes which are available for students interested in community service.

The University of Virginia should begin the project of creating an institutional commitment to public service by acknowledging the long history of exploitation, particularly in respect to the Black community. As a result, public service initiatives should be motivated by the need to rectify previously exploitative relations as well as by the recognition of this institution as a public university. While Brown University is not a public institution, it current plan to revamp it community outreach program demonstrates the necessity of recognizing history. A President's Commission at Brown recently completed a report entitled "Slavery and Justice" which examines Brown's complicity in the slave trade and slavery and seeks to formulate a comprehensive public service plan which shall address previous wrongdoings and engage the community of Rhode Island.[30] Brown's initiative is an application of what the 2020 Commission on Public Service and Outreach report, academic service which the report defined as "the application of scholarly knowledge and professional expertise to the health, economic, educational, civic, and environmental needs of the public." As is the case at Brown, this emphasis on academic service should mobilize the entire institution, be grounded in a historical understanding of the University's role in the community and finally seek to empower individuals and communities.

Goals:

The long-term public service goal for the University should be to address the shortcomings identified by the 2020 Commission on Public Service and Outreach as list on page 20 and in the process create the mechanisms of institutional commitment to public service. In order achieve these larger goals; the University should focus on the following areas:

1. Empowering University's workers
2. Broadening the availability of academic interaction between Charlottesville's residents and UVa faculty and students
3. Strengthening CRAG

Recommendations

1. Empowering the University's workers
   a. Through an affirmative resolution passed by the Board of Visitors, the University should publicly reiterate its 1997 pledge to allow the Staff Union (SU) at the University of Virginia to meet with organized employees, including allowing staff to join the union, consistent with state and federal law. Additionally, the Vice President of Human Resources, in consultation with the President and the Board of Visitors, will set appropriate policies, including disciplinary measures, to support this initiative. The Vice President of Human Resources should work with the local UVa SU to prepare a package of materials about the right to organize which should be distributed among all University employees. Such an affirmation of the right to organize

demonstrates the University's commitment to providing a fair and nondiscriminatory workplace while also enabling workers to pursue unions as a way of articulating their collective concerns as workers.

b. The University should eliminate the difference in benefits received by contract and hourly workers on the one hand and health and salary workers on the other hand. Specifically, tuition waivers and affordable health insurance which are currently unavailable to contract and hourly workers should be made available to all workers. At a moment when America is in the middle of a health care crisis, it is an abdication of the University's position as a public institution to not provide health care to all workers. Furthermore, offering access to education for all workers to allow each individual to at the very least have the same options as other workers. As a public institution, it seems almost discriminatory to deny a group of workers benefits already guaranteed to another group of workers.

2. Broadening the availability of academic interaction between Charlottesville's residents and UVa faculty and students

a. The People College Initiative, established by Quality Community Council and Professor Corey Walker and then subsequently take up by Professor Wende Marshall, provides annual educational events where Professors engage both students and community. This initiative serves as a model for how the University and community can interact as equal partners. The University should create incentives such as a reduction in academic course load during a semester for Professors and graduate students who select to teach a class through People's college. Also, the University should encourage undergraduate student to participate in these classes as students by offering a one to two credit class at People's college. Classes taught through People's College could include preparation for GREs and other adult education programs as well as classes taught in the fields specific to the Professors and graduate students who teach the classes.

b. The Center for the Study of Local Knowledge based in the Carter G. Woodson Institute can serve as a basis for the interaction of University and Community scholars in the production of knowledge on the Charlottesville Community. As stated in recommendation 4a on page 9, the University should encourage such academic work by proving for more research grants and award through the Center for Undergraduate Excellence.

c. Public service seminars and additional internship courses should be created and implemented into the major curriculums. In addition, a public service requirement should be worked into the curricular requirements needed to graduate from the University. Such a requirement would combine for in-class training and in the field work. For example, students would take class with University professors or Community scholars and activists for half the time and then do an internship or volunteer with a local NGO or other community organization. Georgetown University courses can be referenced as examples of clear courses and seminars committed to engaging students in service. The classes engage students in service by explain the local concerns and igniting project ideas. [31]

d. The University should establish Fellowships for graduate or undergraduate students to create public service initiatives. In addition, Public Service Awards and a Public Service Scholars program could give students additional incentives for getting involved in community-service or

other public initiatives. The UNC and Georgetown programs mentioned in the Initial Assessment include similar kinds of programs.

