We've Come a Long Way; We Have a Long Way to Go: Reports of the Diversity Roundtables of the University of Virginia[1]

February 2000-March 2001

Introduction

On February 18-19, 2000, the University of Virginia launched a year of self-examination and reflection on the topic of diversity in all aspects of the University's life. In an initiative requested by President John T. Casteen III, our charge was to deepen our understanding of the significance of diversity in the context of the University, and to devise a plan of action that will enable us to realize and sustain diversity in all of our activities.

Our work began with a day-long symposium during which we invited leaders and scholars from other institutions to join leaders from our own institution so that we could learn from their experiences and perspectives as we charted our course for the future. The symposium was followed the next day by meetings of eight Roundtable groups, which served as mechanisms for engaging in critical discussions over the ensuing year about the ways in which the University creates—or fails to create--an inclusive environment for its diverse community.

Some of the Roundtables heard discouraging reports from members of the University community who do not feel welcomed here because of their race, gender, sexual orientation, job status, or other characteristics. Concerns ranged from narrowness of curriculum, to the lack of women and persons of color in senior administrative and academic positions, to the names of buildings in which we study and work. There is concern that we are not adequately preparing our students to live in a multicultural world, coupled with a sense of skepticism that the University is serious about racial and other equity matters.

A mere document cannot convey the depth of concern and passion that was the hallmark of the participants in this undertaking. The diversity of perspective and approach of the Roundtables speaks to the diversity of thought that is a foundation of this institution. This document and indeed this process are not meant to reflect unanimity of priority or opinion, and each Roundtable developed its own conclusions and recommendations. We transmit to you the working reports and recommendations of the Roundtables. The charge, activity and issues of each Roundtable are in the next section, followed by the recommendations of all, compiled and grouped by theme to begin the process of moving from the individual work of the Roundtables to the collective work of the University. The reports are reproduced in full in Appendix 1.

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[1] Cover document submitted by Co-Chairs Linda Bunker, Professor of Human Services in the Curry School and Chair of the EO/AA Committee, 1998-2000; Glenna Chang, Assistant Dean of Students; Ellen Contini-Morava, Associate Professor of Anthropology and Chair of the EO/AA Committee, 2000-2001; and Karen Holt, Director, Office of Equal Opportunity Programs. This project began under the leadership of Courtland Lee, Professor in the Curry School, during the period of a fellowship in President John T. Casteen's Office. Following Professor Lee's departure from the University, the Co-Chairs listed above continued his leadership role for this project.

The Co-Chairs and Roundtable leaders wish to make a final and significant point about this undertaking. The term "diversity" is not conducive to simplistic or shallow definitions, and this project does not attempt to impose a meaning that applies in every context. The Roundtables defined the issues and problems as they themselves deemed appropriate and relevant, with the result being a varying focus. Some felt that the most pressing issues surrounded race, or women and minorities generally. Others adopted a broader view of diversity in all its permutations. This lack of uniformity reflects the complexity and beauty of the subject; conveying the Roundtables' reasoning while recognizing that ultimately decisions must be made about priorities and options. With this in mind, we ask that the review of the issues not be done with an eye toward equal acceptance of all; rather, that they be contemplated in a fair, thorough and reasoned manner. Affording respect to these ideas promotes the diversity we all seek.

Perhaps the most important recommendation we offer is to build upon this work. We see the Roundtables and this Report as one stage of a journey that must be continued and strengthened. It is our hope that those with administrative responsibility in the areas covered by the recommendations will review, study and implement them as part of the University's diversity initiatives.

Roundtable Backgrounds

To understand how the Roundtables came to the recommendations presented here, and to provide a context for the full Roundtable Report, this section provides the description of scope each Roundtable was given in February 2000, summarizes the way in which the Roundtable carried out its task, and identifies the issues that emerged in its discussions.

Community –Valerie Gregory (Assistant Dean of Admissions) and Penny Rue (Dean of Students), Leaders

Initial Description: The University exists in a larger community context. The relationship between an institution and its surrounding community shapes the climate for all constituents. The multiple realities of the town-gown relationship will be the focus of this group, which should consider current and past relationships, as well as commerce, arts, safety and security concerns, and the roles of women and minorities in leadership positions. This group may wish to examine models of interaction at other institutions of higher education and their respective communities.

Summary of Activity: This Roundtable met twice as a group, with the leaders conducting additional meetings. The Roundtable felt that the many of the issues within its charge fell within the scope of the 2020 Commission on Public Service and Outreach.

Identification of Issues/Areas of Discussion:

- Employees, particularly staff, serve as advocates for the University within the community. Any "town-gown" initiative should take account of their perceptions about the University.
- Information about University programs, employment and events must be accessible to the community in order to be welcoming.

- All of the University's activities with respect to employees (recruiting, applying, interviewing, welcoming, selecting, training, orienting, developing, rewarding, and retaining) should reflect the University's commitment to diversity and affirmative action.

Curriculum and Pedagogy –Richard Handler (Professor of Anthropology and Associate Dean for Undergraduate Academic Programs, College of Arts and Sciences) and Kathryn Neeley (Associate Professor, School of Engineering and Applied Science), Leaders

Initial Description: Curriculum and pedagogy are at the center of the formal educational process and influence the culture of an institution and the interaction of all of its members in profound ways. The group will look at departmental requirements and interdepartmental concerns, as well as individual courses and teaching and learning styles. Such issues as incentives and release time/pay for teaching faculty to engage in curricular transformation, as well as initiatives such as Virginia 2020 and interdisciplinary collaboration, may be evaluated. Assessment, evaluation, and benchmarking with other institutions and professional organizations such as the ACE and the AAHE may be critical for the direction of this group.

