DIVERSITY RECOMMENDATION INDEX: SUMMARY OF RECOMMENDATIONS AND PROGRESS RELATED TO DIVERSITY, EQUITY, AND INCLUSION AT THE UNIVERSITY OF VIRGINIA

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AUGUST 2017

ACKNOWLEDGEMENTS

The University of Virginia Office of the Vice President and Chief Officer for Diversity and Equity acknowledges Nancy Rivers, Leah Sumrall, and David Moltz of the Office of the President for their initial efforts reviewing reports and cataloging recommendations. We would also like to thank Anna Jones for her contributions to the initial draft of this manuscript.

ABSTRACT

At the request of the President of the University of Virginia (UVA), the Office of the Vice President and Chief Officer for Diversity and Equity completed the Diversity Recommendation Index which serves as a historical record of progress made pertaining to diversity, equity, and inclusion at UVA over the past several decades. A list of more than two hundred recommendations were compiled along with "actions taken" into a database. Overall, the index serves as a central reference for future planning around diversity, equity, and inclusion related goals and strategies. Many of the University's accomplishments related to diversity, equity, and inclusion stemmed from the recommendations outlined in the President's Commission on Diversity and Equity report published in 2004. Furthermore, many entities, such as community members, students, faculty, and staff, contributed to the University's progress. In more recent years, accomplishments include the creation of UVA's commitment to diversity statement, the implementation of the Diversity Data Dashboard, the establishment of the President's Commission on Slavery and the University, and the improvement of hiring practices. It is clear the University has progressed in many areas, yet still faces significant and ongoing challenges. Although the overall percentage of minority undergraduate students and faculty has increased in recent years, ongoing efforts are needed to increase the number of underrepresented undergraduate and graduate students, faculty, and staff. This narrative provides a summary highlighting significant actions taken as well as the challenges of cultivating a more diverse, equitable, and inclusive environment for learning and working.

INTRODUCTION

In early 2016, the President of the University of Virginia (UVA) requested a diversity, equity, and inclusion recommendations index to inform diversity strategic planning initiatives. The Diversity Recommendation Index serves as a historical index of progress against existing plans, recommendations, letters, and studies pertaining to diversity, equity, and inclusion at UVA. It provides an overview of related work that has been completed by different University entities across many years. The summary is structured to include various recommendations, their origins, and related actions. It is meant to be a living document, continually updated, rather than a complete or permanent history. While providing a foundation for future goals and actions, the summary serves as a central reference pertaining to diversity, equity, and inclusion related challenges and highlights opportunities for collaboration in meeting shared goals and addressing ongoing issues.

Student activism at UVA and around the nation was a driving force for compiling this index in addition to the need to chronicle the University's progress to develop a comprehensive diversity strategic plan for the future. There has been a wealth of activity at UVA and in the community focused on cultivating a more welcoming climate. Upon reviewing various reports, it is clear that the University has progressed in many areas, yet still faces significant and ongoing challenges. Recommendations were gleaned from the following documents:

- *Report to the Ad Hoc Committee on University Climate and Culture* (2015)
- *Towards a Better University* (2015)
- UVA Alumni For Change letter to President Sullivan (2015)
- *Embracing Diversity in Pursuit of Excellence: Report of the President's Commission on Diversity and Equity* (2004)
- *Envision Diversity* (2002)

- *An Examination of the University's Minority Classified Staff (The Muddy Floor Report)* (1996)
- *An Audacious Faith: Report on the Task Force on Afro-American Affairs* (1987)

BACKGROUND

The University of Virginia has a complicated and unique racial history. Thomas Jefferson, its founder, owned hundreds of slaves during his lifetime. The University's original Grounds were built by enslaved laborers, and its operations during its formative decades were completely dependent upon enslaved labor. African American students were not admitted to the University until the 1950s and full coeducation of men and women began in the 1970s. Recognizing the impact of this history on contemporary race relations and inequities, the University currently seeks to explore in depth its own early history with the goal of educating the public, as well as its students and employees, about the full history of the institution. President Sullivan acknowledged the University's troubled past in a letter titled "History as Lesson," published in the spring 2016 edition of Virginia Magazine. She discussed the importance of recognizing UVA's "discomfiting" racial history and the creation in 2013 of the President's Commission on Slavery and the University (PCSU). The President charged the PCSU with exploring and reporting on UVA's historical relationship with slavery and highlighting opportunities for commemoration.

Since the PCSU's establishment, the commission has made notable progress – in collaboration and consultation with many stakeholders – with recognizing and exploring the University's historical relationship with slavery and incorporating this knowledge into the story the University tells about its past. Partnering with the Office of the Architect for the University, the PCSU provided input on exhibits which were installed in the Rotunda prior to its reopening in 2016, ensuring that the role of enslaved people in the University's past is included. Through the work of the PCSU, progress has been made toward the establishment of a physical memorial commemorating enslaved laborers, and the Board of Visitors (BOV) has placed the memorial on the capital projects list. The upcoming bicentennial celebration will be a significant opportunity to garner support. The PCSU continues to research other sites and artifacts around Grounds and to interpret this history with a focus on memorialization. Similarly, the University Guide Service (U-Guides) has expanded the scope of the narrative about UVA, including a focus on the roles of African Americans and women.

In 2005, at the recommendation of the President's Commission on Diversity and Equity (PCODE), UVA created the institution's first chief diversity officer position. The Vice President and Chief Officer for Diversity and Equity (VPCODE) and members of the Office for Diversity and Equity (ODE) provide leadership, information, consultation, coordination, and assistance to the various units and constituencies within the University of Virginia in an effort to embrace diversity and equity as pillars of excellence, synergize actions at all levels of the institution, and cultivate inclusiveness and mutual respect throughout the community. The VPCODE chairs the Diversity Council which was established in 2006 to provide a forum where representatives from across Grounds discuss strategies and methods to make UVA a more diverse and welcoming institution. The Diversity Council developed a commitment to diversity statement that was ultimately adopted by President Sullivan in 2011 and serves to broadcast a clear, public statement on the importance and meaning of diversity at UVA:

> "Diversity stands with ethics, integrity, and academic excellence as a cornerstone of University culture. The University promotes an inclusive and welcoming environment that embraces the full spectrum of human attributes, perspectives, and disciplines. When people of different backgrounds come together, they exchange ideas, question

assumptions (including their own), and broaden the horizons for us all. A University of Virginia community rich in diversity affords every member equal respect – and provides a forum for understanding our differences as well as our commonalities." [1]

The University's commitment to diversity is demonstrated at the highest level of the administration with the intention of permeating all schools, units, departments, and programs.

Faculty, staff, and students who demonstrate exceptional leadership in the promotion of diversity, equity, and inclusion values are recognized in a variety of ways across the University. The John T. Casteen III Diversity-Equity-Inclusion Leadership Award honors a community member who has worked to develop a more diverse, equitable, and inclusive UVA. The Black Faculty and Staff Employee Resource Group recognizes exceptional employees through the Armstead Robinson Faculty Recognition Award and the Lincoln Lewis Staff Recognition Award. The Office for Equal Opportunity and Civil Rights (EOCR, formerly the Office of Equal Opportunity Programs (EOP)) recognizes EOP Champions who perpetuate the principles of equal opportunity and exhibit leadership qualities resulting in notable contributions to the cause of social justice and equal rights. Additionally, UVA's performance evaluation system Lead@UVA includes an optional competency titled "Commitment to Diversity and Equity," awarded to those who demonstrate a commitment to equity and diversity in their work and collaborate with diverse individuals and groups to develop an environment that is equitable, inclusive, respectful and cooperative.

Students, faculty, staff, and media outlets promote dialogue related to diversity through various venues. In multiple media forms, University Communications has made a thoughtful and deliberate effort to offer authentic, positive, and compelling presentations that celebrate the UVA experience, including the robust diversity of expression of people, backgrounds, and ideas. The Black Student Alliance (BSA) and the Minority Rights Coalition (MRC) both have weekly columns in the Cavalier Daily dedicated to discussing minority rights. Sustained Dialogue groups meet weekly to provide a space for students to engage in discourse on diversity, while Dialogues Across Grounds affords this opportunity for faculty and staff. President Sullivan started the Respectful Workplace Initiative in 2012, which helps create an atmosphere of openness and respect. Faculty and staff are strongly encouraged to take the Respect@UVA training, and twenty-nine percent of faculty and staff have taken the training.

While these initiatives are important for cultivating a more inclusive UVA culture, there are also important systems and policies in place to address instances of disrespect and discrimination as they arise.[2] All faculty and staff are required to complete a "Preventing and Addressing Discrimination, Harassment, and Retaliation" training at least every two years. Students, faculty, and staff are encouraged to use the centralized Just Report It [3] system to report acts of bias, hazing, and/or sexual and gender-based violence. When an incident is reported (which may be done anonymously), a staff member in the Office of the Dean of Students (ODOS) is alerted. Reports are handled promptly and with confidentiality. In order to address issues not covered under Title VII, an ombudsman position was created to investigate complaints and serve as a neutral party to resolve conflict. When warranted, public statements demonstrating support for the University community after incidents of bias have been made by administrative officials including the President, Executive Vice President and Provost, Vice President and Chief Student Affairs Officer (VPSA), Dean of Students, representatives from the Office of African American Affairs (OAAA), VPCODE, and deans of schools.

MINORITY STUDENT RECRUITMENT, RETENTION, & FINANCIAL AID

Many efforts have been enhanced in recent years with the underlying goal of diversifying the student body. The Office of Undergraduate Admission has made strides in its recruitment strategies, although recruitment remains a significant challenge. The Undergraduate Admission Outreach Office has enhanced its activities for minority students to include more special visitations, recruitment-related travel, involvement with middle school students, and on-Grounds events. The Office of Undergraduate Admission continues to host "Fling" and "Blast" weekends in order to recruit admitted minority students and works with U-Guides to synchronize their efforts and messaging. Admission officers visit numerous in-state and out-of-state high schools to recruit talented minority students. The Office of Undergraduate Admission plans to allocate a portion of an anticipated budget increase to provide additional travel funds to low-income prospective students and their families.

President Sullivan has increased personal direct outreach contacts to targeted public schools with high percentages of minority students. The Office of Undergraduate Admission is working with a search tool that will help identify and develop relationships with prospective minority students earlier in their high school careers. The Office of the President will provide short-term funding to utilize vendor services to coordinate a series of communications, such as the President's letter, sent to targeted minority and low-income students.

In the 2015-16 year, two regions within the state, Tidewater and Richmond, were identified to become new members of the Virginia Alumni Admission Network's (VAAN) recruitment efforts. Through VAAN, alumni volunteers engage with prospective students during dozens of college fairs annually and through participation in programs such as admission and alumni panels. These volunteers connect with admitted students with the goal of increasing the yield of underrepresented students at the University.

The launch of AccessUVA in 2004 and the discontinuation of the Early Decision program (which was deemed unfair to low-income students) in 2007 were notable milestones related to undergraduate student diversity. The Office of Undergraduate Admission worked closely with University Communications to publish a financial aid brochure for distribution to prospective students, to create new video material to show during information sessions, and to redesign the Office of Undergraduate Admission website. New liaison positions were created between the Office of Undergraduate Admission and Student Financial Services (SFS) to help families navigate the financial aid process. The Dean of the Office of Undergraduate Admission will meet with representatives from SFS to reconsider the process and timeline for packaging financial aid information for prospective students.

In order to significantly increase the number of enrolled underrepresented minority students (URM), UVA must remain competitive with peer institutions by expanding its financial aid and merit-based scholarship opportunities. To facilitate this, University Advancement created and filled the Director of Development for Scholarships position. One scholarship opportunity is the Hoel Perkins Scholarship, which is limited to African American students who demonstrate financial need. In 2015, the Ridley Scholarship Family of Funds hired its first full-time Director of Development with the goal of offering full scholarships to prospective students. The Dean of the Office of Undergraduate Admission recommends doubling the number of University Achievement Awards which, given the criteria, may have an impact on the number of minority students who choose to enroll. In addition, the Dean recommends expanding the Blue Ridge Scholarship, which focuses on first-generation and low-income students.

The University supports programs for direct academic and social support for minority students—including peer mentorship education—and provides assistance to cultural groups. The Division of Student Affairs has expanded its peer education networks and works closely with peer educators to support new students as they transition to University life and assists returning students who seek to enrich their education through experiences outside the classroom. The Transfer Peer Advisor Program, the OAAA Peer Advisors Program, the Peer Mentoring Program for incoming Hispanic/Latino students, and the Peer Advising Family Network for incoming Asian/Asian Pacific American students all aim to support the unique needs of their different constituencies.

The ODOS Program Coordinators work with multiple minority student groups to support their needs. The Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) Center supports students in its recently renovated, larger space and provides Safe Space training widely across Grounds to students and employees. The Maxine Platzer Lynn Women's Center, a respected resource on Grounds and in the larger community, provides a wide array of support services including counseling, sexual and domestic violence education and outreach, and eating disorder support. In fall 2016, the Multicultural Student Center opened in Newcomb Hall as a result of student advocacy. In addition, the Division of Student Affairs and the VPCODE provide planning and financial support to numerous student organizations for the coordination of cultural programs. The UVA Inclusion, Diversity, Equity, and Access (IDEA) Fund, established in December 2010 in collaboration with the ODE, allocates a portion of its annual budget to support student programs focused on diversity and inclusion.

In addition to the Diversity Council, the ODE coordinates a number of committees that bring together various members of the University community to discuss diversity, equity, and inclusion related topics, including its two sub-committees: the Lesbian, Gay, Bisexual, and Transgender (LGBT) Committee and the Disability Advocacy and Action Committee (DAAC). ODE staff provide administrative support to these committees as well as the Women's Leadership Council. All ODE committees appoint undergraduate representatives to lend a student perspective.

With input from members of United for Undergraduate Socioeconomic Diversity (UFUSED) and as part of UVA's new Total Advising initiative, President Sullivan hosted a networking event for first-generation students and faculty who were first-generation undergraduate students. The event facilitated new connections between first generation students and faculty, with the goal of encouraging academic and career advising as well as personal mentoring. In fall 2015, UVA's undergraduate enrollment included 1,525 students who were first in their families to attend college, representing 9.7 percent of the undergraduate student body. Resources for first-generation students are available, and a list of the over 225 self-identified faculty who were first-generation students is hosted online by the Office of the Executive Vice President and Provost.[4]

The Office of Graduate Student Diversity Programs was established in 2006 and works to ensure that new and continuing graduate and professional students, as well as postdoctoral scholars, feel encouraged to contribute to the social and scholarly environment at UVA. Through outreach efforts at graduate school fairs, application fee waivers, orientation activities, graduate student advising, and additional resources, the Office works toward creating a more welcoming and supportive community, and is committed to the identification, retention, mentoring, and graduation of a highly talented and diverse graduate student population. The Office welcomes students from traditionally underrepresented backgrounds to participate in the Mentoring Institute, an interdisciplinary, inter-ethnic mentoring program. Through the Mentoring Institute, first year students develop longitudinal relationships with dedicated faculty members who believe that

diversity, with its many facets, serves as a cornerstone for scholarship and innovation among a community of learners.

In 2007, the National Science Foundation's (NSF) Louis Stokes Alliance for Minority Participation Program awarded the first of three five-year grants to the Virginia-North Carolina (VA-NC) Alliance to increase the number of URM students who obtain science, technology, engineering, and mathematics (STEM) degrees from its nine partner schools (including four Historically Black Colleges and Universities (HBCUs)): Bennett College, Elizabeth City State University, Johnson C. Smith University, and Saint Augustine's University. Since 2007, the VA-NC Alliance has increased the number of URM students who obtain STEM degrees by 156 percent. The VA-NC Alliance collaborates with the Director of Diversity Programs in the Office of Graduate and Postdoctoral Affairs to recruit its students into graduate school, with particular emphasis on students from HBCUs.

CLASSROOM CLIMATE AND CURRICULUM

Classroom and residential experiences provide prime opportunities for all students to engage in discussions across multiple areas of difference. Beginning with orientations and the resident life program, all first year students engage in programs that address issues of diversity and civility as part of University community expectations. The Office of Orientation and New Student Programs plans to continue building upon the social-belonging practices involved in its programming in order to develop stronger connections between students. The VPSA and the ODOS are assessing implicit bias training options for all incoming first year students for the 2017-18 academic year.