3. Strengthening CRAG

a. The report of the 2020 Commission on Public Service and Outreach recommends that a "public service advisory committee" be created for the purpose of "reviewing high-priority areas (such as health, K-12 education, civic engagement, economic and business development, as well as environment) and develop mechanisms to promote institution-wide initiatives within them. Since CRAG is already a group which combines both community and University members, it could serve as a catalyst for institutionalizing public service at the University.

d. In order for CRAG to be representative of both the University population and the community, student leaders in public service (through Madison House and smaller program such as Young Women's Leadership Program), faculty and unrepresented segments of the community (such as immigrant groups) should be included in the group.

e. CRAG should serve that same role as Georgetown's Office of Public Interest and Community by centralizing the various aspects of the University public service initiative, reviewing the progress made overtime to reach the goals of the 2020 Commission on Public Service and Outreach and producing creative new initiatives which compliment these goals. CRAG is the most effective institutional body to be charged with this purpose because it includes leaders at the University and in the community. As a result, the University's public service initiatives would be the product of an partnership between the community and University where both parties have an equal say in leading and organizing the University's public service initiatives.

Conclusion:

In this report, we have attempted to articulate various concerns affecting the Black student experience at the University of Virginia. Each chapter has delineated academic, cultural, institutional and financial shortcomings in the four chosen areas: the Carter G. Woodson Institute for African/African-American studies, the recruitment and retention of Black Faculty and Graduate Students, the Office of African-American Affairs, and finally relations between the Charlottesville and University communities. Furthermore, each chapter also included a list of short and long-term recommendation which we believe will provide the necessary redress.

We see this report as an opportunity to reopen and continue on-going conversations which date back at the very least to the original Audacious Faith report of 1987. We are committed to the importance of dialogue, discussion and suggestion because it is only through these collaborative efforts that we can contribute positively to our community. As such, we thank you for reading this report and considering our ideas and suggestions.

Finally, in order to insure that this conversation continues in the future, we ask that reviews of the concerns raised in this report take place every two years. We ask that during the time of review, an ad-hoc committee of administrators, faculty and students selected from the Black Student Alliance committee revisit this document and assess where the University is during that particular moment. It is our hope that through such a process, we can create accountability and demonstrate the University's commitment to dialogue, revision and progress.

Appendix 1: Comparison of African and African-American Studies

	Department (D), Program (P) or Center (C)	Differentiation of African Studies (AS) and African-American Studies (AAS)	Number of Contributing Faculty	Graduate Courses or Programs	Number of Courses required for Undergraduate Degree	Number of Courses offered in Fall 2007	Language Requirement or offering	Enrichment Activities/ Affiliated or sponsored programs
UVa[32]	P	African and African-American Studies (AAAS) major and minor AS Minor	7 contributing faculty all joint appointments	No degree or certificate program Pre and Post doctoral fellowships offered	9 classes for AAAS major 6 classes for AS minor	7 courses and thesis writing classes for DMP	No requirement Swahili offered in Fall 2007	Summer Study Abroad in Brazil J-term in Ghana Center for the study of Local Knowledge
UNC-Chapel Hill[33]	D	Offers major and minor in AS and AAS	19 core faculty	None	10 for AAS	14 AAS 11 AS	No requirement Swahili offered	None
UC-Berkeley[34]	D in AAS Center in AS	Major and minor in AAS	12 core faculty 5 affiliated faculty	PhD in African Diaspora Studies	10 for AAS	20 courses 2 thesis writing seminars	No language requirement	Study Abroad in countries like Ghana, and South Africa
Michigan Ann Arbor[35]	C	Offers concentrations in AS, AAS and Afro-Caribbean Studies	43 (38 core faculty)	Certificate Program DuBois-Mandela-Rodney Fellowship	12 classes for major including a required Senior Thesis 5 classes for minor	40 courses	None	African Initiative Grant and Fellowship Program South Africa Initiatives Office
Harvard[36]	D	Concentrations in AS and AAS	41 (30 core faculty)	PhD in AS and AAS	12 classes for major in AS and AAS	N/A	2 terms required for AS major Languages offered are Swahili, Twi, Yoruba, Gikuyu, Igbo Barmana, Camounian Pigin, Sesotho, Oromo, Cape Verdian Creole, Hausa	W.E.B. DuBois Institute for African and African-American research
Yale[37]	D for AAS C for AS	AAS major and AS major handled by the two different bodies	40 (with 7 core) in AS 31 core in AAS	MA in AS Joint PhD with AAS and another field	11 classes required for AS major	25 in AS 19 in AAS	Two years of study required for AS major Course offered in Swahili, Yoruba, Twi, Zulu Tutorials offered in 10 other African Languages	Passing the Baton: Black Male Youth Mentoring Project. Ritual and Dissent Literary Series
Brown[38]	D for Africana Studies	Africana Studies Major	26 (16 core)	MA/PhD program to be offered beginning Fall 2007	8 classes for major	20 courses 11-cross-listed courses	None	Rites and Reason Theatre

Appendix 2: Requirements for the African/African-American Studies Major

9 courses for Major, 6 courses for Minor[38]

- AAS 101 and 102.
- One course concerning race and politics in the United States
- One course in the humanities: Art History, Drama, English, French, Music, Philosophy, or Religious Studies.
- One course in the social sciences or history: Anthropology, Economics, Government and Foreign Affairs, History, Psychology, Slavic Languages, or Sociology. This course must be in addition to AAS 101 and 102.
- One course about Africa, which may fulfill requirements 3-4 above.
- Four courses at or above the 300 level, which may fulfill requirements 2-5 above.|
- One 400 level seminar requiring a research paper, which may fulfill requirement 6 above.