Summary of Activity: The group met for discussions on four occasions following the initial meeting.

Identification of Issues/Areas of Discussion:

- The relationship between diversity and curriculum (the intellectual content and organization of university teaching and research)
- The relationship between diversity and pedagogy (our strategies and techniques in the classroom and as advisors)

Faculty and Staff Recruitment, Hiring, Retention, and Promotion –Frank Dukes (Associate Director, Institute for Environmental Negotiation) and Judy Mallory (Budget Analyst, Budget Office), Leaders

Initial Description: Fostering and retaining a diverse faculty and staff is a top priority of the University. Programs and procedures created for faculty and staff recruitment, hiring, retention, and promotion should be reviewed for effects on women, minorities, and underrepresented groups. Issues of major concern include equal opportunity programs, partner placement, mentoring, and evaluation of nontraditional research, skills, and styles, as well as the availability of research/teaching opportunities, summer support, and funding for post-doctoral fellows. This group may assess the commitment to equal opportunity and affirmative action across departments, offices, and programs.

Summary of Activity: The Roundtable gathered reports and recommendations that previously had been submitted to the University Administration, and identified other institutions that have served as innovators in the area. Seven meetings were held, and a contingent from the Roundtable traveled to the University of Maryland. The Roundtable wrote President Casteen to ask that the searches underway for senior administrative positions identify qualified minority candidates, and to urge that selections represent his commitment to diversity.

Identification of Issues/Areas of Discussion:

- Inequity along racial lines in certain EEO categories
- Inequity of compensation between recent hires and longer-term employees
- Absence of data about why minorities decline employment offers, and why they leave the University
- Absence of monitoring and incentive programs in the hiring, promotion and retention of minority faculty and staff employees

Governance and Leadership –Marcia Childress (Co-Director, Humanities in Medicine Program) and Patricia Werhane (Ruffin Professor of Business Ethics, Darden School, and Chair, Faculty Senate, 2000-2001), Leaders

Initial Description: Governance skills and styles and the process of leadership selection have direct relevance for women, minorities, and underrepresented groups. This group will explore the role and responsibility of leadership in promoting diversity and multiculturalism, as well as in capitalizing upon non-traditional expertise and leadership. In addition, this group will examine the representation of diverse perspectives and backgrounds in positions of leadership and governance. This group will also assess and evaluate current models of leadership as they relate to the University of Virginia.

Summary of Activity: Meetings initially were conducted on an irregular basis because of a change in leaders, then regular meetings were held for several months. The Roundtable compiled a list of actions showing progress, benchmarked activities at other institutions, drafted a list of "talking points" on diversity and leadership that was sent to the Office of the President, and, with the Women's Leadership Council, drafted and sent President Casteen a letter addressing the work of search committees currently underway.

Identification of Issues/Areas of Discussion:

- Leadership involves the institutional power structure and advocacy for diversity and leadership throughout and beyond the University.
- Many of our peer institutions have made public announcements about issues and initiatives concerning diversity and equity.
- The University's own students are a powerful instrument for change.

Physical Space and Environmental Assessment –Warren Boechenstein (Professor, Architecture) and Cheryl Gomez (Director of Utilities, Facilities Management), Leaders

Initial Description: Physical space, environment, and the location of buildings and offices directly impact the status of and climate for women, minorities, and underrepresented groups. The location of offices such as the Women's Center, the Offices of African American Affairs, Equal Opportunity Programs, the Americans with Disabilities Act Coordinator, and Human Resources, in addition to student housing choices and institutional assignment, are issues to be considered. In addition, the

group may explore images conveyed by décor and environment as well as safety and security, and access to buildings.

Summary of Activity: The Roundtable grouped the issues discussed in the symposium and subsequent meetings into four themes: Exterior Environment, Interior Environment, Safety and Security, and Accessibility. Separate working groups then elaborated on the themes, with the Environment groups expanding their roles to include the issue of strengthening a sense of community while respecting individual rights. The groups benchmarked, reviewed and discussed the issues, and the Roundtable considers its report a "work in progress."

Identification of Issues/Areas of Discussion:

- Physical accessibility and safety for all
- Inadvertent exclusion of the community
- Broad input in development and use of space
- Development of a welcoming and open environment
- Expanding the learning environment to include more informal and formal gathering places and programming opportunities, in friendly and accommodating settings

Policy, Procedures, and Practice –Diane Hillman (Assistant Vice President for Health Sciences Planning) and David Perrin (Joe H. Gieck Professor of Sports Medicine and Chair, Human Services), Leaders

Initial Description: The operational policies and procedures of an institution, such as affirmative action, benefits, compensation concerns, hiring policies, and grievance procedures, impact the climate for women, minorities, and underrepresented groups and should be reviewed for effectiveness and improvement. Recommendations from previous reports, task forces, and committees charged with examining the status of women and/or minorities, as well as a review of federal and state law compliance issues, may inform the discussion. This group will work collaboratively with other Roundtable groups, and may need to work with departments, offices, and schools to address equity of policies and procedures.

Summary of Activity: The Roundtable determined that its charge should be expanded from just Policy and Procedure to include Practices, or examining deviations from policies and procedures. Key areas were identified, which were seen as overlapping with other Roundtables. Representatives were assigned to other Roundtables, and the work proceeded through committee meetings and electronic communication. Faculty were invited to participate in discussions, and one group member traveled to the University of Maryland.