In addition to first year requirements, optional opportunities for deeper dialogue are available for those who choose. For example, UVA is one of the nine original members of the Sustained Dialogue Campus Network (SDCN) national organization. Students lead Sustained Dialogue on Grounds using the organization's approach to developing leaders who engage differences as strengths to improve communities. The College and Graduate School of Arts & Sciences (A&S) has hosted large-scale events attended by a mix of undergraduate students, graduate students, staff, and faculty to address diversity concerns and the need for an inclusive climate on Grounds, including a University-wide "Dialogue on Community" in April 2015 and a school-wide "A&S Diversity Forum" in December 2015.

At the request of the PCODE, the Office of the Executive Vice President and Provost provided additional funds to support the development of courses that expand the study of diversity in the curriculum. Over three years, $180,000 was made available to provide course development grants of $9,000 per course to faculty members. Proposals were solicited, selected, and funded for approximately twenty new courses to include a substantial component on diversity and intended to become permanent additions to the curriculum. This effort was continued in the University Seminars (USEMs) program. USEMs are designed to give first year students the opportunity to develop critical-thinking skills and explore new ideas in an environment that encourages interactive learning and intensive discussion. Each year, solicitations include a paragraph requesting proposals for new USEM courses that address topics related to diversity in its broadest sense.

Beginning in 2016-2017, the General Curriculum Committee in the College piloted new General Education requirements which include a focus on developing citizen leaders for a complex world and offer a number of engagements including "Engaging Difference." In 2015-2016, members of the PCSU created and offered for the first time a new interdisciplinary course titled "Slavery and Its Legacies," providing the opportunity for students to learn about this area of UVA's history.

Faculty and staff have worked to increase the number of civic engagement courses and other community-engaged learning opportunities for students. In 2009, the Jefferson Public Citizens (JPC) program began providing students with opportunities to earn credit for community-engaged learning. JPC is a comprehensive academic public service program that integrates students' service and research experiences throughout their time at UVA. In addition, pre-health, nursing, and medical students have opportunities to engage in experiential learning through community health fairs organized and supported by University departments. The Community Based Undergraduate Research Grants (CBURG) program also provides opportunities for students to develop research projects that apply their academic skills, experiences, and ideas to real world problems. The newly created Program Coordinator for Public Service, within the ODOS, will have primary responsibility for connecting students, faculty and community partners to opportunities for community engagement, co-curricular service, experiential learning, and social entrepreneurship in ways that integrate public service into the student experience.

MINORITY FACULTY & STAFF RECRUITMENT & RETENTION

The University is committed to equal employment opportunity and affirmative action in accordance with law. The University of Virginia does not discriminate on the basis of age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family and genetic information. EOCR provides resources related to policies, procedures, and initiatives that apply to students, faculty, and staff in areas such as accessibility, employment equity, complaint investigation, and prevention and response to all forms of discrimination. In response to the recommendations made by the PCODE, EOCR developed a mandatory recruitment and hiring training program for all faculty search committees and hiring officials, effective August 1, 2005, revised in 2008 and 2010. Its purpose is to provide guidance to search committees and hiring officials on designing and conducting legal and effective searches, recruiting and hiring the best applicant for the position, and efficiently managing crucial steps in the search process.

The Office of the Executive Vice President and Provost provides an array of leadership development programming for department chairs and program directors, including diversity-related training. The Academic Search Portal [5] offers further information about implicit bias and related tools. Some schools are making additional efforts toward ensuring search and hiring processes are fair and equitable. For example, the College routinely shares data analyses of gender and underrepresented minority diversity with department chairs, program directors, and chairs of faculty search committees. Search committees are held accountable for ensuring that applicant pools include highly-qualified candidates who demonstrate a strong commitment to the principles of diversity, equity, and inclusion. Applicant pools lacking in these candidates are asked to re-advertise, particularly to ensure that individuals demonstrating such commitment are more likely to be made aware of the opening.

To assist the University community in tracking progress related to recruitment and retention efforts, the Diversity Data Dashboard [6] was developed and published in 2014. The dashboard makes data pertaining to staff, faculty, and student gender and racial diversity for each school and business unit readily accessible in a user-friendly format. It is maintained by the ODE, which provides updates annually in collaboration with the Office of Institutional Assessment Studies. Other statistics such as turnover and hiring at the University and individual unit levels are made available to the

public by the University Human Resources office (HR). Data from the Student Experience in the Research University (SERU) survey as well as staff and faculty surveys provide additional data pertaining to climate.

From 2009 to 2015, the overall percentage of racial minorities within the student body, faculty, and staff increased, as shown in Table 1. Detailed data can be found by visiting the Diversity Data Dashboard. While total URM faculty increased slightly, the number of Native American faculty remained unchanged and the number of African American faculty declined. The ODE provided data to deans on African American faculty, and in fall 2016, nine additional African American faculty members joined the University. This effort is consistent with the commitment from the Office of the Executive Vice President and Provost to recruit faculty who have made a demonstrated commitment to diversity to apply.

In the past, a significant barrier to recruiting women faculty members to apply has been a lack of dual career options. In response to this need, UVA CHARGE [7], a NSF ADVANCE program, held a Tournament of Ideas in the fall of 2014 focused on dual career solutions and a faculty survey on the topic was conducted in the fall of 2015. As a result of ideas generated from these initiatives, the Office of the Executive Vice President and Provost hired a Director of Dual Career Programs in 2016.

Within various departments and offices, considerable progress has been made on interdisciplinary collaborations, including interdisciplinary hires. These hires lower barriers to collaboration with faculty from multiple schools and departments and provide needed financial support. Part of UVA's Strategic Plan includes a plan to hire faculty in strategic, collaborative areas of research and scholarship.[8] The plan involves nine schools whose deans submitted proposals for interdisciplinary faculty positions that build on academic strengths and focus on increasingly important social and scientific issues. President Sullivan asked deans to collaborate in submitting proposals for hiring additional tenured and tenure-track faculty members. A committee of vice provosts and professors reviewed requests for 54 positions and approved 20 joint-hire searches.

Schools are beginning to appoint Associate Deans for Diversity & Inclusion who meet together in order to share best practices. In addition, a new Arts & Sciences initiative called Directors of Diversity & Inclusion (DDI) requires one faculty member to be appointed by departmental chairs to bring best practices concerning diversity, equity, and inclusion to every aspect of academic life in their unit. This role will rotate every three years, so that over time many faculty members will have the opportunity to serve in this leadership role. The DDI's work collectively via monthly meetings, training, retreats, and continual interaction with the Dean's Office to make recommendations to address issues related to diversity, equity, and inclusion. The DDI also serves as a member of or consultant to faculty search committees. This provides substantial freedom from earlier practices, which often left a single faculty member in a given unit to serve as the only representative of diversity considerations, leading to an unfair service burden. The DDI program may be replicable to other schools at UVA.

The Center for Teaching Excellence provides a program called "Excellence in Diversity Fellows," which promotes intellectual community and professional growth for new and diverse faculty. The program advances the University's goal to make diversity an integral part of the institution's academic excellence and enhances curriculum. It cultivates new faculty members' connections to UVA and assists them in learning how to navigate the challenges of being junior faculty members. Furthermore, employee resource groups such as the Black Faculty and Staff Employee Resource Group and the UVA Military Veterans Community serve as support networks to their participants.

SIGNIFICANT AND ONGOING CHALLENGES

This section focuses on recommendations that should be prioritized for action in the near future in order to further improve the climate at the University. These were selected from the Diversity Recommendation Index because they are either significant challenges, locally and/or nationally; persistent recommendations over time and through multiple reports; and/or time-sensitive issues.

Diversity & Inclusion Education Opportunities

To create a broader and lasting impact on the University community, diversity training opportunities that address implicit bias and cultural awareness across the full spectrum of diversity should be institutionalized and made accessible to all students and employees of the University. Various units around Grounds offer valuable diversity training workshops such as Safe Space and Multicultural Fluency. In order to develop more awareness regarding disabilities, EOCR developed an Accessibility Ally training available upon request. The availability of these trainings should continue to expand so that all members of the University community have the opportunity to participate. In November 2015, the VPCODE organized Diversity Dialogues, a two-day series of diversity training workshops with a focus on implicit bias. Through breakout sessions such as "Implicit Attitudes 101" and "Creating Inclusive Classrooms," students, faculty, and staff engaged in dialogues on diversity, equity, and inclusion related topics with the goal of unifying efforts across Grounds and creating a more inclusive UVA. The continuation of these trainings is dependent upon the volunteerism of the individuals who provide them. To capitalize on the success of this series, a Cornerstone Program project team is developing a set of recommendations aimed at institutionalizing diversity training for faculty and staff at UVA. The Division for Student Affairs and the ODOS are implementing implicit bias training that would include online modules followed by in-person sessions for all incoming first year students.

EOCR developed an online training program for all University staff hiring officials, which must be successfully completed prior to posting any staff position. EOCR continues to provide face-to-face training upon request by any search committee chair or hiring official. The online Academic Search Portal,[9] which offers information about implicit bias and related tools, has the capability to reach a broad audience, but cannot be tailored to individual training needs. While these trainings are an important component of the hiring and recruitment process, additional diversity, equity, and inclusion related trainings would improve the search and hiring processes.

Minority Student Recruitment & Retention

Although the University is actively working to increase the percentage of minority students and improve the climate, efforts must be strengthened for both undergraduate and graduate student recruitment. In addition to the actions discussed earlier in the summary (e.g., improved financial aid, University Achievement Awards, and Blue Ridge Scholarships among other strategies), transparency of communication between administration and students, faculty and staff should be increased, particularly around financial aid packaging and AccessUVA. UVA should consider additional means of improving the climate in order to increase recruitment and retention.

To support students with disabilities and educate the University community about disability culture, it was recommended that a disability cultural center be created. Members of the DAAC wrote a proposal to the Jefferson Trust requesting funds for an online disability cultural center, but the proposal was not funded. Members suggested that the students leading the Multicultural Student Center Initiative engage students with disabilities in the design and implementation of the center.

Minority Faculty & Staff Recruitment & Retention

The University must recruit and retain administrators with a background in diversity, equity, and inclusion, as well as increase the representation and visibility of women and minorities in positions of governance, including senior administrative and academic positions. While some progress has been made in this area with several senior-level appointments, more is needed. The Diversity Data Dashboard, which provides data on the composition of the University's faculty, staff, and students, is a tool that can be used to inform recruitment and retention efforts. The ODE communicates annually with the deans about the demographics of their faculty, staff, and students by referencing the Diversity Data Dashboard. The Executive Vice President and Provost requested diversity plans from each of the schools, and it is anticipated that these will inform future strategic planning efforts. UVA CHARGE provides demographic data sheets to departments informing them about the pipelines for their particular fields. The Office of the Executive Vice President & Provost has expanded CHARGE's efforts to include arts and humanities, with plans to expand to additional areas. The Office of the Executive Vice President and Provost is committed to the recruitment, retention, and promotion of URM faculty, which is enhanced by Target of Opportunity and cluster hiring. With a change to the promotion and tenure appeal process for faculty, all denials of promotion and tenure will be reviewed, even those which are not appealed.

As a key contributor of African American scholarship and recruiter of Black faculty, the Carter G. Woodson Institute for African American and African Studies should be expanded both physically and financially. An increase in budget and space will ensure it receives adequate support throughout the process of transitioning to departmental status. Additionally, the University should assure appropriate institutional support for the Women, Gender & Sexuality Program and the Maxine Platzer Lynn Women's Center, especially to implement new programs, provide additional space, facilitate joint appointments, fund full- and part-time staff, and increase operating funds.

At each level of authority within the institution, employees should be held accountable for their records of accomplishment in hiring, retention, salary equity, and climate. Therefore, a component measuring "commitment to equal opportunity" should be added to annual evaluation of all University hiring officials.

Childcare & Family Leave

Currently, a faculty member who is tenured, tenure-track, or non-tenure-track with an appointment of one year or more may request up to three weeks of leave with full pay or six weeks of leave at half-pay upon becoming a parent. This could be either through the birth of a child or through adoption, placement of a foster child, or assumption of legal guardianship of a child under seven years of age. In addition to the period of paid leave, the faculty member may request an additional nine weeks of unpaid parental leave. Additional non-paid parental leave must be taken through Family Medical Leave (FMLA). Faculty and staff who give birth may apply for short-term disability leave through HR. Staff members who become parents but are not the birth-parent are not eligible for additional paid leave other than the usual allotted sick/vacation leave. Twelve weeks of paid leave should be made available for both childbirth and adoption, to be taken by either parent as faculty or staff. Additionally, UVA's childcare programs should be expanded and subsidized so that they are an economically viable option for all employees and graduate students. Though UVA's childcare programs were expanded in 2011, there has been no known action taken regarding subsidies – these should be considered.

Living Wage

The President has stayed true to her commitment to help improve the salaries of employees at UVA. The University

established its own minimum hiring rate, which has increased by two percent annually for the past several years. In July 2016, the minimum hiring rate increased by 22.2 percent, a 4.4 percent per year over the past five years since the Presidential commitment was made. Market analyses of all public colleges and universities in Virginia indicate that the University's minimum hiring rate is set at the second highest in the Commonwealth of Virginia. While these improvements are commendable, the University should enhance efforts by conducting ongoing reviews of efforts to improve fair compensation for all employees associated with UVA.

Curriculum

The General Curriculum Committee in the College is piloting new General Education requirements which include a focus on developing citizen leaders for a complex world and offer a number of engagements including "Engaging Difference." It is anticipated that this engagement will offer students enhanced opportunities to gain knowledge and experiences related to diversity. While this is a step in the right direction, there may be opportunities for additional change with the pilot of the curriculum reform. For example, the University should survey existing course offerings related to power-based inequities, identify gaps, and recruit faculty to fill those gaps.

CONCLUSION

This summary of the Diversity Recommendation Index provides a foundation for future goals and strategies concerning diversity, equity, and inclusion and serves as a central reference for ongoing work. The University demonstrates progress in many diversity, equity, and inclusion related areas, such as the increase of the undergraduate and graduate students and faculty with differing backgrounds who demonstrate a commitment to diversity, equity, and inclusion. In order to achieve an even more diverse, equitable, and inclusive climate, there are opportunities to improve (e.g. diversity and inclusion training, childcare and family leave, living wage, and further recruitment and retention of students, faculty, and staff with differing backgrounds who demonstrate a commitment to diversity, equity, and inclusion). While this narrative provides a summary highlighting significant actions taken as well as existing challenges, the following index provides a detailed response to the recommendations compiled from the documents mentioned in the introduction.

NOTES

1. Sullivan, T. (2016). UVA Commitment to Diversity. Retrieved from http://president. virginia.edu/uva-commitment-diversity
2. Rector and Visitors (2015). Policy Directory University of Virginia. Retrieved from http://uvapolicy.virginia.edu
3. Sullivan, T. (2016). University of Virginia Just Report It. Retrieved from http://www.virginia.edu/justreportit
4. First-Generation College Graduates on Faculty at UVA. (2017). Retrieved from http://provost.virginia.edu/first-generation-college-graduates-faculty
5. U. Va. CHARGE (2015). The Academic Search Portal. Retrieved from http://UVAsearchportal.virginia.edu
6. Rector and Visitors (2017). Diversity Dashboard University of Virginia. Retrieved from http://diversitydata.virginia.edu
7. U.Va. CHARGE. (2016). Diversity recommendation index: CHARGE contributions.
8. Sullivan, T. (2013, November 18). The Cornerstone Plan. Retrieved from http://planning.virginia.edu/sites/planning.virginia.edu/files/Cornerstone-Plan-December-2013.pdf (Pages 34-36)
9. The Academic Search Portal

TABLE 1: MINORITY* TOTALS, 2009-2016

	2009	2010	2011	2012	2013	2014	2015	2016
Undergraduate Students	3643 (25.5%)	3907 (27.0%)	4058 (27.8%)	4138 (28.3%)	4235 (28.4%)	4457 (28.9%)	4575 (29.2%)	4796 (30.2%)
Graduate Students	907 (13.7%)	1073 (16.2%)	1110 (17.0%)	1103 (17.1%)	1080 (17.0%)	1080 (16.9%)	1147 (18.2%)	1227 (18.9%)
Faculty	309 (12.7%)	328 (13.6%)	325 (13.4%)	351 (14.5%)	375 (15.2%)	399 (15.5%)	440 (16.5%)	483 (17.5%)
Staff	1084 (17.7%)	1115 (18.1%)	1120 (18.2%)	1158 (18.9%)	1168 (19.2%)	1156 (19.0%)	1171 (19.4%)	1244 (19.4%)

*The Minority category includes: African American, Asian American, Hispanic American, Multi-Racial American, Native American or Alaskan, Native Hawaiian or Pacific Islander.