Appendix 3: Breakdowns from the Capital-Gains Campaign

The following table illustrates the allocation of money projected for the Capital Gains Campaign.[39]

For the University Experience **$1.474 billion**	**For Research, Discovery & Creativity** **$923 million**
Scholarships and Fellowships: $525 million	Endowment for Faculty, Students, Visiting Scholars: $389 million
Professorships and Other Support for Faculty: $91 million	Endowment for Programs: $231 million
New and Expanded Facilities: $538 million	New Laboratories and Other Research Facilities: $270 million
New and Expanded Programs: $320 million	New Research Initiatives: $33 million

Appendix 4: Expansion on Endowments

Recommendations under both the Carter G. Woodson Institute and the Office of African-American Affairs point toward the creation of endowments in order to create financial stability and independence as well as to alleviate pressures on already constrained academic and Student Affairs budgets. We believe this is an important goal because for the Institute and OAAA have historically been left out of major fund raising efforts at the University and both bodies are constrained by limited budgets. In order to remedy this problem, we understand that the University's Development Office has to be intrinsically involved in the process as this is the only Office in the University allowed to solicit funds on behalf of any University unit. Thus, in order to facilitate the creation of these endowments, we recommend that a division of the Development Office is charged with the managing of these accounts. The umbrella division could be entitled "Diversity Initiatives" and could be used for the Institute, OAAA and other major funding for diversity related proposals. Designating a specific part of the Development Office for this purpose has two advantages: first it allows for already-existing fund-raising events such as Black Alumni Weekend to direct their attention toward a goal: i.e. the creation of endowments for these particular institutional bodies at the University. Second, it allows for a centralization of fund-raising efforts for the core value of diversity which would increase efficiency and accountability.

Appendix 5: Comparison of Black Cultural Centers

Institution	Mission Statement	Organizational Structure	Community Outreach	Student Roles	Programming
UVa[40]	"…committed to preserving and disseminating information and ideas about the rich cultural heritage of African-Americans and African people all over the world. The Center believes that culture is a catalyst for excellence and human understanding. The Black Cultural Center provides this catalyst through activities designed to enhance the cultural life of students at the Univ. of Virginia."	Under the Office of African-American Affairs which reports to the Vice President for Student Affairs	Various programs (forums, speakers, etc.),	Black Leadership Institute, Student Advisory Board	Black History Month; film viewings (i.e. "No!" documentary); lectures; cookouts (other events encouraging community); poetry readings
Purdue University[41]	Objectives/purposes as outlined in the fall of 1970: education mechanism in helping white students become familiar with black history, culture, art, etc.; The center will offer 1. a place for black students, faculty and staff to gather in an environment relevant to the Black experience and to black culture in general; 2. a place for black and white students to interact and learn of each others' cultures and a place for the entire university and community to have the opportunity to be educated about the totality of black culture through participation in a variety of cultural, educational and social activities	Has an official director; under "The Arts" category in the office of the Vice President for Student Services	Dance Workshops	Houses office space for 12 student groups	New student orientations; promote community events such as jazz and blues festivals; performing arts ensemble showcases; homecoming for black alumni; monthly newsletter; Haraka festival

Appendix 5: Black Cultural Centers in Comparison Continued

Institution	Mission Statement	Organizational Structure	Community Outreach	Student Roles	Programming
Ohio State University[42]	To develop and maintain supportive programs and activities for the development and advancement of black students; serves as instruments of orientation and instruction to the larger community on issues of race, politics, economics and community; OSU cannot claim status or isolate itself from the problems or concerns of its Black constituency; documents the contributions of Blacks to the world of arts, letters and science	Has an official director; under the Office of Minority Affairs	Summer and weekend workshops and relationships with various community organizations	Largest employer of African-American students on campus (also employs significant number of other minorities)	African-American male retreat; Winter Quarter Convocation; Annual MLK Celebration; Family Affair & Reunion; Council of Black Leaders' Presidential Potluck; Quarterly Town Meetings; African-American Heritage Festival
UNC-Chapel Hill[43]	"To encourage and support the critical examination of all dimensions of African-American and African Diaspora cultures through sustained and open discussion, dialogue and debate, and to enhance the intellectual and socio-cultural climate at the Univ. of North Carolina at Chapel Hill and in communities beyond the campus boundaries."	A center within the UNC-CH's Academic Affairs Division; has an official director; according to website, has 9 staff members including director as well as an advisory board composed of faculty, staff, students and community members	"Communiversity" Youth Programs; SHS Community Scholars Program	Positions on advisory board;	The Sonja Haynes Stone Memorial Fellowship and Lecture; The African Diaspora Lecture Series; The Cross-Cultural Communications Institute; Sonja Haynes Stone Collegiums; Visiting Scholar Program; Undergraduate International Studies Fellowship; Pamela Nicole Cummings Visiting Artist Fellowship; The Authors and Poets Readers Series; The Diaspora Festival of Black and Independent Film; The Hekima Reading Circle; Sauti Mpya