Identification of Issues/Areas of Discussion:

- There is a tension between University vision and actual policies, practices, and procedures.
- Actual success of practices varies and changes, and must be evaluated and altered over time.
- The University's strategic planning initiatives, particularly the Year 2000 Plan and the Virginia 2020 Commission reports, pay little attention to diversity as a stated goal.

Student Development –Alec Horniman (Professor of Business Administration, Darden School) and Monica Nixon (Assistant Director of Orientation), Leaders

Initial Description: Student Affairs practices shape the out-of-classroom experiences, growth, and development for all students. This group will engage in a structural examination of the traditional components of a student affairs model, and offices and departments that affect student life. Definitions and concepts of student development, leadership, involvement, satisfaction, and student self-governance will be assessed for the impact each has on diverse members of the student body. This group will also examine the climate created by student life organizations, such as the Judiciary and Honor Committees, Student Council, the Residence Life, Greek Life, and others. The group may explore new theoretical developments to inform current practices.

Summary of Activity: The group divided into five areas of emphasis: Curriculum Requirement, Admission and Orientation, Student Housing, Student Self-Governance, and Social Space and Activities. Through meetings and discussions, the groups undertook a process of analysis, reflection, and recommendation, reconvening to share their respective reports.

Identification of Issues/Areas for Discussion:

- How we admit, orient, house, educate, and govern determines the community we create.
- Diversity must be a vital part of the culture of the community.
- Each of the areas discussed provides numerous opportunities to make diversity a concept for understanding and a way of life for enriched community learning.

Student Recruitment, Enrollment, Retention, and Graduation –Sylvia Terry (Associate Dean, Office of African-American Affairs), Leader

Initial Description: Academic and academic support programs and procedures created for student recruitment, enrollment, retention, and graduation will be analyzed for effectiveness and opportunity for improvement. Particular focus should be given to programs affecting women, minorities, and underrepresented groups among the undergraduate, graduate, and professional student bodies. Issues of concern include affirmative action, financial aid, academic resources and support, and quality of intellectual life. This group may collaborate with offices and departments to compare support services (Offices of Admissions, African-American Affairs, the Women's Center, computing services, and libraries).

Summary of Activity: The Roundtable divided into three subcommittees: Undergraduate Outreach, Recruitment, and Admissions; Retention and Graduation; and Graduate and Professional Schools. The subcommittees conducted meetings, presented reports, met with invited speakers including representatives of the University of Maryland Baltimore County, and visited the University of Maryland.

Identification of Issues/Areas of Discussion:

- The need to keep historical issues in mind when recruiting minority students
- Providing financial, academic, and community support to students
- Why the University's success in recruitment and retention of talented minority undergraduate students is not matched at the graduate level.

Themes and Recommendations

The recommendations from the Charting Diversity Roundtables are broad-reaching, complex and ambitious. While the recommendations of each Roundtable should be considered in the context of the work and process of the Roundtables themselves, we have attempted to gather the themes and topics into areas that cut across Roundtables. These "metathemes" allow us to see the ways in which various Roundtables, dealing with different topical areas, were able to see consistent areas for attention at the University of Virginia.

Each metatheme is named and described briefly. Recommendations from specific roundtables are listed, as are the Cabinet areas implicated. For a more in-depth examination and exploration of specific recommendations, please refer to the Roundtable reports in the appendices.

Accountability and Monitoring: Knowing and keeping track of what we do

- **Better evaluation of efforts and feedback** (Faculty and Staff Recruitment, Hiring, Retention and Promotion; Governance and Leadership; Student Recruitment, Enrollment, Retention and Graduation)
  Develop a system of measures to continually monitor the effectiveness of the diversity initiatives and make adjustments as needed, and publish such information annually. 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. Provide venues to ensure that women and minority faculty and staff can meet and talk confidentially at least once each year, to assess informally the institution's climate for women and minorities and to encourage leadership development. Additionally, a system of assessing satisfaction and retention among students would yield helpful data that could continue to bolster our retention efforts.
  Cabinet Areas Affected: Executive Vice President, Vice President for Finance, Vice President for Student Affairs, Office of Equal Opportunity Programs

- **Evaluate personnel with hiring authority** (Faculty and Staff Recruitment, Hiring, Retention and Promotion; Governance and Leadership)
  Continue – and enforce – the component measuring "commitment to equal opportunity" in the recruitment and annual evaluation of all University personnel who have hiring authority for their records of accomplishments in hiring/retention, salary equity, climate, and promotion. Develop measures to compare data relative to (a) UVA population (b) population of qualified candidates (c) other research universities.

Cabinet Areas Affected: All

- **Diversity Committee** (Community; Faculty and Staff Recruitment, Hiring, Retention and Promotion; Policy, Procedure and Practice)
  Establish a committee charged with sustaining the current Roundtable charges by tracking diversity efforts and reporting periodically to the President on the status of such efforts.
  Cabinet Areas Affected: President

- **Equity Advisors** (Faculty and Staff Recruitment, Hiring, Retention and Promotion; Policy, Procedure and Practice)
  Hire Equity Advisors to serve as key advisors to each of the Vice Presidents, with reporting authority to EOP and the Diversity Committee.
  Responsible Party: President's Cabinet

- **External Advisory Group** (Faculty and Staff Recruitment, Hiring, Retention and Promotion)
  Identify key leaders from within and outside the University to form a committee to provide ethical, practical and legal expertise in the practices of promoting diversity within the University.
  Cabinet Areas Affected: President