DIVERSITY RECOMMENDATION INDEX: APPENDIX

The following appendix outlines more than two hundred recommendations along with actions taken to date. The recommendations were gleaned from the following documents:

- Allen, H.W., Apprey M., Beard T., Bennett, C.T., Brown, J., Deese, J., ... Trindle, C. (1987). An audacious faith: Report of the task force on Afro-American affairs.
  (AF, 1987)
- Black Student Alliance. (2015). Towards a better University.
  (TaBU, 2015)
- Culture Working Group. (2015). Report to the Ad Hoc Committee on University Climate and Culture.
  (CWG, 2015)
- Davis, A.M., & Smith, M.J. (2004). Embracing diversity in pursuit of excellence: Report of the President's Commission on Diversity and Equity.
  (PCODE, 2004)
- Office of Equal Opportunity Programs. (1996). An examination of the University's minority classified staff (The muddy floor report).
  (MF, 1996)
- Office of the Vice President and Provost. (2002). Envision diversity.
  (ED, 2002)
- UVA Alumni For Change. (2015). UVA Alumni For Change letter to President Sullivan.
  (AFC, 2015)

The recommendations were organized into categories developed by the President's Office. Recommendations are presented in bold, and actions taken to date are presented in italics.

I. UNIVERSITY CLIMATE AND CULTURE: POLICIES, PROCEDURES, AND ADMINISTRATION

A. President and Dean of Students to deliver statements promoting acceptance and acknowledgement of the University's troubled past. (TaBU, 2015, p. 7)

1. *In 2015, statements were made by the President, Dean of Students, representatives from Office of African American Affairs (OAAA), and Vice President and Chief Officer for Diversity & Equity (VPCODE) following the Rolling Stone and Martese Johnson incidents.*
2. *President Sullivan published a letter in the spring 2016 edition of Virginia Magazine titled "History as Lesson" that focused on UVA's historical relationship with slavery.*

B. Administrators and student media outlets must use existing communication channels to start, continue, and deepen discussion of racism/ethnocentrism. (TaBU, 2015, p. 7)

1. *The Black Student Alliance (BSA) now has a weekly column in the Cavalier Daily.*
2. *Sustained Dialogue groups meet weekly to provide a space for students to discuss these issues.*
3. *Dialogues Across Grounds provides this opportunity for faculty/staff.*

C. Required public comment period at Board of Visitors (BOV) Meetings. (TaBU, 2015, p. 8)

1. *At this time, there is no public comment period.*

D. Immediate, in-depth, recurring study on the condition of Black people at UVA akin to "Audacious Faith" report. (TaBU, 2015, p. 8)

1. *No comprehensive study has been undertaken to date, but some data on climate is obtained through the Student Experience in the Research University (SERU) survey, along with staff and faculty surveys.*

E. Capital Campaign to create a permanent, proper slave memorial on Grounds. (TaBU, 2015, p. 10)

1. *Through efforts of the Memorial for Enslaved Laborers (MEL) student group, the President's Commission on Slavery and the University (PCSU), and Office of the Architect for the University, the BOV approved Höweler and Yoon Consulting to design a memorial to enslaved laborers.*
2. *A plan for a physical memorial on Grounds is in development.*

F. Create an ombudsman position to be actively involved in addressing problems that do not rise to the level of discrimination as defined by Title VII, thus working on "climate" issues. (MF, 1996, p.3)

1. *Duties of the current UVA Ombudsman include: discuss problems/concerns to identify and evaluate options to resolve problems; provide information on resources within the University that may help; open avenues of communication, investigate complaints, and gather information; serve as a neutral party to solve problems and resolve conflict without taking sides; identify problem areas facing faculty, staff, and students; and recommend changes in University policies and procedures.*

G. Provide incentives and rewards, both financial and other, for schools and other administrative units of the University where faculty, staff, and student populations reflect a diverse mix of individuals. (PCODE, 2004)

1. *The John T. Casteen III Diversity-Equity-Inclusion Leadership Award and other diversity awards have been established at the University of Virginia to incentivize community members to develop a more diverse, equitable, and inclusive UVA.*
2. *The performance evaluation system LEAD@ includes an optional competency: Commitment to Diversity and Equity. The description is as follows: "Demonstrates a commitment to equity and diversity in one's work. Collaborates with and involves others with divergent viewpoints, as well as diverse people and groups, contributing to developing an environment that is equitable, inclusive, respectful and cooperative."*
3. *Black Faculty and Staff/Faculty and Staff Recognition Awards*
4. *Serpentine Society Outstanding Service Award*

H. Broadcast a clear statement from the president—in the Faculty Senate and in the media—on the importance of diversity and what diversity means. (ED, 2002, p. 9)

1. *President Sullivan issued UVA's Diversity Statement in 2011 (http://president.virginia.edu/UVA-commitment-diversity).*

I. Express a commitment to cultural change at every level of the organization. (ED, 2002, p. 9)

1. *In 2014, President Sullivan formed the Ad Hoc Committee on University Climate and Culture and charged the group with formulating recommendations to improve the University's distinctive culture.*

J. Be more honest in our rhetoric about Jefferson and about the role of African Americans in the University's history. (ED, 2002, p. 10)

1. *The PCSU partnered with the Office of the Architect for the University to provide input on the new exhibits installed in the Rotunda, which includes the roles of enslaved people in the University's early years.*
2. *The University Guide Service (U-Guides) has expanded the scope of the narrative about UVA, including*

focusing more on the roles of African Americans and women.

K. Create an atmosphere of openness and respect in which the Golden Rule prevails. (ED, 2002, p. 10)

1. *In 2012, President Sullivan initiated the Respectful Workplace Initiative. UVA faculty and staff are encouraged to take the "Respectful Workplace" training. In 2014, 1,363 faculty and staff members took this training.*

L. Develop new terms for describing diversity that treat people as human beings rather than members of a racial or gender category. (ED, 2002, p. 10)

1. *The Diversity Statement issued by President Sullivan in 2011 defines diversity in its broadest sense and across the spectrum of human differences: "Diversity stands with ethics, integrity, and academic excellence, as a cornerstone of University culture. The University promotes an inclusive and welcoming environment that embraces the full spectrum of human attributes, perspectives, and disciplines. When people of different backgrounds come together, they exchange ideas, question assumptions (including their own), and broaden the horizons for us all. A University of Virginia community rich in diversity affords every member equal respect – and provides a forum for understanding our differences as well as our commonalities." (http://president.virginia.edu/UVA-commitment-diversity)*

M. Create a better alignment between responsibilities and authority so that staff members feel ownership of what they do. (ED, 2002, p. 10)

1. *This is accomplished through the LEAD@UVA performance evaluation system.*

N. Ensure that there is a commitment to diversity at the highest level of the University's administration—including the Board of Visitors—and that this commitment filters down into all departments and programs. (ED, 2002, p. 11)

1. *President Sullivan endorsed UVA's Diversity Statement in 2011 (http://president.virginia.edu/UVA-commitment-diversity).*
2. *The Executive Vice President and Provost requested diversity plans from the deans of each of the University's schools.*
3. *The VPCODE position and the Office for Diversity and Equity (ODE) were created in 2005.*

O. Many of the collaborations with faculty and students from other schools are simply ad-hoc, based on personal relationships, because there are perceived to be administrative barriers to this type of cross-functional work (between schools, and sometimes between departments as well). The University should work to lower these barriers and provide financial incentives (or at least remove disincentives) to collaboration. (ED, 2002, p. 11)

1. *Much progress has been made on interdisciplinary collaborations, including interdisciplinary hires. The progress of cluster hires and Pan-University Institution are examples.*

P. Establish a President's Advisory Council for Black Alumni (which includes the senior University Administrators) who can serve as a 'kitchen cabinet' to your office to provide advice and guidance in the strategic planning and implementation of the above and other such recommendations. (AFC, 2015)

1. *In 2015, a group of alumni expressed interest in forming a Black Alumni Interest Group (AIG). This group has been partnering with the Alumni Association to determine the broad level of interest in and the viability of forming such a group.*

2. *President Sullivan formed a Presidential Advisory Group of Black Alumni that met for the first time in fall 2016.*

3. *In addition, the ODE established the UVA Inclusion, Diversity, Equity, and Access (IDEA) Fund Trustee Board in 2010, which consists of alumni, including Black alumni.*

Q. Create a clear system for "incident reporting" that allows students to report cases of inappropriate and/or disrespectful behavior and provides a way to address such cases. (PCODE, 2004, p. 6)

1. *The University has instituted a reporting system titled Just Report It, which alerts a staff member in the Office of the Dean of Students (ODOS) when an incident is reported. Reports are handled promptly and with confidentiality.*

R. Provide access to all policies (faculty and classified) on a single, central Web site. (PCODE, 2004, p. 10)

1. *The Office of the Vice President for Finance funded the creation and maintenance of a central website to house the policy information. The University policy directory is posted online: www.virginia.edu/UVApolicies/.*

S. Link knowledge of the University's resources and opportunities to the community. (PCODE, 2004, p. 10)

1. *The Community Relations Unit unites the University with its surrounding community through outreach efforts designed to provide accurate, timely information about UVA's programs, services, news, and developments. The Unit helps foster better understanding of the University's priorities while ensuring positive relations between the University and its neighbors.*

II. UNIVERSITY CLIMATE AND CULTURE: IN THE CLASSROOM

A. Mandatory online summer cultural competency training module and mandatory fall orientation presentation. (TaBU, 2015, p. 7)

1. *The Office of the Dean of Students (ODOS) has established implicit bias training (to include online modules followed by in-person sessions) for all incoming first year students beginning 2017 and scheduled for testing in 2016.*

B. Students at UVA must be knowledgeable about and conscious of the history of racial oppression and discrimination at UVA/in Charlottesville (historical and current) by either: (a) mandatory 1-credit course at University during first year, (b) First Year Project on existing form of oppression through housing/residence life, or (c) a 3-credit seminar analyzing systems of power in regards to race, sex, sexual orientation, etc. (TaBU, 2015, pp. 8-9)

1. *The General Curriculum Committee in the College and Graduate School of Arts & Sciences (the College) is piloting new General Education requirements, which include a focus on developing citizen leaders for a complex world and offer two-credit courses called "Engaging Difference." It is anticipated this engagement will offer students knowledge and experiences related to this recommendation.*

C. Incorporation of minority perspectives and viewpoints in all coursework. (TaBU, 2015, p. 9)

1. *The General Curriculum Committee in the College is piloting new General Education requirements, which include a focus on developing citizen leaders for a complex world.*

D. Create incentives to encourage faculty to develop new courses that speak to the intellectual issues that multicultural diversity presents to their disciplines. (PCODE, 2004)

1. *As requested by the President's Commission on Diversity and Equity (PCODE), the Office of the Executive Vice President and Provost dedicated budget support to expand a multiculturalism class in the Curry School*

of Education for spring 2005. The Office of the Executive Vice President and Provost also submitted budget addenda for additional funds to support development of courses that expand the study of diversity in the curriculum. Funds were approved and made available to schools in July of 2005. Over three years, $180,000 was made available to provide course development grants of $9,000 per course to faculty members. Proposals were solicited, selected, and funded for approximately twenty new courses to include a substantial component on diversity. The solicitation stated that these courses were intended to become permanent additions to the curriculum.

2. *This effort was continued in the University Seminars program (USEMs). USEMs are designed to give first year students the opportunity to develop critical-thinking skills and explore new ideas in an environment that encourages interactive learning and intensive discussion. Each year, solicitations include a paragraph requesting proposals for new USEM courses that address topics related to diversity, including, but not limited to, race, gender, ethnicity, religion, sexual orientation, or socio-economic diversity.*

E. Provide resources for faculty who want or need help reaching diverse audiences. (PCODE, 2004)

1. *The Jefferson Public Citizens (JPC) program offers students the opportunity to work with faculty on service-learning projects in communities, both locally and globally.*

2. *The Office of University Community Partnerships offers support for faculty through grants and networking opportunities. This is in an effort to encourage course development, research, and service projects that address real world problems.*

F. Require all students to take a "History of the University" course that directly addresses the role of enslaved labor. (AFC, 2015)

1. *Beginning with summer and fall orientation in 2011, all first year students engage in programs that address issues of diversity and civility as part of University community expectations. Through the residence life program, first year students are exposed to and participate in a variety of educational initiatives, which are predicated on the core value of diversity and multiculturalism.*

2. *In addition, members of the President's Commission on Slavery and the University (PCSU) created a new interdisciplinary course titled "Slavery and Its Legacies," which focuses on UVA's historical relationship with slavery. The course first ran in spring of 2016. The hope is to grow the course so that increasing numbers of students learn about this history.*

G. Establish "Community Engagement," an academic program for undergraduate students that will provide an opportunity for extensive exposure to issues of equity and diversity. (PCODE, 2004, p. 5)

1. *In 2009, the JPC program began providing students with opportunities to earn credit for community-engaged learning. The JPC program is a comprehensive academic public service program that integrates students' service and research experiences throughout their time at the University.*

2. *The Community Based Undergraduate Research Grants (CBURG) program also provides opportunities for students to develop research projects that apply their academic skills, experiences, and ideas to real world problems.*

H. Support at sustainable levels programs for peer mentorship education, and provide cultural group assistance for the wide range of groups here at the University. (PCODE, 2004, p. 7)

1. *The Division of Student Affairs (the ODOS and its reporting units, the University Career Center, the*

Office of African American Affairs (OAAA), the Department of Student Health, and the Vice President and Chief Student Affairs Officer (VPSA)) has expanded its peer education networks. The Division works closely with peer educators to support new students as they transition to University life and to assist returning students who seek to enrich their education through experiences outside the classroom. For example, the Transfer Peer Advisor Program, OAAA Peer Advisors Program, the Hispanic/Latinx student peer network, and the Asian/Asian Pacific American student peer network all support new and returning students in a variety of ways and do so by accounting for the unique needs of different constituencies. The ODOS Program Coordinators work with multiple minority student groups, including Latino/Hispanic, Asian/Asian Pacific American, American Indian, and African American groups, to support their needs.

2. *The VPSA and the Vice President and Chief Officer for Diversity & Equity (VPCODE) provide planning and financial support to numerous student organizations for the coordination of cultural programs.*

I. Split the current "non-Western Perspectives" requirement in the College of Arts & Sciences into two parts: Global Diversity and U.S. Diversity. (PCODE, 2004, p. 8)

1. *A committee in the College was formed to explore this recommendation and determined that the recommendation was not viable. However, the spirit of the recommendation will likely be addressed through revision of General Education requirements.*

J. Create grants for faculty to develop new courses or expand their syllabi to include racial/ethnic diversity issues and to explore innovative teaching methods that address a diverse student body. (PCODE, 2004, p. 9)

1. *As requested by the PCODE, the Office of the Executive Vice President and Provost dedicated budget support to expand a multiculturalism class in the Curry School of Education for spring 2005. The Office of the Executive Vice President and Provost also submitted budget addenda for additional funds to support development of courses that expand the study of diversity in the curriculum. Funds were approved and made available to schools in July of 2005. Over three years, $180,000 was made available to provide course development grants of $9,000 per course to faculty members. Proposals were solicited, selected, and funded for approximately twenty new courses to include a substantial component on diversity. The solicitation stated that these courses were intended to become permanent additions to the curriculum.*

2. *This effort was continued in the USEMs program. USEMs are designed to give first year students the opportunity to develop critical-thinking skills and explore new ideas in an environment that encourages interactive learning and intensive discussion. Each year, solicitations include a paragraph requesting proposals for new USEM courses that address topics related to diversity, including, but not limited to, race, gender, ethnicity, religion, sexual orientation, or socio-economic diversity.*

III. UNIVERSITY ORGANIZATIONS (OFFICE OF AFRICAN AMERICAN AFFAIRS (OAAA), OFFICE FOR DIVERSITY AND EQUITY (ODE), LUTHER PORTER JACKSON BLACK CULTURAL CENTER (LBJBCC), CARTER G. WOODSON INSTITUTE FOR AFRICAN AMERICAN AND AFRICAN STUDIES (WOODSON INSTITUTE), ETC.)