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AUDACIOUS FAITH II REPORT – PROPOSED TIMELINE

Upcoming Dates

Date	Time		Agenda	Purpose
March 21, 2008	12pm		Reports delivered to VP Lampkin	Review and meeting time established
April 2, 2008	5pm		Meeting with VP Lampkin and other administration	Initial meeting with VP Lampkin, etc.
April 21, 2008	5pm		Meeting #2 with VP Lampkin and administration	Concerns and Proposed plan of action and commitment of administration

Annual Review of the Audacious Faith II Report –

March 2009, 2010, 2011, 2012 – The Audacious Faith II Report will be reviewed by Vice President of Student Affairs, Dean of Office of African American Affairs, Director of Carter G. Woodson Institute, Black Student Alliance, OAAA Black Leadership Institute, and other administration and faculty members.

- March 2012 – Additional steps will be proposed by Audacious Faith II Student Committee

Departmentalization of the Woodson – Overall Completion Date - August 2011

(1) December 1, 2008 - Proposed plan of action

- August 2008A committee of Black students should be involved in constructing this plan – Committee will be chosen by the Black Student Alliance and OAAA Black Leadership Institute by

-This must include a budget predicting how much will be needed to create this department in terms of space, faculty members, administrations, and program budget that should be allotted to the Woodson Institute.

(2) January 2009 - Construction and Plan for the predicted amount of space and where the space can be given – This may not necessarily mean that another building has to be constructed, but a

strategic assessment of the space available and the amount of space that will be needed to house additional faculty and administration must be completed by the proposed date.

- March 2011 - Construction Complete –

(3) January 2010 – Begin Recruitment of Black faculty – Plan of initiation and contact/accepting applications –

- August 2011 - Recruitment complete

(4) August 2011 – Departmentalization of the Woodson Institute should be complete. Any additional concerns or proposals will be made at this date by the Audacious Faith team, the Black Student Alliance, and the Black Leadership Institute.

The Recruitment and Retention of Black Faculty & Graduate Students - Overall Completion Date - August 2010

(1) January 2009 - Centralization of Recruitment Efforts between Provost Office, Carter G. Woodson Institute, and ODE – Proposed plan of action to increase and improve diversity by this date.

- August 2009 – Approval of plan of action
- January 2010 – Recruitment and application process begins
- January 2011 – Increased number of Black Faculty in Carter G. Woodson
- Department and all other departments at the University

(2) January 2009 - Office of Graduate Student Diversity Programs should have a plan of action that will establish communication lines with the other departments so that recruitment of Black students can be assessed annually and recruitment efforts can be improved.

- August 2009 – Initiation of new recruitment efforts
- August 2010 – Increased number of Black graduate students

Office of African American Affairs - Overall Completion Date - August 2011

(1) January 2009 – Assessment of space and proposal for plan of action to meet the needs of the Office

- March 2009 – Construction or re-construction begins
- August 2011 – Complete

(2) August 2008 – Assessment of funding needs for programs for August 2009 and a proposal should be complete by this date.

- January 2009 – Funding decisions reviewed and decided upon
- August 2009 – Funds allotted

(3) August 2011 – Complete – Space; Funding; Cultural Programs Established

Relations between the Black Charlottesville Community and the University – Overall Completion Date - August 2010

(1) August 2008 – Centralization of public service between ODE and Public Service Office
November 2008 - Proposal for some form of a Public Scholars Program
March 2009 – Establishment of program
- August 2009 – Proposal for Public Service Fellowships
- November 2009 – Approved
- January 2010 – Complete/Application process can begin
- August 2010 – Fruition of Fellowship program

(2) January 2009 - Proposal plan for centralization of University's public service specifically to Charlottesville's Black Community
- March 2009 – proposal reviewed and approved
- August 2009 – Complete; Centralized public service plan begins

(3) January 2009 – Proposal for the recruitment and application process of faculty members for public service seminars and internship courses; also considering budget, space, course materials, etc.

- April 2009 – Plan approved
- August 2009 – Recruitment begins
- August 2010 – Recruitment Complete