- **Prehire / Exit Interviews** (Faculty and Staff Recruitment, Hiring, Retention and Promotion)
  Establish a formal prehire and exit interview process to determine why underrepresented faculty and staff decline offered positions or leave the University, and a parallel interview system to determine factors that lead underrepresented faculty and staff to stay.
  Cabinet Areas Affected: Vice President and Provost, Vice President for Finance, Office of Equal Opportunity Programs

- **Student Evaluation Forms** (Curriculum and Pedagogy)
  Develop a teaching evaluation form that elicits student comments on diversity in the classroom. Such questions may help identify issues and problems, as well as areas of success.
  Cabinet Areas Affected: Vice President and Provost

<u>Appearance, Visibility and Climate</u>: How we look, feel and connect, as well as the atmosphere we create

- **Areas for public expression** (Physical Space and Environment)
  The frequent painting of "Beta Bridge" suggests that students want public outlets for expression. To encourage such expression, the University may install benches or walls at central locations where students would be free to paint or chalk. Such informal gathering places would help combat an architectural style that seems overly formalized and "official" to many students. Additionally, the University may promote outdoor art.

Cabinet Areas Affected: Executive Vice President, Vice President for Management and Budget, Vice President for Student Affairs, Vice President and Provost, University Architect

- **Gathering places** (Physical Space and Environment, Student Development)
  The University should consistently analyze and support areas around the University that support a wide variation of social interaction, identifying social spaces that support and/or conflict with overall diversity agenda. The University should design attractive gathering places and promote fuller utilization of existing on-Grounds spaces. These spaces should be in different locations and of varying sizes and accommodations to invite the educational community to meet, study, work, read, celebrate, eat, and converse together. Any future buildings and/or facilities should have as a part of their design intentionally-planned social space that encourages diverse interactions and uses. Informal existing gathering spaces should be enhanced with the addition of benches and bulletin board kiosks. Additionally, the interaction among students around Grounds would be promoted through the enhancement of nighttime environments.
  Cabinet Areas Affected: Executive Vice President, Vice President for Management and Budget, Vice President for Student Affairs, Vice President and Provost, University Architect

- **Compact campus plan** (Physical Space and Environment)
  Encouraging compact campus development and growth would promote informal opportunities for different groups to associate, as opposed to the dispersion of facilities, which may inadvertently foster social and professional isolation. UVA is no longer a college in a town but a university in a city, with the requisite need to plan its campus more densely and to use its exterior spaces more creatively to encourage social integration.
  Cabinet Areas Affected: Vice President for Management and Budget, University Architect

- **Emphasis on creating an accessible environment** (Physical Space and Environment)
  Continue to provide yearly Individual Accommodation Funds for physical barrier removal projects. Examine the amount provided against the need and adjust funding accordingly. Look for opportunities to expand major building renovation work and funding to provide full accessibility within that building. Provide funding specifically for hiring support for faculty and staff members with special needs, such as sign interpreters and adaptive equipment. Encourage the Development Office to seek donors who might fund specific accessibility projects. Charge the existing Committee on Access for Persons with Disabilities to periodically review and update its list of projects and estimated funding needs.
  Cabinet Areas Affected: Executive Vice President, Vice President for Management and Budget, Vice President for Development, University Architect

- **Public addresses and statements (**Governance and Leadership**)**
  Advocate for racial, gender, and ethnic equity at the University in public statements and in leadership presentations and speeches in public forums.
  Cabinet Areas Affected: All, particularly President, Vice President and Provost

- **The face of leadership** (Governance and Leadership)

Increase the representation and visibility of women and minorities in positions of governance, including in senior administrative and academic positions.
Cabinet Areas Affected: All

Communication: Communicating what we do and what we stand for

- **Enforcing and improving search committee procedures** (Faculty and Staff Recruitment, Hiring, Retention and Promotion)
  The University must increase current efforts to educate search committees about how to fully incorporate a commitment to equal opportunity and diversity in the search process, including direct strategies, selection principles and guidelines.
  Cabinet Areas Affected: Vice President and Provost, Vice President for Finance, Office of Equal Opportunity Programs

- **Identifying courses related to diversity** (Curriculum and Pedagogy)
  Support the Faculty Senate's efforts to create a flexible on-line key word Course Offering Directory (COD) that makes diversity in the curriculum more visible than it is at present. From the information gathered, encourage additional examination of the courses offered and the format of presentation
  Cabinet Areas Affected: Vice President and Provost

- **Making public statements about the University's commitment to diversity** (Governance and Leadership)
  Advocate for racial, gender and ethnic equity at the University in public statements and in leadership presentations and speeches in public forums. This includes, especially, articulation of the institution's vision and goals regarding diversity at student, staff, and faculty orientations; and the first large meeting of school or department faculty and/or staff held each academic year; presentations to alumni, donors, and to all incoming students; and the President's annual State of the University address.
  Cabinet Areas Affected: All, particularly the President, Vice President and Provost

- **Reflect the diversity of University in publications, websites and programs** (Student Development; Student Recruitment, Enrollment, Retention and Graduation)
  Provide parents, prospective students, and the general public with positive images about the University of Virginia and reflect the real diversity that exists on Grounds.
  Cabinet Areas Affected: University Relations, Vice President and Provost

- **Encouraging internal interaction** (Physical Space and Environment)
  Promote convenient or alternative transportation systems and pathways to encourage casual interactions. These transit systems may include linking separate parts of Grounds for vehicular traffic, improving bike lanes and creating more well-designed and accessible pedestrian paths.
  Cabinet Areas Affected: Executive Vice President, Vice President for Management and Budget