A. Carter G. Woodson Institute for African American and African Studies receives departmental status, budget, and potential for dedicated faculty. (TaBU, 2015, p. 10)

1. *Progress is being made toward this goal by the President, the Executive Vice President and Provost, and the College.*

B. Quality Assurance/Accountability of OAAA and ODE. (TaBU, 2015, p. 10)

1. *The OAAA is accountable to the Vice President and Chief Student Affairs Officer (VPSA).*
2. *The ODE is accountable to the President's Office.*
3. *Each office submits goals and progress to these offices on an annual basis.*

C. Clear mission statements for OAAA and ODE, with measurable goals for each. (TaBU, 2015, p. 10)

1. *See websites for the OAAA and the ODE's mission statements.*

D. Increased student access to OAAA (currently a 9-5 schedule) and increased student services. (TaBU, 2015, p. 10)

1. *The LPJBCC is open after daytime hours from 5-10 pm from Sunday to Thursday. This service is run by two trained graduate students so that legal and other accountability issues are not compromised. The original student request was for a card system that students would swipe to attain entry at any time in the day or night. This is untenable for legal and accountability reasons.*
2. *The current educational, mentoring, tutoring, advising, and cultural services of the OAAA are distributed beyond hours of operation and not building-bound. Some services occur on Sunday nights, some on weeknights, etc. Spatially they are distributed. Functionally, they are distributed as well. For example, the Grad STAR program, the Faculty-Student Mentoring Program, and Raising the Bar all occur during and after business hours. Some aspects of each of these programs occur throughout the entire week.*
3. *Tutoring is available for the high demand areas such as: calculus, statistics, economics, and chemistry. Biology and organic chemistry were eliminated, for example, because of lack of use. As necessary, the OAAA is available to help arrange tutoring for specialized areas with collaboration with the departments. On occasion, the OAAA has paid for five sessions in an advanced course and cost shared the remaining sessions with parents. Where possible, students are referred to existing supports where there are already resources in place. The OAAA addresses academic concerns where there are limited supports.*

E. Tenured faculty included among OAAA Staff. (TaBU, 2015, p. 11)

1. *Current staff includes all multidisciplinary staff with terminal degrees (STEM, Education, School & Counseling psychology, Executive Management and Psychoanalysis). The Dean is a Training and Supervising Psychoanalyst of the International Psychoanalytic Association, the international statutory institution of the profession, and a tenured Full Professor of Psychiatry.*

F. ODE to serve as centralized hub for minority faculty recruitment and funding. (TaBU, 2015, p. 11)

1. *The Office of the Executive Vice President and Provost is the hub for faculty recruitment and advancement.*

G. OAAA and ODE must have student-elected Student Advisory Boards in spirit of student self-governance. (TaBU, 2015, p. 11)

1. *One or more students were added to each ODE Committee, as of Year End 2015.*

H. OAAA and Director of LPJBCC must establish and maintain bi-weekly newsletter to detail happenings and progress towards goals/mission statement. (TaBU, 2015, p. 11)

1. *The OAAA publishes an e-weekly newsletter.*

I. OAAA staff selection and appointments should include students on selection committees, in interviews, and discussions with administrators. (TaBU, 2015, p. 11)

1. *Students are actively involved in the hiring process at all levels, appropriate to their position. Hiring power rests with the VPSA.*

J. Creation of a renovated and improved Cultural Center. (TaBU, 2015, p. 19)

1. *All renovations have been completed. In addition, the President provided $25,000 for new furnishings in the LPJBCC.*

K. Study of expansion, connection, and renovation possibilities for OAAA, WEB DuBois Building, and LPJBCC, with findings reported to the BOV and Student Council. (TaBU, 2015, p. 19)

1. *The Dean of the OAAA works with the President's Office on these issues.*
2. *Renovations are complete.*

L. Improved student access to Center after hours, possibly through a swipe-card system similar to those used by Cav Daily, UJC, Etc. (TaBU, 2015, p. 20)

1. *The LPJBCC is open after daytime hours from 5-10 pm from Sunday to Thursday. This service is run by two trained graduate students so that legal and other accountability issues are not compromised. A swipe card system that students would use to attain entry at any time in the day or night is untenable for legal and accountability reasons.*

M. Storage space for Minority Organizations at Cultural Center. (TaBU, 2015, p. 20)

1. *Several Black student organizations (such as the Black Student Alliance (BSA) and Black Voices (BV)) have dedicated spaces for computers and some limited storage space.*
2. *No further plans to provide storage are under review.*
3. *The OAAA supports student petition for Contracted Independent Organization (CIO) storage in Newcomb.*

N. Expansion of Carter G. Woodson Institute's physical footprint. (TaBU, 2015, p. 20)

1. *The Woodson Institute's physical footprint has not expanded. Current office staff work in cramped quarters. This issue is still pending.*

O. Funding for Umbrella minority organizations. (TaBU, 2015, p. 20)

1. *The ODE provided financial support for 184 student activities between 2009 and 2016, totaling $120,000.*
2. *The Division of Student Affairs, the UVA IDEA Fund, and other units also provide funding for student organizations.*

P. Budget Expansion for OAAA. (TaBU, 2015, p. 21)

1. *Financial support has always been available and will continue to be available to events that meet the needs of both the larger Black community and strategically align with the mission of the OAAA.*
2. *There is an LPJBCC Student Funding Committee for student organizations.*

Q. Budget Expansion for Carter G. Woodson Institute. (TaBU, 2015, p. 21)

1. *The status of this recommendation is related to the Woodson Institute's departmental status - pending.*

R. Continue to support Madison House and outreach to the community by our students; involve faculty and staff and enhance service-learning initiatives. (PCODE, 2004)

1. *In 2009, the Jefferson Public Citizens (JPC) program began providing students with opportunities to earn credit for community-engaged learning.*
2. *The Program Coordinator for Public Service, within the Division of Student Affairs, will have primary responsibility for connecting students, faculty and community partners to community engagement, co-curricular service, experiential learning, and social entrepreneurship opportunities in ways that integrate public service into the UVA student experience.*

S. Grow and fully fund the African American Studies department. (AFC, 2015)

1. *See recommendation p above.*

T. Grow and fully fund the Office of African American Affairs, the Carter G. Woodson Institute, and the Luther P. Jackson House. (AFC, 2015)

1. *See recommendations p and q above.*

U. Appoint as soon as practicable, after a national search, a Chief Officer for Diversity and Equity, structured as recommended in the full report of the President's Commission on Diversity and Equity (PCODE). (PCODE, 2004, p. 4)

1. *William Harvey was hired in fall 2005 as the University's first Vice President and Chief Officer for Diversity & Equity (VPCODE). Marcus L. Martin, M.D. currently serves as VPCODE.*

V. Build on the nationally recognized success of the Office of African American Affairs (OAAA) by continuing to support at sustainable levels the range of programs offered by that office. (PCODE, 2004, p. 7)

1. *In the face of economic downturns and budgetary cuts, the Division of Student Affairs has continued to support the strategic vision, goals, and programs of the OAAA at sustainable fiscal levels and with strategic integration of services within and outside the Division. The OAAA remains visibly and centrally located, which gives students ready access to services. During the past four years, the OAAA's emphasis has been on improving the academic success of African American students during their tenure at the University, as a means to promote retention and to augment students' future opportunities. The OAAA has established clear strategic goals and objectives which seek to ensure that African American graduates complete their education with outstanding grade point averages, enabling them to enter competitive work places as well as graduate and professional schools.*

IV. MINORITY STUDENT RECRUITMENT, RETENTION, AND FINANCIAL AID

A. Increased Financial Support for Black students and faculty. (TaBU, 2015, pp. 20-21)

1. *In 2015, the Ridley Scholarship Family of Funds hired its first full-time Director of Development. Ridley's current development plan includes a focus on growth so that the group is able to offer full scholarships to prospective students. (Source: Ridley Scholarship Family of Funds 2015 Annual Report).*
2. *University Advancement created and filled the Director of Development for Scholarships position.*
3. *President Sullivan is working through the Committee on Inclusiveness to increase financial aid for students with need.*
4. *The Hoel Perkins Scholarship is available for African American students who demonstrate financial need. First preference is for students who are descendants of American slaves and reside in Charlottesville, Virginia or surrounding counties.*
5. *Nine additional tenure/tenure-track faculty joined UVA in fall 2016.*

B. 'Diversity' Recruitment weekends and efforts, in conjunction with Office of Admission, including funds for student-organized events which provide significant programming for those weekends. (TaBU, 2015, p. 21)

1. *The Office of Undergraduate Admission continues to host Fling and Blast weekends, with student involvement, for prospective and admitted minority students.*
2. *With input from members of United for Undergraduate Socioeconomic Diversity (UFUSED) and as part of UVA's new Total Advising initiative, President Sullivan hosted an event for first-generation students and faculty.*

A list of self-identified faculty who were first-generation students is available on a webpage hosted by the Office of the Executive Vice President and Provost. (http://provost.virginia.edu/first-generation-college-graduates-faculty).

C. Increase/Support Black Students. (TaBU, 2015, p. 22)

1. *This support is occurring at the highest levels of the institution, including the Office of African American Affairs (OAAA).*

2. *African American applications have increased thirty percent (30%) since 2012, compared to a nineteen percent (19%) increase for the class. Since 2013, African American applications have increased by 567 students. African American enrolling first year students have increased forty-four percent (44%) during this time, compared to an eight percent (8%) increase for the class. The number of first year African American students, including multi-race, has increased forty-one percent (41%) since 2012. In 2016, African American students represented nine percent (9%) of the class, compared to seven percent (7%) five years ago.*

D. Percentage of minority student population should match percentage of minority citizens in Commonwealth. (TaBU, 2015, p. 22)

1. *The University is working to increase the percentage of minority students.*

E. Re-evaluate recruitment tactics when attracting Black talent. (TaBU, 2015, p. 22)

1. *President Sullivan has increased targeted outreach to high schools in Virginia with high percentages of minority students.*

F. Increased enrollment from geographic areas with low numbers of applications through dedicated relationship-building and planning. (TaBU, 2015, p. 22)

1. *Increase in "Special Groups" funding from the Office of the Executive Vice President and Provost in 2007 ($25,000 over 3 years).*

2. *Increase in number of visits by members of the Undergraduate Admission Outreach Office (from 48 schools in 2003 to 96 schools in 2010).*

3. *Discontinuation of Early Decision program in 2007 because the program was unfair to low-income and unrepresented students due to the 'binding' nature of decision.*

G. Improved student financial aid. (TaBU, 2015, p. 23)

1. *New liaison positions created between the Office of Undergraduate Admission and Student Financial Services (SFS) to help families navigate financial aid.*

H. Expansion of the number of Black graduate students at the University of Virginia. (AF, 1987, p. 1)

1. *The Office of Graduate Student Diversity Programs was established in 2006 and works to ensure that new and continuing graduate and professional students, as well as postdoctoral scholars, feel confident and excited to contribute to the social and scholarly environment at UVA.*

2. *In November 2016, the Board of Visitors (BOV) approved new research-related investments from the University's Strategic Investment Fund, including $6.4 million for the School of Engineering and Applied Science (SEAS) graduate programs. The funding will increase financial support for 100 new and highly diverse engineering graduate students, enable faculty to secure more external research and funding, and increase the body of work cited.*

I. Enhancement of activities to increase the interest of Black students in attending the University of Virginia. (AF, 1987, p. 1)

1. *The Office of Undergraduate Admission has developed outreach programs for minority students.*

J. Development of sustained links between the University and target public school systems. (AF, 1987, p. 1)

1. *Numerous in-state and out-of-state high schools were contacted by visits from UVA admission officers coordinated by the Undergraduate Admission Outreach Office to recruit talented minority students.*
2. *The President also makes direct outreach contacts to targeted public schools/students.*

K. Enhancement of financial aid for Black students. (AF, 1987, p. 1)

1. *In 2015, the Ridley Scholarship Family of Funds hired its first full-time Director of Development. Ridley's current development plan includes a focus on growth so that the group is able to offer full scholarships to prospective students. (Source: Ridley Scholarship Family of Funds 2015 Annual Report).*

L. Enhancement of efforts to retain and graduate Black students. (AF, 1987, p. 2)

1. *The Office of Graduate Student Diversity Programs was established in 2006 and works to ensure that new and continuing graduate and professional students, as well as postdoctoral scholars, feel confident and excited to contribute to the social and scholarly environment at UVA.*

M. Find means to continue to attract high quality minority students and to develop recruitment programs that encourage their attendance at UVA. (PCODE, 2004)

1. *Starting with financial aid for the 2017-18 academic year which will use tax information from two years prior, the Office of Undergraduate Admission and SFS will consider the timeline for packaging financial aid information earlier for prospective students.*
2. *The Dean of the Office of Undergraduate Admission also recommends engaging faculty in recruitment efforts with minority students. He plans to meet with the Deans of the College and SEAS to discuss how to engage faculty in the recruitment process (e.g., faculty call prospective students to encourage them to come to UVA).*

N. Continue to support curricular developments of interest to a diverse pool of students. (PCODE, 2004)

1. *As requested by the President's Commission on Diversity and Equity (PCODE), the Office of the Executive Vice President and Provost dedicated budget support to expand a multiculturalism class in the Curry School of Education for spring 2005. The Office of the Executive Vice President and Provost also submitted budget addenda for additional funds to support development of courses that expand the study of diversity in the curriculum. Funds were approved and made available to schools in July of 2005. Over three years, $180,000 was made available to provide course development grants of $9,000 per course to faculty members. Proposals were solicited, selected, and funded for approximately twenty new courses to include a substantial component on diversity. The solicitation stated that these courses were intended to become permanent additions to the curriculum.*
2. *This effort was continued in the University Seminars program (USEMs). USEMs are designed to give first year students the opportunity to develop critical-thinking skills and explore new ideas in an environment that encourages interactive learning and intensive discussion. Each year, solicitations include a paragraph requesting proposals for new USEM courses that address topics related to diversity, including, but not limited to, race, gender, ethnicity, religion, sexual orientation, or socio-economic diversity.*

O. Support programs which encourage students to live, work and recreate together across cultural, gender, and racial lines. (PCODE, 2004)

1. *This recommendation is accomplished in multiple ways across Grounds. One specific example is the ODE's support each year of numerous student programs and events that promote diversity and cross-cultural exchange. Over the past seven years, the Office has supported 184 student events with the total amount of funds given totaling $119,292.*

2. *In addition, the UVA Inclusion, Diversity, Equity, and Access (IDEA) Fund gives a portion of its annual budget to support student programs focused on diversity and inclusion. Sustained Dialogue is also an example of such a program.*

P. Direct the Office of Admissions to set and operationalize a goal of tripling the number of enrolled Black students by 2020. (AFC, 2015)

1. *As a public university, UVA legally cannot set quotas based on race/ethnicity. However, the University recognizes the need to diversify the student body. In order to increase diversity within the student body by 2020, UVA would need to expand its need-based and merit-based scholarships, which are and will remain race-neutral, to remain competitive with peer institutions. The Dean of the Office of Undergraduate Admission recommends doubling the number of University Achievement Awards which, given the criteria, would have a sizeable impact on the number of minority students who enroll. More flexibility with merit-based scholarships is needed in order to recruit minority students who are not low-income and who are more heavily recruited with scholarships from UVA's peer institutions. In addition, the Dean recommends expanding the Blue Ridge Scholarships, which do not use race as a factor and instead focus on first-generation and low-income students.*

2. *In 2011, Ms. Valerie Gregory, Associate Dean and Director of the Undergraduate Admission Outreach Office, led outreach efforts in the Office of Undergraduate Admission. Ms. Gregory and members of the Office of Undergraduate Admission welcomed prospective students from underrepresented groups to the University of Virginia. They provided students with information about the college search and admission processes. [Activities included special groups visitations, disbanding early decision in 2007, working with middle school students, creating liaison between the Office of Undergraduate Admission and SFS, on-Grounds events, and launching AccessUVA in 2004.]*

Q. Broaden and expand the First Year Experience program to provide a residential component of the student program called Sustained Dialogue, which was formed to improve race relations at UVA. (PCODE, 2004, p. 5)

1. *Sustained Dialogue is a Contracted Independent Organization (CIO) of the University. UVA is one of the nine original members of the Sustained Dialogue Campus Network (SDCN) national organization. Sustained Dialogue's approach to developing "leaders who engage differences as strengths to improve communities" is practiced on Grounds by students at all levels of enrollment. Upon understanding that the success of this program hinges on students' willingness to participate voluntarily in meaningful discussions, the program was not instituted as a first year requirement.*

R. Restructure graduate student financing. (PCODE, 2004, p. 6)

1. *Following the release of the PCODE report, the Office of the Vice President for Research and the Office of Graduate and Postdoctoral Affairs analyzed the state of graduate student funding at the University of Virginia and reported to the BOV that many UVA graduate students were underfunded compared to graduate students at Association of American Universities (AAU) peers. A comprehensive analysis of programs in the College was also conducted. As a result, the total number of graduate student positions in Arts and Sciences will be*

reduced, and graduate students will be guaranteed funding for five years. Additionally, the standardization of stipend levels across programs will be implemented. Fellowships will be approximately $22,000, $20,000, or $18,000, depending on program strength. These changes are anticipated to increase competitiveness and enhance academic and research excellence.

S. Improve recruiting of graduate students, especially in the Graduate School of Arts and Sciences, by establishing a central office devoted to diversity recruitment. (PCODE, 2004, p. 6)

1. *The Office of Graduate Student Diversity Programs was established in 2006. The Office works toward creating a more culturally welcoming, intellectual, and supportive community and is committed to the identification, retention, mentoring, and graduation of a highly talented and diverse graduate student population.*
2. *The SEAS recently received funding from the Strategic Investment Fund to recruit diverse graduate students.*

T. Build on our success in undergraduate minority recruitment by enhancing the activities of the existing Outreach Office in the Office of Admission. (PCODE, 2004, p. 6)

1. *In alignment with this recommendation, the Undergraduate Admission Outreach Office has enhanced its activities including special visitations, recruitment-related travel, disbanding Early Decision (which was deemed unfair particularly to low-income and underrepresented students), working with middle school students, on-Grounds events, creating a liaison position between the Office of Undergraduate Admission and SFS, and merit scholarships.*

V. MINORITY FACULTY AND STAFF RECRUITMENT AND RETENTION

A. Creation of quantifiable goals to increase Black administrators across Grounds. (TaBU, 2015, p. 11)

1. *The University is in the process of setting aspirational goals aimed at demonstrating its commitment to diversity, equity, and inclusion throughout its workforce and across Grounds.*

B. Increase Black faculty and administration representation and support these minority leaders more effectively. (TaBU, 2015, p. 24)

1. *The University is in the process of setting aspirational goals aimed at demonstrating its commitment to diversity, equity, and inclusion throughout its workforce and across Grounds.*
2. *In 2014, the Black Faculty and Staff Employee Resource Group (BFS-ERG) was established.*
3. *The BFS-ERG created new faculty and staff awards in 2015.*
4. *The Office for Diversity and Equity (ODE) hosted a dinner for diverse faculty of color, October 2015 and October 2016, with over 100 faculty members in attendance.*

C. Hire outside consulting firm specializing in minority recruitment and hiring. (TaBU, 2015, p. 25)

1. *Schools have appointed Associate Deans for Diversity and Inclusion. The College has appointed Directors of Diversity and Inclusion (DDI) for each department. Various schools have hired consultants to provide input on minority recruitment and hiring.*

D. Creation of standing committee on issues of faculty and staff diversity that reports to Provost. (TaBU, 2015, p. 25)

1. *The Diversity Council continues to provide a forum where representatives from various segments of the University community can come together to discuss and consider forward-looking, proactive strategies,*

methods, and approaches that will help to make UVA a more diverse and welcoming environment at all levels; to create a setting in which representatives can present diversity-related issues and considerations that are occurring either within their own administrative unit or within other areas that they have either knowledge about or interest in; and to review information and materials that are intended to enhance and celebrate diversity that are being used or discussed in other higher education institutions, or in other settings, to determine whether they might have any applicability to UVA. The Diversity Council is chaired by the Vice President and Chief Officer for Diversity and Equity (VPCODE), who reports to the President.

E. Annual review of retention, hiring, and pay equity across faculty, administration, and non-administrative employees, with tangible efforts for improvement. (TaBU, 2015, p. 25)

1. *In 2012, the Executive Vice President and Provost appointed a Faculty Salary Study Task Force to conduct a quantitative examination of the faculty salaries. The task force released a report on their findings in 2014.*
2. *The Office of the Executive Vice President and Provost also oversees an annual performance review of all members conducted by the dean of each school.*

F. Representative search committees. (TaBU, 2015, p. 25)

1. *UVA CHARGE, a National Science Foundation (NSF) ADVANCE program, is working to institutionalize an Advocate and Allies project similar to those in other ADVANCE universities that has one faculty member in each department formally acting as a Diversity Advocate for searches, promotion and tenure (P&T), and department climate.*
2. *The College has established DDI, who would assist with searches.*

G. University to revamp implicit bias and diversity training. (TaBU, 2015, p. 25)

1. *New training for recruitment search committees effective August 2005, revised in 2008 and 2010.*
2. *The Vice President and Chief Student Affairs Officer (VPSA) and the Office of the Dean of Students (ODOS) are implementing implicit bias training for incoming first year students for the 2017-18 academic year.*
3. *Various units around Grounds offer diversity training workshops (e.g., Safe Space, Multicultural Fluency, Accessibility Ally, and more) for students, faculty, and staff.*
4. *The ODE organized a two-day series of diversity education workshops with a focus on implicit bias. A list of diversity education resources is available online (http://vpdiversity.virginia.edu/resources)*
5. *A Cornerstone Program project team developed a set of recommendations for how to institutionalize diversity training at UVA. The recommendations have been presented to President Sullivan, Provost Katsouleas, and the President's Committee on Inclusiveness. Provost Katsouleas charged Vice Provost for Faculty Affairs Kerry Abrams with the responsibility for faculty diversity education. The Vice President and Chief Human Resources Officer Kelley Stuck has also been apprised of the recommendations.*
6. *The Academic Search Portal (http://UVAsearchportal.virginia.edu/) offers information about implicit bias and related tools.*

H. Increased research funding for scholarship that focuses on historically excluded racial groups. (TaBU, 2015, p. 25)

1. *As the Office of the Executive Vice President and Provost hires more faculty members and the diversity of the faculty increases, the opportunity for this type of scholarly work will increase.*

I. Partnered Universities should include Historically Black Colleges and Universities (HBCUs) that incorporate a visiting professors program, especially in departments without diverse teaching staff. (TaBU, 2015, p. 26)

1. *In 2007, the NSF's Louis Stokes Alliance for Minority Participation Program awarded the first of two five-year grants to the Virginia-North Carolina Alliance (VA-NC Alliance) to increase the number of underrepresented minority (URM) students who obtain STEM degrees from its nine partner schools which include four HBCUs: Bennett College, Elizabeth City State University, Johnson C. Smith University, and Saint Augustine's University. Since 2007, the VA-NC Alliance has increased the number of URM students who obtain STEM degrees by 156%. The VA-NC Alliance collaborates with the Director of Diversity Programs in the Office of Graduate and Postdoctoral Affairs to recruit HBCU students into graduate school.*
2. *In approximately 2009, an Associate Provost for Faculty Advancement was hired for a three-year appointment to develop relationships with HBCUs in the state. An HBCU-UVA Advisory Committee was formed and met 2009-2011. Visits with Virginia HBCUs were held in 2011.*

J. Refurbishment of LPJBCC Cultural Center. (TaBU, 2015, p. 26)

1. *The Office of African American Affairs (OAAA) received $25,000 to refurbish the LPJBCC Cultural Center.*

K. Recruit and retain Black administrators and those with a background in diversity and inclusion. (TaBU, 2015, p. 26)

1. *There is a concerted effort to recruit and retain administrators of differing backgrounds and who demonstrate a commitment to diversity, equity, and inclusion.*
2. *The Diversity Data Dashboard was developed in 2014 as a tool for the University community to provide information related to recruitment and retention efforts.*

L. Measure recruitment and retention qualitatively and quantitatively. (TaBU, 2015, p. 26)

1. *New online Diversity Data Dashboard launched in 2014.*
2. *All statistics are kept and published, available to the public, by the University Human Resources (HR) office (Turnover, Hiring, Etc. at University and School/Unit level).*

M. Provision of incentives to academic units to promote the hiring of Black faculty. (AF, 1987, p. 1)

1. *The schools are required through their diversity plans to develop strategies to diversify their faculty. In conjunction with the new decentralized financial model (e.g., a responsibility-centered management system) and the request to the deans to develop diversity plans, a strategic decision was made not to expand the loan lines program and instead to give the schools autonomy over their hiring decisions. The schools have also been asked by the Vice Provost for Faculty Affairs to develop budget plans for dual career hires.*
2. *Limited loan lines are available through the Office of the Executive Vice President and Provost for unanticipated and exceptional circumstances (e.g., cross-school dual career hires).*
3. *Central funding has also been made available through the "Target of Opportunity" and cluster hires.*

N. Enhancement of efforts to recruit Black faculty members. (AF, 1987, p. 1)

1. *These efforts are ongoing.*

O. Improved monitoring of and accountability for affirmative-action faculty-recruitment efforts. (AF, 1987, p. 1)

1. *The Office for Equal Opportunity and Civil Rights (EOCR, formerly the Office of Equal Opportunity Programs*

(EOP)) monitors the recruitment and hiring process to ensure compliance with applicable federal and state laws to ensure that all applicants receive equitable consideration and to strengthen the University's effort to broaden the pool of qualified applicants to include members of underrepresented groups.

2. *As of 2015, the University maintains the Diversity Data Dashboard, which is linked on the ODE website.*

P. Enhancement of efforts to retain Black faculty. (AF, 1987, p. 1)

1. *The Office of the Executive Vice President and Provost supports the BFS-ERG. The ODE and the Office of Executive Vice President and Provost provided founding support for the BFS-ERG.*

2. *With a change to the promotion and tenure appeal process, all denials of promotion and tenure will be reviewed, even those which are not appealed.*

Q. Mentoring program to groom current African American supervisors for upper level management positions (perhaps a similar model to OAAA [Office of African American Affairs] Peer Mentoring Program). (MF, 1996, p. 3)

1. *No known action.*

R. More extensive training programs. In addition, African Americans should be actively encouraged to take advantage of the training programs and supervisory classes that are available. (MF, 1996, p. 3)

1. *A project team through the Cornerstone Program is developing a set of recommendations regarding additional training opportunities to be presented to the President and her administrative team.*

S. Yearly review and statistical analysis of performance reviews for each race by major business unit, in order to determine whether a problem is institutional or "if particular areas are skewing the numbers for the whole University." In addition, yearly review and statistical analysis of written notices and terminations for cause, with respect to race and major business unit, should also be done. African American employees are receiving disciplinary action at disproportionate rates. (MF, 1996, p. 3)

1. *A performance management system (LEAD@) was purchased that provides a formal probationary and annual review that is SMART goal and competency-based. Calibration is completed by leaders in each school/unit to ensure consistency in performance evaluation ratings. University reports are created and analyzed by school/unit and overall to identify trends or concerns.*

T. Exit interviews with all African Americans who leave Health Care Provider, Executive/Managerial, or Professional faculty positions. (MF, 1996, p. 3)

1. *Exit interviews are handled locally within each school/unit as directed by the Dean or respective Vice President.*

U. A "true" employment center where people can not only apply but also be thoroughly interviewed and find out what skills are needed for certain positions and how to obtain those skills. Selected members of the University and outside community who are concerned about diversity and the image of the University can be asked to identify individuals who appear to have strong potential as outstanding UVA employees. This center would be located in a facility that is easily accessible, and where parking is free and plentiful. (PCODE, 2004)

1. *At this time, an employment center does not exist at UVA. However, the Center for Leadership Excellence (CLE) offers professional development classes and programs to develop employee leadership skills.*

V. Leadership in Hiring, Promotion, and Retention – UVA must preserve and enhance its own competitiveness in the national market for top-ranked faculty and academic leaders. (PCODE, 2004)

1. *The CLE offers professional development classes and programs to develop employee leadership skills.*

2. *Leadership in Academic Matters (LAM) is a faculty development opportunity focused on supporting, inspiring, and rewarding those who, in these myriad roles, have demonstrated leadership characteristics and future potential.*

3. *The Executive Search Group & Strategic Resourcing acts as UVA's internal search firm, focusing on bringing the best leaders to the University.*

W. Increase the representation and visibility of women and minorities in positions of governance, including in senior administrative and academic positions. (PCODE, 2004)

1. *Some progress has been made in this area with several senior-level appointments. Current review of women and minorities in senior-level appointments is underway by the ODE.*

X. Strengthen the loan line initiative and simplify it. Enable departments to use loan lines until appointees leave. Make loan lines available in the Health System as well as in the Provost's area. Publicize the loan lines more aggressively to deans and department chairs as means of ensuring greater diversity in schools and departments through strategic hiring and retention. (PCODE, 2004)

1. *The schools are required through their diversity plans to develop strategies to diversify their faculty. In conjunction with the new decentralized financial model (e.g., a responsibility-centered management system) and the request to the deans to develop diversity plans, a strategic decision was made not to expand the loan lines program and instead to give the schools autonomy over their hiring decisions. The schools have also been asked by the Vice Provost for Faculty Affairs to develop budget plans for dual career hires. In the past, limited loan lines have been made available through the Office of the Executive Vice President and Provost for unanticipated and exceptional circumstances (e.g., cross-school dual career hires). Central funding has also been made available through the Target of Opportunity (permanent positions intended to diversify the faculty in the broadest sense) and cluster hires.*

Y. Resurrect the University's home mortgage loan program and expand it to be available not only to academic, tenure-track faculty but also to general faculty and administrators. (PCODE, 2004)

1. *The home mortgage loan program has not been resurrected. It is currently not available to any employees.*

Z. Expand and subsidize UVA's childcare programs so that they are an economically viable option for low-paid staff and junior faculty. (PCODE, 2004)

1. *Although UVA's childcare programs expanded in 2011, no known action regarding subsidies.*

AA. Create healthcare benefits for nonspousal partners. (PCODE, 2004)

1. *Healthcare benefits for nonspousal partners are not currently available and are unlikely to be offered. However, since this recommendation was made, same-sex spouses have become eligible for healthcare benefits if they meet the general eligibility requirements identified by HR.*

AB. At all levels, create and/or strengthen mentorship programs for women and minorities for faculty and staff, to ensure that both under-represented groups are afforded equality of opportunity to advance. (PCODE, 2004)

1. *Although not specifically designed for women and minorities, the following programs are available to faculty and staff. The CLE coordinates the Cornerstone Program which is a leadership development program for staff with participation by women and minorities, among others. Faculty are nominated to participate in LAM, a*

professional development program. Newly tenured faculty have the opportunity to participate in a Mid-Career Faculty Mentoring Program in which they receive peer mentoring.