- **Encouraging external interaction** (Physical Space and Environment)
  Continue to foster relationships between UVa and its neighbors. Efforts should focus on making physical facilities that serve as links between the University and the community be as accommodating and welcoming as possible. Design visitors' services that orient people easily and quickly to the resources and facilities of the University, including a wide variety of points of interest. Advertise and/or create a community website for the local community to access and find programs, events, classes or other information about the University. Encourage and examine the role of Madison House and other ways to increase the opportunity for service learning initiatives.
  Cabinet Areas Affected: Executive Vice President, Vice President for Research and Public Service

- **Incorporate diversity themes in areas of student self-governance** (Student Development)
  Encourage student groups to develop and publicize a consistent philosophy that recognizes the importance of diversity.
  Cabinet Areas Affected: Vice President for Student Affairs

<u>Coordination</u>: Restructuring how we carry out functions

- **Centralized Graduate Office (**Student Recruitment, Enrollment, Retention and Graduation)
  Support the Ad Hoc Committee on Graduate School Diversity proposal to create the position of Associate Provost for Graduate Recruitment and Diversity. Consider developing an Office of Graduate Minority Education to further the goals of centralizing graduate admission and retaining a focus on diversity. This Office would also work with the Office of Orientation and New Student Programs to develop and implement an orientation program for new graduate students.
  Cabinet Areas Affected: Office of the Vice President and Provost

- **Office of Multicultural Affairs** (Faculty and Staff Recruitment, Hiring, Retention and Promotion; Student Development)
  This office would act as an institutional transformation administrator that proactively advocates equity, fairness and diversity. It would play a critical role and be responsible for developing and implementing diversity initiatives while promoting, coordinating, and monitoring these initiatives and serving as a paramount resource for the University and surrounding communities. This office would serve to facilitate and support the work of existing groups and initiatives and would not have sole responsibility for issues related to diversity; those should still be an integral part of the mission of all University offices, departments, and units.
  Cabinet Areas Affected: President, Vice President and Provost, Vice President of Student Affairs, Office of Equal Opportunity Programs

- **Recruit from within for employees and graduate students** (Faculty and Staff Recruitment, Hiring, Retention and Promotion; Policy, Procedure and Practice)

Establish practices and programs that allow for more grow-your-own options through careful recruitment and mentoring. Evaluate and reengineer career development systems and programs to better achieve the University's diversity goals.
Cabinet Areas Affected: Vice President and Provost, Vice President for Finance, Office of Equal Opportunity Programs

Hiring Processes: Improving how we recruit and select faculty and staff

- **Increasing employment counseling and outreach** (Community)
  Establish a "true" employment center where people not only can apply but also can be thoroughly interviewed to find out what skills are needed for certain positions and counseled as to how to obtain those skills.
  Cabinet Areas Affected: Vice President for Finance

- **Increase oversight of classified searches and hires** (Faculty and Staff Recruitment, Hiring, Retention and Promotion)
  Searches for executive/managerial and professional non-faculty positions should receive the same supervision that the Office of Equal Opportunity Programs gives to faculty searches. These searches should identify current minority staff employees within the University who have the ability and desire to be successful in executive and administrative managerial positions.
  Cabinet Areas Affected: Vice President for Finance

- **Training/education** (Governance and Leadership)
  Require vice presidents, deans, and department and major unit heads to attend training sessions regarding hiring/retention, salary equity, sexual and other illegal harassment, and climate issues.
  Cabinet Areas Affected: President, Vice President for Finance, Office of Equal Opportunity Programs

Incentives: Attracting, Retaining and Rewarding Faculty, Staff, and Graduate/Professional Students

- **Aggressively seek state and campaign support for diversity-related activities** (Faculty and Staff Recruitment, Hiring, Retention and Promotion)
  Recognizing that financial resources are essential to the success of the University's diversity efforts, the University must undertake an ongoing commitment of funds and ensure that diversity considerations are a fundamental part of budget, planning, and development processes.
  Cabinet Areas Affected: Executive Vice President, Vice President for Development, Vice President for Finance, Vice President for Management and Budget

- **Childcare** (Governance and Leadership)

Expand and subsidize UVA's childcare programs so that they are an economically viable option for low-paid staff and junior faculty.
Cabinet Areas Affected: Vice President for Finance

- **Domestic Partner Benefits** (Governance and Leadership)
  Create healthcare benefits for nonspousal partners.
  Cabinet Areas Affected: Executive Vice President, Vice President for Finance

- **Funding for grants and diversity workshops** (Curriculum and Pedagogy)
  These workshops would allow faculty to redesign existing courses to be more inclusive, design new diversity-related courses, and design University Seminars. Additionally these workshops may address the specific challenges and needs of particular programs. These workshops could address both curricular and pedagogical issues.
  Cabinet Areas Affected: Vice President and Provost

- **Home mortgage loans** (Governance and Leadership)
  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 administration.
  Cabinet Areas Affected: Executive Vice President, Vice President for Finance

- **Expand loan line program** (Governance and Leadership; Policy, Procedure and Practice)
  Strengthen and simplify the loan line process. Publicize loan lines more aggressively to deans and department chairs, and broaden to include general faculty positions.
  Cabinet Areas Affected: Vice President and Provost

- **Revise Tenure Policies** (Policy, Procedure and Practice)
  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 (e.g., single parents, caregivers, persons with disabilities)
  Cabinet Areas Affected: Vice President and Provost

<u>Programming for Personal and Group Development</u>: Encouraging individuals and groups to learn from each other and be exposed to different ideas

- **Diversity Course** (Student Development)
  Require all undergraduate students to complete a diversity course during the second year of enrollment (during the second semester of enrollment for transfer students). The course should be an intentionally designed, intellectually challenging, credit-bearing, common classroom learning experience for all second-year students.
  Cabinet Areas Affected: Office of the Vice President and Provost

- **Housing and Residence Life programs** (Physical Space and Environment; Student Development)
  Evaluate the need to create more on-Grounds housing for upperclass students. Promote initiatives that create focused communities such as residential colleges and the language

houses and develop multi-use community spaces within those areas. Create opportunities for more intentional involvement on the part of Residence Life in ensuring that programming on the topic of diversity provides ample opportunities for small-group discussion and reflection. Evaluations to assess the impact of such programs on students' perceptions of diversity should also be developed.
Assess and implement changes to more fully diversify the student staff in the Residence Life program.
Cabinet Areas Affected: Vice President for Student Affairs; Vice President for Finance

- **Housing Selection / Assignment** (Student Development; Student Recruitment, Enrollment, Retention and Graduation)
  Support the proposal to randomize the first-year housing assignment process; support the elimination of assigning first-year housing on the basis of Admission deposit receipt date, a practice which will equalize the housing assignment process for international students and students receiving financial aid; recommend changes affecting transfer students to enhance their sense of belonging and integration in the community.
  Cabinet Areas Affected: Vice President for Student Affairs

- **Interactions across groups—Current and prospective students; Students / faculty and administrators** (Governance and Leadership; Student Development; Student Recruitment, Enrollment, Retention and Graduation)
  Create regular forums at which University leaders – deans, department chairs, and representatives of the central administration – can listen to students' ideas, concerns, and perspectives about leadership and diversity at the University, and their expectations of their adult role models.
  Increase funds available to the Office of Undergraduate Admission to give active support and funding necessary for encouraging diverse student organizations to work together for a common goal of strengthening relations between groups and recruiting a diverse student population. Discuss diversity more extensively and intentionally during summer orientation.
  Create additional opportunities for interactions and connections between undergraduate and graduate students.
  Cabinet Areas Affected: Vice President for Student Affairs, Vice President and Provost

- **Mentoring** (Faculty and Staff Recruitment, Hiring, Retention and Promotion; Governance and Leadership; Policy, Procedure and Practice; Student Recruitment, Enrollment, Retention and Graduation)
  Design and implement professional development, mentoring, and internship programs to create an inclusive work environment for underrepresented minority groups and women. Graduate students also are in need of professional mentorship and relationship-building opportunities with faculty.
  Cabinet Areas Affected: Vice President for Student Affairs, Vice President and Provost, Vice President for Finance

- **Social and programming space** (Physical Space and Environment)

Bolster outdoor recreation facilities. Promote the design of flexible dining areas. Create more spaces and enhance the use of existing ones to support programs. Enhance interior spaces of the offices that foster diversity, such as the Office of African American Affairs, the Women's Center, the International Center, the Office of the Dean of Students, and others.
Cabinet Areas Affected: Executive Vice President, Vice President and Provost, Vice President for Management and Budget

- **Student group development** (Student Development)
  Assist student groups to develop diversity goals in areas of membership and programs and to successfully implement steps to achieve these goals.
  Cabinet Areas Affected: Vice President for Student Affairs

- **Locations for multicultural activities** (Physical Space and Environment)
  Locate offices and programming space, such as facilities for international students, the Women's Center, the Luther P. Jackson Cultural Center, in more central and accessible sites. Prominently display visual signals, such as flags and artwork, in student space. In addition, small staging areas should be created adjacent to the centers and residential colleges to encourage programming.
  Cabinet Areas Affected: Executive Vice President, Vice President and Provost, Vice President for Management and Budget

- **Encourage more opportunities for public expression (Physical Space and Environment)**
  Cabinet Areas Affected: Vice President and Provost

- **Voices from the Class** (Governance and Leadership)
  Offer to the President's cabinet, administrators, faculty, and University-wide audiences a presentation of Voices of the Class. Presentations would be followed by discussion between actors and audience about issues identified and explored in the dramatization.
  Cabinet Areas Affected: President, Vice President and Provost, Vice President for Student Affairs

<u>Recognition and Support</u>: Continuing what we do well and noting positive efforts

- **Reflect University diversity in publications, programs and public statements** (Governance and Leadership)
  Cabinet Areas Affected: President, Vice President and Provost, Vice President for Development

- **Reward units and individuals that foster diversity** (Faculty and Staff Recruitment, Hiring, Retention and Promotion; Policy, Procedure and Practice)
  Provide annual awards and incentives for schools, departments and individuals making exceptional contributions to diversity.

Cabinet Areas Affected: Executive Vice President, Vice President and Provost, Vice President for Management and Budget

- **Role modeling** (Faculty and Staff Recruitment, Hiring, Retention and Promotion; Governance and Leadership)
  Increase the number of presentations on diversity issues; take personal pride in position of role model
  Cabinet Areas Affected: All

The Process Examined

Through the Roundtable experience, we discovered some things we expected and some things we did not. First, this was hard work, particularly when done on top of our existing University responsibilities. It would make the task easier, and the rewards more attainable, if there were a person or office formally charged with coordinating, implementing, and evaluating diversity efforts. As long as diversity is treated as an add-on or side issue, its outcomes will be viewed as desirable, but not essential.