AC. Assess and publish annually the data on the institution's progress in hiring and retention, comparing the hiring and retention of women and minorities to that of [their] white male counterparts. Include in annual reports assessments of gender climate, representation of women and minorities in leadership positions, salary equity, and retention statistics, and set forth in the annual reports goals in these areas for future years. (PCODE, 2004)

1. *Faculty, student, and staff data related to racial and gender diversity are published on the Diversity Data Dashboard, which was developed in 2014.*
2. *In 2016, there was a record number of minority faculty hired. First year student diversity for 2016 also shows significant increase over 2012. Information on faculty hires for 2015-2016 and first year diversity can be found online (http://vpdiversity.virginia.edu/resources).*
3. *In conjunction with UVA CHARGE, Sophie Trawalter, Assistant Professor of Public Policy and Psychology, conducted a lighting study at UVA which found that female faculty members were less likely to enter labs at night. This galvanized increased lighting in order to enable women to feel more safe on Grounds and therefore to utilize their labs more hours of the day (it is anticipated this will have a positive impact on their academic productivity).*

AD. Allocate additional resources to the Provost's faculty loan lines to serve as an incentive and to provide financial support to the schools for recruitment of outstanding minority faculty. (PCODE, 2004)

1. *The schools are required through their diversity plans to develop strategies to diversify their faculty. In conjunction with the new decentralized financial model (e.g., a responsibility-centered management system) and the request to the deans to develop diversity plans, a strategic decision was made not to expand the loan lines program and instead to give the schools autonomy over their hiring decisions. The schools have also been asked by the Vice Provost for Faculty Affairs to develop budget plans for dual career hires.*
2. *In the past, limited loan lines have been made available through the Office of the Executive Vice President and Provost for unanticipated and exceptional circumstances (e.g., cross-school dual career hires). Central funding has also been made available through the Target of Opportunity and cluster hires.*

AE. Provide mentoring and support programs for junior faculty to enhance research skills, with the goal of achieving excellence in academic careers among a diverse faculty mix. (PCODE, 2004)

1. *The Office of the Vice President for Research has plans to expand support programs for faculty to enhance research skills, although the current status of this unknown at this time.*

AF. Provide guidance and encouragement for schools to revise tenure policies to recognize that a diverse faculty may have career life patterns that are not accommodated by current schedules that were established in an earlier era where a more homogeneous mix was accepted. (PCODE, 2004)

1. *UVA has established tenure clock stoppage time with one year off the clock for any of the following circumstances: birth of a child, parenting duties, eldercare, or other life events.*

AG. Explore the concept of "growing our own" senior faculty and administrators through careful recruitment, mentoring, and other career-enhancing mechanisms to foster long-term career success of a diverse workforce. (PCODE, 2004)

1. *The LAM program, expanded beyond the School of Medicine to the University as a whole and now operated by the Office of the Executive Vice President and Provost, fosters the development of internal leaders. Through participation, faculty members build a network of administrators.*

AH. Require that all leadership recruitments and appointments (deans and other high level positions) not be passively supportive of diversity efforts, but to have shown demonstrated leadership and commitment in their previous positions. (PCODE, 2004)

1. *A strategy has not been determined.*

AI. Require all hiring processes include significant qualified minority applicants in their pools, possibly necessitating an alteration in current recruitment processes. (PCODE, 2004)

1. *EOCR monitors the recruitment and hiring process to ensure compliance with applicable federal and state laws to ensure that all applicants receive equitable consideration and to strengthen the University's effort to broaden the pool of qualified applicants to include members of underrepresented groups.*
2. *As of 2015, the University maintains the Diversity Data Dashboard, which is linked on the ODE website.*
3. *UVA CHARGE produced materials which enable departments to see the pipelines for their particular fields.*

AJ. As for faculty recruitment, participants voiced concern over using loan lines for such purposes. These positions should be funded with permanent investments, allowing the University to recruit faculty who can effect change. Also one of the things that makes faculty recruitment more difficult is that many schools are "right on the edge" in covering their class sections in core areas. That forces schools to recruit faculty in mainstream disciplines; minority candidates may not always fit this mold. (ED, 2002, p. 9)

1. *The Office of the Executive Vice President and Provost administers funds for Target of Opportunity hires.*

AK. Train managers and hold them accountable for creating an environment that supports diversity. (ED, 2002, p. 9)

1. *The University requires a series of mandatory trainings for the recruitment of staff and faculty. All hiring managers at the University are required to take an online hiring official training that details the University's commitment to non-discrimination in employment and educates on best practices for recruitment of diverse candidates, proper interview questions and techniques, and information on understanding the University's diversity recruitment goals.*

AL. Provide diversity training –including opportunities to experience discrimination—for all employees of the University. (ED, 2002, p. 9)

1. *Various units around Grounds offer diversity training workshops (e.g., Safe Space, Multicultural Fluency, Accessibility Ally, and more). The ODE organized a two-day series of diversity training workshops with a focus on implicit bias for faculty, staff, and students. A Cornerstone Program project team is developing a set of recommendations for how to institutionalize diversity training at UVA. The Academic Search Portal (http://UVAsearchportal.virginia.edu/) offers information about implicit bias and related tools.*

AM. Establish a buddy system that provides opportunities for regular racial interaction among faculty and staff, both professionally and socially. (ED, 2002, p. 9)

1. *No known action.*

AN. Be able to make effective counteroffers to minority faculty who are recruited by other institutions. (ED, 2002, p. 9)

1. *This is handled by the Office of the Executive Vice President and Provost and the President's Office.*

AO. Provide subsidies for childcare. (ED, 2002, p. 9)

1. *No known action.*

AP. Provide tuition benefits for faculty and staff. (ED, 2002, p. 9)

1. *Although UVA does not provide tuition benefits, it does offer educational benefits ($2,000/year) to faculty and staff.*

AQ. Ensure that persons of color are well represented in key leadership positions, from the Board of Visitors on down. (ED, 2002, p. 10)

1. *There is a concerted effort to recruit and retain administrators of differing backgrounds and who demonstrate a commitment to diversity, equity, and inclusion.*

AR. Make sensitivity camps mandatory for department chairs and supervisors. (ED, 2002, p. 10)

1. *"Sensitivity camps" is not a term in common usage. The following activities work to the intent of this recommendation: a) The Provost's office provides an array of leadership development programming for department chairs and program directors, in which many of the College's chairs/directors participate. Many of our Chairs and Directors have also participated in LAM. b) In the College, an annual full-day Chairs and Directors Retreat is held each August, during which an array of topics are discussed (in 2015, a discussion was held on diversity). This topic has also been discussed multiple times at monthly Chairs and Directors Meetings. c) Data analyses showing gender and URM diversity are now shared routinely with department chairs/program directors and with the chair of each faculty search committee. Search committees are now held accountable for ensuring that applicant pools include highly-qualified candidates who demonstrate a strong commitment to the principles of diversity, equity, and inclusion. Applicant pools lacking in these candidates are asked to re-advertise, particularly to ensure that individuals demonstrating such commitment are more likely to be made aware of the opening. d) The College has hosted large-scale events which also work with all members of the Arts and Sciences community, including chairs/directors, to directly address diversity concerns and the need for an inclusive climate on campus. These have included a university-wide "Dialogue on Community" hosted April 2015 and a school-wide "Arts & Sciences Diversity Forum" full-day event on December 1, 2015. These were attended by a mix of undergrads, graduate students, staff, and faculty of every type and rank.*

AS. Replace managers who are unwilling to provide a welcoming and supportive atmosphere for minorities. (ED, 2002, p. 10)

1. *The University of Virginia is committed to equal employment opportunity and affirmative action in accordance with law. The University of Virginia does not discriminate on the basis of age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family and genetic information. The University operates both affirmative action and equal opportunity programs, consistent with resolutions of the BOV and with federal and state requirements, including the Governor's Executive Order Number One (2014). EOCR maintains procedures to address alleged violations of these policies.*

AT. Provide more opportunities for advancement—a fair and clearly defined career ladder. (ED, 2002, p. 10)

1. *The CLE was established in 2014 to encourage and enable leadership at all levels through programs tailored for employees at every level of career development. The CLE offers professional development classes*

and programs to develop employee leadership skills.

2. *A task force is revising the policy regarding opportunities for general faculty members' promotion and plan to include clearly defined career ladders.*

AU. Reward staff members who develop new skills by placing them in higher or more challenging positions—in other words, hire from within. (ED, 2002, p. 10)

1. *It is the University's general practice to post all vacancies first for "Current UVA Employees Only" in order to offer promotional opportunities to qualified candidates within the University and to encourage the use of existing skills and abilities gained through the current employee's service.*

AV. Encourage mentoring and sharing of information so that new staff can develop the knowledge and networks they need to perform well. (ED, 2002, p. 10)

1. *The Center for Teaching Excellence at the University of Virginia provides a program called "Excellence in Diversity Fellows" to promote intellectual community and professional growth for new and diverse faculty. The program advances the University's goal to make diversity an integral part of the institution's academic excellence and cultivates new faculty members' connections to the University. This program is vital in assisting new and diverse faculty to learn how to navigate the challenges of being junior faculty members at the University and supports our commitment to enhancing curriculum. This program, in addition to faculty mentoring and development programs, has greatly enhanced opportunities for new and diverse faculty members.*

AW. Establish an office devoted to the recruitment of minority staff and faculty. (ED, 2002, p. 10)

1. *This recommendation has not been implemented.*

AX. Do more to retain minority staff members and help them through their transition if they choose to go elsewhere. (ED, 2002, p. 10)

1. *Employee Resource Groups have formed at UVA: UVA Pride (LGBTQ Faculty and Staff), BFS-ERG, and UVA Military Veterans Community.*

AY. Provide better counseling and other outlets that enable minority staff to work through their concerns and frustrations. (ED, 2002, p. 10)

1. *The Faculty and Employee Assistance Program (FEAP) provides comprehensive and high quality employee assistance program services, which assist organizations in maximizing employee productivity, help employees identify and improve personal concerns that may affect job performance, and boost morale and improve employee retention. FEAP provides individualized, confidential assessments based on clinically-sound standards that will result in solving the issue, offering brief counseling, or offering appropriate community referrals as necessary. FEAP also provides consultation to supervisors and managers to assist in addressing employee/team challenges.*

AZ. Allow staff members to pursue degrees at the University without losing their positions or their salaries. (ED, 2002, p. 10)

1. *In addition to numerous training and development programs, the University offers $2,000 per employee per calendar year in tuition benefits for academic and related coursework, including vocational and professional development opportunities. Education Benefits may be used for academic degrees or courses at UVA and other accredited institutions and non-credit courses, certificates, and licenses at UVA and other education providers.*

BA. Offer team-building retreats for classified staff like those available to faculty. (ED, 2002, p. 10)

1. *Team-building opportunities vary by office, but in general are available to both staff and faculty.*

BB. Provide incentives to hire faculty with cross-disciplinary expertise so that schools can share faculty and maximize resources. (ED, 2002, p. 11)

1. *Part of UVA's Strategic Plan approved by the BOV in fall of 2014 includes a plan to hire faculty in strategic, collaborative areas of research and scholarship. The plan involves nine schools whose deans submitted proposals for interdisciplinary faculty positions that build on academic strengths and focus on increasingly important social and scientific issues. President Sullivan asked deans to collaborate in submitting proposals for hiring additional tenured and tenure-track faculty members. A committee of vice provosts and University professors reviewed requests for fifty-four positions and approved twenty joint-hire searches.*

BC. Put resources into strengthening the [Edgar F.] Shannon Center, for recruitment and retention of the best faculty. (ED, 2002, p. 12)

1. *The Shannon Center was recently moved to the Vice Provost for Faculty Affairs' portfolio who will realign it with current recruitment and retention efforts.*

BD. Address issues of implicit bias and cultural awareness for all faculty. (AFC, 2015)

1. *In 2011, in response to the recommendations made by the President's Commission on Diversity and Equity (PCODE), the Office of Equal Opportunity Programs (EOP) developed a recruitment and hiring training program for all faculty search committees and hiring officials, effective August 1, 2005. Its purpose is to provide guidance to search committees and hiring officials on designing and conducting legal and effective searches, recruiting and hiring the best applicant for the position, and efficiently managing crucial steps in the search process. Between August 2005 and February 2006, EOP provided 111 faculty search committee training workshop sessions that reached an audience of 1,182 throughout Grounds and the Medical Center. Later that year, EOP transposed its classroom training program to an online program and launched the online version of EOP search committee training in February 2006. EOP has since developed an online recruitment and hiring training program for all University staff hiring officials. As of February 1, 2011, the University staff hiring official training must be successfully completed by the hiring official prior to posting any staff position. EOP continues to provide face-to-face training upon request by any search committee chair or hiring official.*
2. *The Vice President and Chief Student Affairs Officer (VPSA) and the Dean of Students are implementing implicit bias training for incoming first year students for the 2017-18 academic year. Various units around Grounds offer diversity training workshops for students, faculty, and staff (e.g., Safe Space, Multicultural Fluency, Accessibility Ally, and more). The ODE organized a two-day series of diversity education workshops with a focus on implicit bias. A Cornerstone Program (succession development program) project team is developing a set of recommendations for how to institutionalize diversity training at UVA. The Academic Search Portal (http://UVAsearchportal.virginia.edu/) offers information about implicit bias and related tools.*

BE. Set and operationalize a goal to increase the number of Black tenured faculty to at least 15% by 2020. (AFC, 2015)

1. *"Quotas and "set asides" based on race, ethnicity, or other such characteristics are prohibited by law. However, the University is committed to increasing the level of diversity, equity, and inclusion throughout its workforce and across Grounds.*

2. *2015-16: A record number of tenure-track URM faculty were hired (31%). African American tenure-track or tenured faculty hires comprised nine percent (9%) of hires for the year. As of fall 2013, UVA ranked 24th in African-American tenured-track or tenured faculty among the Association of American Universities (AAU).*

BF. Provide University employment data to clearly show race and gender by employment rank or category and department or business unit. (PCODE, 2004, p. 9)

1. *During the May 4, 2011 meeting with the VPCODE, PCODE members indicated that, in general, University-wide diversity-related data should be more centralized and readily accessible. As a result of this recommendation, the Diversity Data Dashboard was developed and published in 2014. The Dashboard makes data pertaining to staff, faculty, and student diversity (gender and racial) readily accessible in a user-friendly format. It is maintained by the ODE and is updated annually in collaboration with Institutional Assessment Studies.*

BG. Expand and mandate Equal Opportunity Program workshops for hiring officials and search committees; improve communication among hiring officials. (PCODE, 2004, p. 9)

1. *In response to the recommendations made by the PCODE, EOP developed a recruitment and hiring training program for all faculty search committees and hiring officials, effective August 1, 2005. Its purpose is to provide guidance to search committees and hiring officials on designing and conducting legal and effective searches, recruiting and hiring the best applicant for the position, and efficiently managing crucial steps in the search process. The University staff hiring official training must be successfully completed by the hiring official prior to posting any staff position.*
2. *In November 2005, the first version of the Office of the Executive Vice President and Provost online Faculty Search Committee tutorial went live, mandated by President Casteen for all members of search committees seeking to hire tenured or tenure-track faculty. It has been updated to reflect current best practices since that time.*

BH. Develop goals and targets for increasing diversity for each school, department or business unit, and hold hiring officials accountable for reaching the targets. (PCODE, 2004, p. 9)

1. *The Executive Vice President and Provost requested diversity plans from each of the schools.*
2. *The ODE communicates annually with the deans about the demographics of their faculty, staff, and students referencing the Diversity Data Dashboard.*
3. *UVA CHARGE provides demographic data sheets to departments informing them about the pipelines for their particular fields. The Office of the Executive Vice President and Provost has expanded CHARGE's efforts to include arts and humanities. There are plans to expand further.*

BI. Develop and implement policy for promotion in ranks for General Faculty; Develop and implement consistent guidelines for advancement in pay bands for classified staff. (PCODE, 2004, p. 9)

1. *This recommendation has been addressed through the HR restructuring process implemented several years ago.*

BJ. Improve benefits in areas such as pool of sick leave funding for professional research staff, tuition remission for worker's families, health benefits for domestic partners, etc. (PCODE, 2004, p. 10)

1. *HR staff conducted a peer analysis of six other university benefits plans, which contributed to improvements in benefits including enhanced education, vocational, and professional development programs for staff and faculty.*

2. *Same-sex spouses of University employees are eligible for healthcare benefits due to a court decision that legalized same-sex marriage in Virginia in 2014.*

VI. LIVING WAGE

A. University should conduct internal and external review and a study on the cost and effect of instituting a Living Wage policy, and should pursue subgoals: (a) Published calculations on the findings, (b) Strategic plan for fair compensation across all employees, (c) University audit of all contractors to determine pay and treatment. (TaBU, 2015, pp. 14-15)

1. *The President has stayed true to her commitment to help improve the salaries of employees at UVA. The University has established its own "minimum hiring rate," which has increased by two percent (2%) annually for the past several years. At the end of 2015, the minimum hiring rate increased by 18.5 percent since the Presidential commitment was made or 3.7 percent per year over the past five years. Market analyses of all public colleges and universities in Virginia indicate that the University's minimum hiring rate is set at the second highest in the Commonwealth of Virginia. Only George Mason University in northern Virginia offers a higher minimum hiring rate.*
2. *The University contracts for certain services with outside vendors, who in turn set the wages and benefits for their employees. As a state agency, UVA does not have the legal authority to impose its will on private vendors and contractors in their setting of wage rates.*

B. University to request that Attorney General reconsider the Commonwealth's ruling in regards to mandating certain wages for contracted employees. (TaBU, 2015, p. 16)