Group leaders shared other observations about the experience, including:

- The history of the Commonwealth and the institution makes issues pertaining to African-Americans distinct in many ways.
- Discussions of diversity frequently begin with the belief it must be defined, and trying to reach consensus on a definition may engage the discussion to the exclusion of other topics.
- Quantification of problems is lacking.
- Many of our peer institutions have made more progress than we have.
- The different groups of the University inhabit different cultures, and there is often little appreciation or understanding across group lines, particularly with respect to classified staff issues.
- We do not want this process to just generate another report that will sit on a shelf.
- Claims of commitment to an issue without investment are worthless.
- University leaders do not appear concerned by lack of progress in hiring more women and minorities, particularly at higher levels.
- Discomfort must exist for change to occur.
- Change can be effected at all levels.
- This process has not ended, and our work should be viewed as a beginning step.

Conclusions / Next Steps

Over the past year, approximately 150 faculty, staff, students and members of the community engaged in discussions about the role and scope of the University community through the Roundtable process. For so many individuals to devote this much time and attention to this topic illustrates its importance to the lifeblood of our intellectual and work environment. The nature and effect of this work is not dissimilar to the more formal and high-profile efforts of the

Virginia 2020 Commissions. We transmit this document and these reports with the expectation that the collective work of this group will be respected by being noted, considered, studied, and implemented. The individuals involved in this project believe strongly in the value of attention to diversity, and advocate for it because we feel it is imperative to the continued strength and quality of this institution. As in all our endeavors, we should not be satisfied with anything less than excellence.

Appendix 1. Reports of the Roundtables

Appendix 2. Roundtable Participants

Appendix 1. Reports of the Roundtables

Community Roundtable

Valerie Gregory and Penny Rue, Leaders

Charting Diversity
Community Roundtable
2000-2001

Charge: *The University exists in a larger community content. The relationship between an institution and its surrounding community shapes the climate for all constituents. The multiple realities of the "town-gown" relationship will be the focus of this group, which should consider current and past relationships, as well as commerce, arts, safety and security concerns, and the role of women and minorities in leadership roles. This group may wish to examine models of interaction at others institutions of higher education and their respective communities.*

1. How Task Was Approached

At the **roundtable discussion on Saturday, Feb. 19, 2001**, eighteen members of the invited group were in attendance. The group reflected on the symposium the day before and all the members felt that it was an excellent conference but very little was shared in regards to university/community relations.

The group was then divided into small groups to talk about "Perceptions: historical, present and future." The group felt that we needed to elicit the perceptions of the university, and community relations particularly, in reference to diversity. Without open discussions of feelings and perception, it would be very hard to decided what actions needed to be taken to improve the "town /gown" relationship.

When the larger group came back together, the remainder of the time allotted was devoted to discussing the historical and present perceptions of the University by the community. The conversation was lively and informative, as well as necessary in order for the group to move on. The group agreed to meet again to talk about what the "future" perception of the university and community relations should be and what it will take to create that here in Charlottesville. There were concerns that some key community people were missing from the round table discussions and that we should try to recruit these people to our next meeting.

Round table - Community
Feb. 19, 2000
AGENDA

I. Introductions of members present

II. Statement of Purpose / Goals of the round table

III. Reflection from conference presentations

IV. Small groups discussions
- Historical
- Present
- Ideal

V. How to create the ideal "town /gown" relationship
- Long term / Short term projects

VI. Knowledge of best practices

VII. Where do we go from here? Pro-active ideas

WHAT IS IT YOU HOPE TO SEE COME OF THIS ROUND TABLE?

Valerie Gregory - want this to be practice and not just another discussion
Mike Sheffield - closer working & understanding between all of us
Brad Holland - ideas that will give us a chance to work together
Mildred Best - want to be pro-active, hear the voice of the community
Josie Pipkin - allow her to do more community outreach, find out what's going on
Sally Thomas - move towards awareness
Moji Olaniyan - help change the image of the university inside of Ch'ville
Cindy Frederick - have UVa open its doors more, better utilize resources in the community, more reciprocal
Nancy Gansneder - make a seamless community
Jennifer Parker - put ideas into practice
Craig Littlepage - get beyond dictionary definition of community
Sharon Utz - same as above, discomfort of the disconnect
Mary Masta - do some outreach
Satyendra Huja - "sleeping with the elephant"
Miya Hunter - allowing students internal contact with community
Laura Hawthorne - 1:1 university: community
Marcus Martin - see a real product come out of here
Dolly Prenzel - how might diversity & community come together

HISTORICAL PERCEPTION

- UVA's love of its own history - devotion of Thomas Jefferson
- Architecturally "closed"
- All white, all male - built on the backs of slaves; impacts how we are seen
- Minorities have been used as guinea pigs at UVA hospital; lack of recognition of generations working at UVA, lip service to recruitment of diverse faculty
- History of personal action impacts people's perceptions of University
- Impossible to move up inside UVa, adds to sense that "this is not my company/place"
- The "plantation" atmosphere - UVA is the main house
- Party school
- Displacement of local people

PRESENT PERCEPTIONS

- Health care in recent years - UVa has made an effort to bring health care out to the community, but when budget was cut there was not much support to keep this a priority
- Service among students is high, but there is a perception that the students are not the University
- Bitter distrust of the University, lots of talk not much action
- Number of jobs created by institution - major economic contributor to the community, having health care right here
- University is perceived as having deep pockets, but the $$ are not shared
- University, city & county worked together for city planning to make sure that we don't take each other by surprise
- Continual stereotyping
- Not always a rigorous institution; one for rich white boys, party school
- Split between faculty and staff
- Co-education has greatly improved the University

- How much effort do we make to get out and recruit from our local community (students)
- Opportunities for collective learning
- Guidance counselors that discourage local students from applying, especially minorities
- At local schools, the tracking of different students away from top level courses
- City youth interaction with University students is not positive because "there is nothing to do"

GENERAL COMMENTS

Expanding the group to be more inclusive:

Classified staff
High school students
Clergy (minority)
School System representatives
MACCA – Debra Abbott
SARA – Aretha William-Donley

As we continue to meet, that there should be opportunities to meet in the community as well; may create a more welcoming atmosphere to bring in other community people.