1. *At this time there has been no request to reconsider the ruling.*

C. University to provide supplemental skills training during summer months when employees are laid off or temporarily unemployed. (TaBU, 2015, p. 16)

1. *This has not been implemented.*

D. President Sullivan should oversee the revamping of the Staff Union and Staff Senate, including goal of a VP or higher-ranked staff at every Staff Senate meeting. (TaBU, 2015, p. 17)

1. *A Vice President or higher-ranked staff member does attend every Staff Senate meeting. The Staff Senate bylaws state "The Vice President of Human Resources (or designee) will be invited to attend all meetings as a resource and to provide information in an ex-officio capacity." In addition, other vice presidents are invited to attend and/or present at meetings on a regular basis.*
2. *A Staff Senate Advisory Board has formed, which includes representatives from the vice presidents' offices.*
3. *The Staff Union existed for six years before it was disbanded in 2008. According to a Cville Weekly article from October 10, 2011, the Staff Union did not have enough members and the Communications Workers of America (CWA) stopped financially supporting it (according to the article, the union had 250 members and CWA wanted to see 1,000). According to the same article, in 2010, a UVA employee tried to organize Campus Workers United but no additional information could be found. Because Virginia is a Right to Work state, it is challenging for unions to be effective.*

E. Increase salaries and benefits so that classified staff can better afford to live in Charlottesville. (ED, 2002, p. 10)

1. *The Board of Visitors (BOV) has provided approximately $250,000 annually to accelerate salary increases for the lowest paid employees. This resulted in range penetration for this group moving from seventeen percent (17%) of the salary range to twenty-six percent (26%) (factoring in both lowest paid funding and the merit increases).*

2. *Two additional opportunities are available for individual salary enhancements: 1) Staff are eligible to participate in the Essential Workskills career development program, which results in a $600/yr. base salary increase upon successful completion. 2) University Staff with salaries below $42,000 receive a $450/yr. salary supplement. This Supplemental Benefit Credit offsets the employee's cost of benefits (health insurance premiums, retirement, parking, gym membership, etc.).*

F. Offer sabbaticals for classified employees. (ED, 2002, p. 10)

1. *Sabbatical leave is offered only to full-time teaching faculty of the schools, as per University policy.*

G. Provide financial aid or free tuition to children of staff who attend the University. (ED, 2002, p. 10)

1. *AccessUVA, Affordable Excellence, Blue Ridge Scholarships, and the Leonard Sandridge Scholarship provide need-based financial aid to students, including children of staff as needed. Affordable Excellence is the new model to reduce student indebtedness for both low- and middle-income Virginians and increases grant aid. The University does not offer free tuition to children of staff.*

H. Develop a regular publication in which staff members can express their views. (ED, 2002, p. 10)

1. *The Staff Senate maintains a website. Announcements and resources are posted on the website as well as a suggestion box for employees to submit ideas. Modest financial support from HR is allocated to website development and maintenance, and twenty-five percent (25%) of a full-time employee position will support the Staff Senate. The Staff Senate has occasionally issued statements or resolutions (e.g., on November 25, 2014, the Staff Senate issued a statement following publication of the Rolling Stone article). In the fall of 2016, the Staff Senate co-chairs plan to launch a newsletter which will have the capacity to share staff members' views. The Staff Senate does not have a dedicated budget. With modest dedicated funds, the Staff Senate would be able to provide more means of communication for staff members to have their voices heard.*

VII. OTHER BIG IDEAS

A. Establish an office devoted to finding jobs for spouses of University faculty and administrators. (ED, 2002, p. 9)

1. *The Office of the Executive Vice President and Provost hired a Director of Dual Career Programs in 2016.*

B. Change the architecture of the University—to some, red brick and white columns stand as symbols of the old order. (ED, 2002, p. 9)

1. *As a shared United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Site, the University of Virginia does not plan to change the current architecture of the University; however, through the President's Commission on Slavery and the University (PCSU) and other efforts, it is researching and interpreting artifacts and sites around Grounds and interpreting its history more fully with a focus on memorializing enslaved laborers at the University.*

C. Place an employee representative on the Board of Visitors. (ED, 2002, p. 10)

1. *Beginning in March 2015, a faculty representative serves as a non-voting member of the Board of Visitors (BOV).*

D. Identify shared space that could be used for collaborative work between faculty from different schools; also for faculty to meet with students in an informal way. In addition, it would be useful to reserve parking at each school for faculty doing these types of cross-school activities. (ED, 2002, p. 11)

1. *In 2012, OpenGrounds was established on West Main Street in order to encourage collaborative, cross-disciplinary work across the University. OpenGrounds connects scholars, researchers, artists, and external partners with the goal of generating innovative results.*

E. In order to aid faculty and graduate student recruitment, establish an office to assist in finding employment opportunities for "trailing" spouses. (ED, 2002, p. 11)

1. *The Office of the Executive Vice President and Provost hired a Director of Dual Career Programs in 2016. Candidates with spouses seeking employment at the University are encouraged to inform the search committee chair, who should contact the Director of Dual Career Programs and/or the Vice Provost for Faculty Affairs to request that s/he explore available options.*

F. Provide opportunities for Associate Deans at all the schools to meet together monthly, to exchange information about what they're doing and opportunities for joint work. (ED, 2002, p. 11)

1. *There are regular meetings of the Dean and Associate Deans within schools. The Associate Deans for Diversity and Equity also meet regularly.*

G. Department chairs and administrative leaders in each school should be encouraged to go beyond the "usual suspects" syndrome and distribute the administrative workload among faculty, to help expand participation in the overall life of the University. (ED, 2002, p. 11)

1. *The Directors of Diversity and Inclusion (DDI) is a new Arts and Sciences initiative, in which one faculty member (associate or full professor or experienced long-term members of the general faculty) are appointed by departmental chairs to a three year term to help bring best practices around diversity and inclusion to every aspect of academic life in their unit. Chairs were asked to be sure not to appoint only "usual suspect" faculty (women and underrepresented minorities (URM)) to this role. Further, this role will rotate every three years, so that over time many or nearly all faculty of a unit will be tasked with taking a leadership role in addressing issues of diversity and climate in their units. They also work collectively via monthly meetings, training, retreats, and ongoing interaction with the dean's office to make collective action decisions or recommendations to address diversity and inclusion at the school-wide, university-wide, or public levels.*
2. *In order to further distribute the workload, the Office of the Dean of Arts and Sciences has been working closely with the Office of the Executive Vice President and Provost (particularly the Vice Provost for Faculty Affairs) and Office for Equal Opportunity and Civil Rights (EOCR) to expand the faculty search committee requirement around having an individual faculty member on every search who will represent the concerns of diversity and inclusion. Previously, the working interpretation of this requirement led to women or minority faculty being asked to be on many more search committees than their male or majority-group counterparts. This interpretation has now been expanded to include the DDI being allowed to either (a) serve as a full member of the search committee or (b) serve as a consultant to the search committee in order to meet the diversity requirement, in lieu of having a women/URM faculty member appointed to that committee. This has provided substantial freedom from earlier practices, which often left a single woman or person of color in a given unit to serve as the only representative of diversity considerations, leading to very unfair service burden.*

H. The University should have a public policy major or course of study. We already have top-notch resources available in the Politics department, the Law School, the Miller Center, the Center for Governmental Studies, the Institute for Practical Ethics, and other areas. Our Jeffersonian heritage also makes this initiative a natural one for the University. (ED, 2002, p. 12)

1. *In 2007, Frank Batten, Sr. donated $100,000 to establish UVA's Frank Batten School of Leadership and Public Policy (the Batten School). The Batten School offers the Bachelor in Public Policy and Leadership, the Accelerated Bachelor/Master of Public Policy degree, and a Master of Public Policy program.*

I. Biotechnology; Interdisciplinary BIO-V complex—a new facility to hold faculty working in a variety of overlapping disciplines (biomedical engineering, chemical engineering, materials science and engineering) from SEAS (School of Engineering and Applied Science), College of A&S (Arts & Sciences), and School of Medicine. (ED, 2002, p. 12)

1. *The Institute for Nanoscale and Quantum Scientific and Technological Advanced Research encompasses nanoscale and quantum research, education, and business development projects in three broad theme areas: electronics, biology and medicine, and energy and the environment. Participants come from the following schools at UVA: School of Engineering and Applied Science (SEAS), School of Medicine, Curry School of Education, Darden School of Business, the College, and School of Architecture.*

J. The University has excellent resources in a number of schools, including Architecture, Engineering and Arts and Sciences, that can be brought to bear on issues of development of the Southeast Corridor (Atlanta though DC to Baltimore) –transportation, community and commercial development, traffic planning, etc. Perhaps these strengths could be combined into a research center. (ED, 2002, p. 12)

1. *No known action.*

K. Establish a Leadership Center or curriculum to build on the University's Jeffersonian foundations and its emphasis on nurturing student leadership. The Center could involve faculty from all of the schools of the University, and create a curriculum requiring courses in ethics, medicine, law, history, business, government and other areas of strength at the University. (ED, 2002, p. 12)

1. *Established in 2007, the Batten School engages faculty members from across schools and offers courses in the recommended areas.*

L. Create a Commonwealth-wide School of Medicine, with branches based in cities and other institutions around the state. (ED, 2002, p. 12)

1. *Recommendation is unclear.*

M. Establish a "Science and Society" Institute to address the intersection of biology, information, and values. (ED, 2002, p. 12)

1. *The SEAS established the Department of Engineering and Society in 2012. The department also houses the SEAS undergraduate thesis program, the engineering business minor, applied mathematics minor, history of science and technology minor, science and technology policy minor, the Rodman Scholars Program, international studies, on-line courses, and hands-on activities via the Lacy Hall and the Ann Warrick Lacy Experiential Center.*

N. Create a "Have/Have-Not" Center to act as the world's leading researcher and commentator on managing this disparity. (ED, 2002, p. 12)

1. *No known action.*

O. Establish a Rural Health Resource Center to address health promotion, disease prevention, early detection, and chronic illness. (ED, 2002, p. 12)

1. *The UVA School of Nursing (SON) established the Rural and Global Health Care Center in 2013 with the mission of promoting health in rural communities throughout the world. The Center works closely with the SON Global Initiatives Office. SON also houses the Nursing Leadership in Rural Health Care Grant and supports the Remote Area Medical clinic annually in Wise, VA.*
2. *Since the time this recommendation was made, the Rural Health Care Research Center was funded from 2004-09.*
3. *The UVA Center for Global Health received funding from the National Institute of Minority Health and Health Disparities to begin offering the UVA Minority Health International Research Training (MHIRT) program in 2015. MHIRT trains future leaders to address global rural health disparities. International sites include Uganda, South Africa, and St. Kitts and Nevis.*

P. Create a University-wide Institute on Aging, with contributions from many schools including Medicine, Nursing, Engineering, Commerce, Business, Law, Architecture, etc. (ED, 2002, p. 12)

1. *The Institute on Aging is a pan-university initiative sponsored by the Office of the Vice President for Research. It promotes basic and applied research on topics related to aging, serves as an information and education resource about aging issues, and seeks to influence the development and implementation of public policy that addresses the needs of older adults. To that end, the Institute offers seed-money grants to stimulate new research and educational programs, and sponsors lectures and conferences for scholars, service providers, and the community at large. (http://www.virginia.edu/vpr/)*

Q. Ensure that no honor or judicial charges are advanced against Martese Johnson. (AFC, 2015)

1. *No honor or judicial charges were filed against Martese Johnson that we know of. However, the honor and judicial processes are confidential.*

R. Create an exchange program between UVA and Historically Black Colleges and Universities (HBCUs). (PCODE, 2004, p. 8)

1. *As a result of the President's Commission on Diversity and Equity (PCODE) report, partnerships with HBCUs have been strengthened. A three-year part-time position in the Office of the Executive Vice President and Provost was established in order to improve collaboration with HBCUs. There is currently no official exchange program between UVA and HBCUs. Individual schools and departments have outreach initiatives with HBCUs. The VA-NC Alliance includes four HBCU partners.*

S. Promote mentoring efforts, both for potential job candidates and for local youth. (PCODE, 2004, p. 10)

1. *Mentoring efforts for local youth are accomplished through various UVA programs including Day in the Life, the Young Women Leaders Program, and the Men's Leadership Project. No known actions related to potential job candidates, although the Woodson Institute with its post-doc program engages in continuous active recruiting and the College is considering applying that approach more broadly.*

T. Reconvene Commission committee chairs to monitor progress on the CODE search by January 2005; reconvene the Commission itself to meet with the newly appointed CODE and the President by January 2006. (PCODE, 2004, p. 10)

1. *These meetings were held as recommended.*

U. Governor and State Legislature abolish law enforcement mandate of ABC Office (Alcoholic Beverage Control), UVA should call for change. (TaBU, 2015, p. 12)

1. *Following the incident with Martese Johnson (former UVA student), Governor McAuliffe comprised a panel that was tasked with giving recommendations on the next steps in reforming the Department of Alcoholic Beverage Control's (ABC) law enforcement division. The panel recommended in September 2015 that the department should prioritize licensee regulatory matters over street-level enforcement of liquor laws. It further stressed the need for additional training and increased staffing of ABC agents to monitor licensed establishments but did not recommend taking away the department's law enforcement powers, concluding that public safety is "best served by Virginia ABC law enforcement."*
2. *Furthermore, through a program that is run by the Virginia Department of Criminal Justices Services, the Virginia ABC underwent a thorough accreditation process and was awarded accreditation on December 1, 2015. This was an initial accreditation that must be renewed in four years in order to maintain the accredited status. The program is entitled the Virginia Law Enforcement Professional Standards Commission and was founded in 1996; it is comprised of the Virginia Sheriffs' Association, the Virginia Association of Chiefs of Police, and the Virginia Department of Criminal Justice Services.*

V. UPD, Charlottesville PD, Albemarle PD undergo thorough implicit bias and discrimination training. (TaBU, 2015, p. 13)

1. *The Office of Attorney General and the Department of Criminal Justice Services, in partnership with the Staunton Police Department, offered the first of four Fair and Impartial Policing Training of Trainers (FIP TOT) regional opportunities on February 9-11, 2016. This initial training opportunity was offered to those law enforcement agencies affiliated with the Central Shenandoah Criminal Justice Training Academy. The Fair and Impartial Policing (FIP) Perspective is based on the science of human bias, including the research on implicit bias—which can impact what people perceive and do, even in people who consciously hold non-prejudiced attitudes. The FIP Perspective leads to the conclusion that even the best law enforcement officers may manifest bias because they are human, and even the best agencies will have biased policing because they hire humans. The FIP TOT allows teams of trainers to learn to implement both the recruit/patrol officers' and first-line supervisors' curricula. This 2.5 day TOT "walks" trainers through every aspect of the FIP Training Program and provides opportunities to practice teaching the modules of both curricula.*

W. UPD, CPD, and APD should institute strict guidelines under which situations an officer may make physical contact with a citizen, and these guidelines should be easily accessible to the public. (TaBU, 2015, p. 14)

1. *This recommendation would be extremely difficult for law enforcement to implement due to the amount of cases with various fact patterns regarding whether an officer may make physical contact with a citizen or search a citizen's property. In addition, the University cannot impose guidelines on city or county entities such as the Charlottesville Police Department and the Albemarle Police Department.*

X. Appoint a committee of diverse backgrounds and representing all facets of the Community to develop an inspiring, compelling, and concise aspirational statement representing the Community's vision for a safe, inclusive, and welcoming climate that is required for the realization of individual and institutional goals. (CWG, 2015, p. 4)

1. *No known action.*

Y. Consider the Black Student Alliance's "Towards a Better University" most notably: (a) the development of online summer cultural competency training module and fall orientation presentation, (b) the re-evaluation of recruitment strategies to recruit Black students, (c) the implementation of strategies to increase the recruitment and retention of Black faculty and staff (e.g. deaconal metrics, cluster hires, dual career support and endowed chairs), (d) better training of RAs to discuss race, gender, and socioeconomic status, (e) increased minority perspectives in classroom discussions. (CWG, 2015, p. 4)

1. *See previous comments.*

Z. In preparation for the University of Virginia's bicentennial, (a) charge a distinguished diverse group of scholars and students to propose representative symbols for Grounds of slave life in the Academical Village as well as of the impact of women and minorities in contemporary University life, (b) issue RFPs for scholarly projects involving faculty and students utilizing the recently digitized historical archives, (c) develop a permanent exhibit reflecting the early history of the University and its evolution over 200 years, (d) charge the University Guides to develop a bicentennial narrative including the role of slaves in the Academical Village and the contributions of African Americans and women shaping the contemporary University. (CWG, 2015, p. 4)

1. *See Memorial to Enslaved Laborers (MEL) student group*
2. *The Bicentennial Commission has been established and issued RFPs for projects that explore the University's past, present, and/or future. The President's Commission on Slavery and the University (PCSU) is planning the Universities, Slavery, Public Memory, and the Built Landscape symposium for October 2017.*
3. *Exhibit have been installed at the Rotunda that feature the roles of enslaved people in the University's early years.*
4. *U-Guides have already changed tours.*

AA. Engage widespread community input about the Lincoln Perry Murals (2010) to develop concise and relevant commentary to be shared by University leaders as conveners of groups of prospective and incoming students, their parents, and the public in Cabell Hall. (CWG, 2015, p. 5)

1. *Internal committees asked to consider issue.*

AB. To decrease the alienation of students from University leadership: (a) increase the transparency of communication between the administration and its constituents of students, faculty and staff, (b) establish a mechanism to engage timely student and faculty feedback in advance of major presidential messages to students, (c) increase the transparency of communication around financial aid packaging and AccessUVA, (d) consider models of peers (e.g. William and Mary's convocation which concludes with a new student welcome and picnic with upperclassmen and faculty). (CWG, 2015, p. 6)

1. *Concerted efforts by UVA administration and University Communications has resulted in increased communications and transparency with all constituents (students, faculty, and staff). Major messages come from the President, Executive Vice President and Provost, Vice President and Chief Student Affairs Officer (VPSA), Dean of Students, Vice President and Chief Officer for Diversity and Equity (VPCODE), and Office for Equal Opportunity and Civil Rights (EOCR) on an as needed basis.*
2. *The Office of the Dean of Students (ODOS) compiles data on bias reports received through the Just Report It system. Data about incidents from recent years is now available on the ODOS and EOCR's websites.*

AC. Build upon UVA's pilot program with Harvard University School of Law's Gender and Violence Project and Futures Without Violence (FWV) course addressing campus sexual assault to include curricular elements of power-based inequalities (e.g., racism, sexism, classism) and cultural competency. (CWG, 2015, p. 8)

1. *Although there is no known action regarding the pilot program, EOCR hosts the "Not on Our Grounds: Responsible Employee Online Training Module." The training is required for all University and University Medical Center employees in conjunction with Title IX and the Violence Against Women Act. Green Dot bystander training was launched in 2015 to reduce power-based personal violence.*

AD. Enlist the Curriculum Committee of the College of Arts & Sciences to survey existing course offerings related to power-based inequities, identify gaps, and recruit faculty to fill gaps. Consider requiring all students to enroll in a 3 credit course addressing power-based inequities. (CWG, 2015, p. 8)

1. *The General Curriculum Committee in the College is piloting new General Education requirements, which include a focus on developing citizen leaders for a complex world and offer a number of engagements including "Engaging Difference" - it is anticipated this engagement will offer students knowledge and experiences related to this recommendation.*

AE. Develop space and equitable allocation systems to accommodate all student populations especially LGBTQ, African American populations, and other marginalized groups. (CWG, 2015, p. 8)

1. *The LGBTQ Center now has a larger, more adequate space for students. The Multicultural Student Center was established in 2016.*

AF. Provide resources to extend Safe Space training to all students. (CWG, 2015, p. 9)

1. *Safe Space training is currently available widely across Grounds to both students and employees. The training is not mandatory.*

AG. Evaluate progress of BSA recommendations from "Towards a Better University": (a) required course of UVA history including various perspectives like race, gender, and socioeconomic status, (b) permanent and proper slave memorial on Grounds (Academical Village), (c) increased financial support for African American operations (space, fellowships, scholarships, tutoring, etc.), (d) successful transition of the Carter G. Woodson Institute to department status, (e) strategic plan of recruiting and retention of minority faculty and students (particularly Black faculty and students). (CWG, 2015, p. 9)

1. *Although there are no plans at this time to require a course on UVA history, the General Curriculum Committee in the College is piloting new General Education requirements, which include a focus on developing citizen leaders for a complex world and offer a number of engagements including "Engaging Difference" - it is anticipated this engagement will offer students knowledge and experiences related to this recommendation.*
2. *The Board of Visitors (BOV) approved the design team Höweler + Yoon to design a memorial to enslaved laborers on Grounds. This project is being overseen by the PCSU and the Office of the Architect for the University.*
3. *This is being addressed between the President's Office, Office of African American Affairs (OAAA), and VPSA.*
4. *Progress is being made toward this goal by the President, the Executive Vice President and Provost, and the College.*
5. *The Executive Vice President and Provost requested diversity plans from each of the schools and if offering*

Target of Opportunity hires as a means to recruit minority faculty. The Target of Opportunity approach has been approved by the BOV.

VIII. PROGRESS MADE UNRELATED TO SPECIFIC REPORTS' RECOMMENDATIONS

A. Solve the Dual Career challenge for current and incoming faculty.

1. *The Office of the Executive Vice President and Provost hired a Director of Dual Career Programs in 2016. The deans have been asked to include dual career hiring in their hiring plans and will discuss those with the Vice Provost for Faculty Advancement and department chairs.*
2. *UVA CHARGE held the Tournament of Ideas in fall 2014 focused on dual career solutions and conducted a faculty survey in fall 2015. UVA CHARGE is funded by a National Science Foundation (NSF) ADVANCE IT Grant #1209197.*

B. Address the departmental climate issues: micro-aggressions, devaluing of women faculty, informal/unwritten rules, get rid of the "old boys club" business approach; implicit bias in P&T.

1. *Several UVA CHARGE projects address department climate, and UVA CHARGE is measuring changes in climate through the Collaboration on Academic Careers in Higher Education survey. Results indicate that faculty awareness has increased around bias literacy and micro-aggressions, but there is still a significant level of "old boys club" business approaches taking place.*
2. *In fall 2016, UVA CHARGE will host a workshop on revising the promotion and tenure (P&T) policy and criteria to support more diverse forms of scholarship, including interdisciplinary research. CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

C. Policy Audit on faculty life and careers.

1. *The Office of the Executive Vice President and Provost is in conversation with UVA CHARGE about the results of their audit and will reassess in light of their findings.*

D. Equity review & salary adjustments.

1. *This study was a requirement of the UVA CHARGE ADVANCE grant. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197. No actions to be discussed at this time.*

E. Study of institutional practice: conduct research to understand the gender differences in salaries in this report and address those issues within university control; a) allocation of resources for research; b) committee assignments; c) review mentoring; support of associate professors; d) gender disparity in promotion from associate to full; e) gender disparities in hiring and salaries.

1. *Regarding salary equity, a study was a requirement of the UVA CHARGE ADVANCE grant. Deans required feedback and money for equity adjustments.*
2. *UVA CHARGE conducted a study on space allocation (see recommendations from that report).*
3. *Committee assignments are not collected systematically across the University, but selectively in schools and departments.*

F. Extending the empirical analysis: collect additional data; improve leave records/data collection; improve records for outside offers; centralize and standardize joint appointment records; conduct study on NTT and SOM faculty.

1. *This study was a requirement of the UVA CHARGE ADVANCE grant. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

G. Periodic review: create schedule for periodic review of faculty salaries.

1. *This study was a requirement of the UVA CHARGE ADVANCE grant. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197. No known action.*

H. Address the recommendations and disparities in the Space Allocation study: a) not collecting data on space allocation; b) men allocated more individual office and research space; c) create shared spaces to increase interdisciplinary, productivity and collegiality; d) create interdisciplinary research centers; e) upgrade spaces and equipment.

1. *This study was a requirement of the UVA CHARGE ADVANCE grant. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

I. Equitably provide reduced teaching loads to new faculty; study found men tend to receive more reduced teaching loads than women.

1. *This study was a requirement of the UVA CHARGE ADVANCE grant. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

J. Standardize the offer letters across departments to include the same features.

1. *This study was a requirement of the UVA CHARGE ADVANCE grant. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

K. Institutionalize an Advocate and Allies project similar to those in other ADVANCE universities that has one faculty member in each department formally acting as a Diversity Advocate for searches, P&T, and department climate. Transform the Equity Consultants into Advocates and Allies project, institutionalize across schools.

1. *Pilot project began in the College in fall 2016 with Directors of Diversity and Inclusion (DDI); they received some training, worked with search committees. We partnered with Greg Townsend in the School of Medicine who started a similar project and will work with other Associate Deans of Diversity to share lessons learned and implement in those schools. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

L. Meet with all faculty candidates.

1. *UVA CHARGE felt this recommendation was not feasible given the high number of candidate meetings that would need to take place.*
2. *Instead, UVA CHARGE created the Faculty and Candidate Guide available on the UVA faculty home page and UVA CHARGE home page, emailed it to all STEM candidates in 2016, and provided it to all schools and HR. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

M. Dual Career Survey: a) create a transparent, formal process for academic and non-academic dual career hires; b) create a central dedicated office that supports academic and non-academic spouses; c) coordinate and communicate across schools; d) flexible childcare.

1. *The Office of the Executive Vice President and Provost hired a Director of Dual Career Programs in 2016. There will be a central office and many other recommendations outlined in the survey will be addressed. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

N. Institutionalize the Faculty and Candidate Guide in the Office of Dual Career Programs.

1. *Once the Office of Dual Career Programs is established, this is the best location for the Faculty & Candidate Guide. The Faculty Guides program was piloted in 2015-16 - the guides responded to questions about retirement, parental leave, accommodations for disabilities, and policy questions.*

2. *This service is used by current faculty and candidates, as well as HR. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

O. Institutionalize the Recruitment Grants.

1. *UVA CHARGE is working through the Internal Advisory Board (IAB), chaired by the Vice Provost for Faculty Affairs, to find financial support for this.*

2. *Some STEM departments claim they do not have enough funds to bring more than two candidates on Grounds. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

P. Institutionalize the Joanne Cohoon Enhancement Grants.

1. *UVA CHARGE is working through the IAB, chaired by the Vice Provost for Faculty Affairs, to find financial support for this.*

2. *These are small ($5,000) grants given to women for professional advancement in their field. Results indicate high success in supporting women entering new research areas, returning to research after family commitments, expanding networks to improve P&T results, and making them visible in departments and disciplines. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

Q. Institutionalize the Department Demographic Data Sheets. Use the Department Demographic Data Sheets as metrics for the Cornerstone Plan.

1. *UVA CHARGE is working with the Vice Provost for Faculty Affairs and the Assistant Vice Provost; will need better networked data systems, more valid and reliable data entry in departments, and interactive data visualization available on the web.*

2. *To see the current version given to departments: http://UVAcharge.virginia.edu/NSF/8I%20AY2013-2014%20Dept.%20Demographic%20&%20Pipeline%20Data/Bio%20Med%20FINAL.pdf*

3. *UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

R. Institutionalize the NSF Toolkit data as part of university reporting or Cornerstone metrics.

1. *This is an annual report to NSF required for submission under the grant. UVA CHARGE has spoken with the Vice Provost for Faculty Affairs and the Assistant Vice Provost.*

2. *The University will need better networked data systems, more valid and reliable data entry in departments, systematized data collection of missing data (e.g. faculty committee assignments and other service), and interactive data visualization available on the web. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

S. P&T audit and realignment in SEAS (in progress).

1. *UVA CHARGE provided research, resources, and expertise on P&T and other faculty reward systems that better support women, minorities, and interdisciplinary research models. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

T. Implicit bias training for P&T committees (in progress).

1. *UVA CHARGE identified a gap in implicit bias training in that P&T committees are not receiving the same organized, mandatory training as search committees. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.*

U. P&T audit and alignment for other schools (in progress).

1. *UVA CHARGE brought KerryAnn O'Meara to Grounds in fall 2016; she is an expert in faculty reward*

systems. She conducted a workshop to begin this audit. UVA CHARGE is funded by a NSF ADVANCE IT Grant #1209197.

V. Faculty and staff met and discussed need for more coordinated efforts to support students, faculty, and staff with disabilities.

1. *The Disability Access Committee (renamed the Disability Advocacy and Action Committee (DAAC)), and its working groups (currently: Communications & Events, Disability Studies Initiative, Policies, and Students) were formed starting in 2013.*

W. Faculty advocated for UVA to hold disability studies symposium, formalize an initiative, and build support for a minor.

1. *Held first and second disability studies symposium (to be held on biennial basis).*
2. *Submitted proposal to Associate Dean for Arts and Humanities and was approved to form the Disability Studies Initiative.*
3. *Members of the DAAC created and launched a blog called Disability@UVA (http://disability.virginia.edu/).*
4. *Members and students collaborated to plan events for Disability Acceptance Week.*

X. Disability Advocacy and Action Committee members advocated for the ADA Coordinator to become a fulltime position.

1. *The Americans with Disabilities Act (ADA) Coordinator position within the Office for Equal Opportunity and Civil Rights (EOCR) transitioned to fulltime status. The following year, the Office of the Executive Vice President and Provost hired its first Coordinator of Academic Accessibility.*

Y. After hearing from an alum with a disability who encountered barriers to studying abroad, the DAAC Student Working Group determined that it was essential for the institution to have a set of guidelines related to students with disabilities who require accommodations to study abroad.

1. *The DAAC Student Working Group drafted guidelines related to requests for accommodations from students with disabilities who plan to study abroad. The Office of the Executive Vice President and Provost is reviewing the guidelines.*

Z. The Office of Equal Opportunity Programs identified the need for faculty, students, and staff to develop more awareness regarding disabilities.

1. *Representatives from the Office of Equal Opportunity Programs (EOP) offered Accessibility Ally training during Disability Acceptance Week (2014 and 2015), during Diversity Dialogues, as an optional training for residential advisors during ongoing educational programs, among other venues.*

AA. Create a disability cultural center.

1. *Members of the DAAC wrote a proposal to the Jefferson Trust requesting funds for an online disability cultural center. This was not funded. Members suggested that the students leading the Multicultural Student Center Initiative include students with disabilities in their planning process.*

AB. DAAC members recommended an online tool to report physical obstacles and other barriers to access on Grounds.

1. *In an effort to remove barriers to access at UVA, personnel developed the Report A Barrier website (http://reportabarrier.virginia.edu/).*

AC. DAAC members recommended re-establishing a liaison position between the Office of Undergraduate

Admissions and the Student Disability Access Center.

1. *Members of the DAAC Student Working Group re-established this liaison and presented to admissions personnel representing the other schools at UVA.*

AD. A number of concerns of the LGBT community at UVA were presented to Diversity Council in 2011.

1. *In 2011, the ODE formed the LGBT Committee, a subcommittee of the Diversity Council, to formally address concerns of the LGBT community at UVA.*

AE. President Sullivan called for an expansion of the University's programming and recognition of Martin Luther King, Jr. around MLK Day.

1. *In 2011, the Office for Diversity and Equity (ODE) coordinated the first University and Community-wide Community MLK Celebration, in collaboration with offices/schools/units across UVA and organizations across the Charlottesville community.*

AF. Proposal submitted to President Casteen by UVA Pride recommending implementation of Domestic Partner Benefits (for same-sex partners of employees) at UVA.

1. *In October of 2014, the Supreme Court rejected requests to review lower court decisions that overturned bans on same-sex marriage in several states including Virginia. This effectively legalized same-sex marriage in Virginia, at which point HR quickly allowed eligible same-sex spouses to enroll on UVA's Health Plan.*

AG. The University Committee on Sustainability chairs recommended creation of the Civic Engagement Subcommittee to engage broader participation in sustainability-related learning and action at the University.

1. *The Civic Engagement Subcommittee was formed in 2014, recruited members, and has engaged stakeholders from around Grounds. Its co- chairs met with multicultural coordinators in the Office of the Dean of Students, community leaders, and others and are in the process of contacting a diverse group of Contracted Independent Organizations to plan outreach and events.*

AH. In 2009, the student group Memorial for Enslaved Laborers (MEL) advocated for a larger and more fitting recognition of the University's historical relationship with slavery.

1. *The President's Commission on Slavery and the University (PCSU) was established in September 2013 with the continued advocacy of groups such as MEL, University and Community Action for Racial Equity (UCARE), and the UVA IDEA Fund.*