Concerns/Suggestions that are being addressed by other groups:

Recruiting of diverse faculty
Employment atmosphere

The **community roundtable group convened again on April 13, 2000**. Approximately 15 members of the original group were in attendance. New invited members included classified staff members Jan Cornell, Barb Nordman, and Josie Pipkin.

Laura Hawthorne was invited to give the group an update on the Virginia 2020 as it was felt that many of the goals we might set for ourselves are already being addressed in the Virginia 2020.

The group then broke down into small groups to brainstorm about ideas on creating the ideal university/community relationship. This brainstorm was to be action-oriented moreso than philosophical.

Group Summaries

GROUP I

"Basketball Court Model" – Shared space - places where community and university people feel comfortable - creating spaces

LEARNING ATHLETICS ARTS

Based on common spheres of interest and making sure space is open and accessible – not all in one place

Mutual activities (ex: faculty and community donating books for new school library addressing needs together)

Mutual admiration – community celebrating university and visa versa

Celebrating diversity (ex: Alb. High School students response to suicide)

GROUP II

Cultural nights – bring local children in to share

New person arrival to the University making sure they hear the good things at the University

Affordable shelter more available – more student housing

Dependent tuition benefits

Employee tuition reimbursement

Warmer reception for "adult" transfer students

Inclusive attitude towards local residents by students

Programs that introduce students to local resources

Students/local children painting murals on construction walls

Other joint activities like "Take Back the Night"

Programs between the athletes and local children (already happening to some degree)

More faculty/staff volunteering in the community

GROUP III

Define diversity where all demographic are included and possible

Creating a more friendly atmosphere on grounds to local residents

Breaking down barriers to build trust between community and university

Taking mutual responsibilities

More interacting/connecting physically

Information more accessible for community and university – having one place where people can find this information about events

Public Services with community more visible

Being a real part of the community – feeling supportive

GROUP IV

Football transportation from downtown area making for easier access from community to UVA

Central gatherings that include all (e.g.: Fridays after Five)

Housing development / Redevelopment

Whole offices committed to “town and gown” with budget and public relations – advertising

Honest communication

Student active in community

Access to Education opportunities

Life-long learning

Faculty and staff active in the community

Recognition and celebration of contributions

Top leadership more involved in community

Internal Development of employees (fair promotion)

Fostering Diversity / More action oriented

Day care

GOALS FOR THE GROUP

Investigate other institutions best practices

Check level of investment & commitment on the part of the University to do suggested activities from the roundtable

Create groups of equals
- Soliciting greater community involvement
- Other University staff should be invited

Approach to Development with
- Focus on employee development initiatives
- Investigate housing development
- Invest in local children for upward mobility

Partnership with other groups
- ie., Employee Relationships

One tangible item the group will accomplish (project)
- Web page link for better communication between community and university

Strength communication

*The next meeting should probably be in the fall to establish the final goals for the group.

On **August 3, 2000 the facilitators of the group meet with Dolly Prenzel**, community relations director for the university, to get more information on other institution's best practices and how to best move forward with such a complex issue. Ms. Prenzel shared with us some of the difficulties she has encountered with community relations and what might our group do to assist with these. She also agreed to research other institutions and forward this information to us.

Ms. Prenzel shared with us that as she looked at many of our peer institutions, she found wonderful things they were doing and placed the selected institution in these five areas:
- Public Service
- Service Learning
- Community Service
- Diversity and Community
- Faculty/staff charitable campaigns

Websites were shared in order to determine what area of focus our roundtable would take. (See Appendix I.)

II. Definitions of Issues

As we reviewed the charges of this roundtable, three things became very apparent:

(1) This is a daunting amount of work and our committee may not be the best framework for accomplishing it.
(2) Existing initiatives are addressing our community relations concerns, especially the Virginia 2020 Public Service and Outreach Commission as well as other Roundtables
(3) The University of Virginia employees should be advocates to the community and how can we take advantage of this natural support to enhance university/community relations.

Therefore, it seems that much on what is envisioned centers on;

(1) Students, student development and life, and curriculum
(A round table already exists to address these issues)

(2) Employees and potential employees and matters of importance to all employees – from those who hire and fire to those who apply for the lowest level positions

(3) The University's place in this community; it is Central Virginia largest employer and it should act like the largest employer and demonstrate leadership on all matters of significant concerns to the community.

(4) The institution's leadership's commitment to diversity and affirmative action and how that commitment transcends all activities of the institution.

III. Actions Taken / Accomplishments

Due to the lack of meetings and participation, no specific actions or accomplishments have been taken at this time. We believe the Public Service and Outreach Commission recommendations, if implemented, can make a significant impact in this area.

IV. Findings / Conclusions

(1) Our employees are a significant part of the community outside the University and can be advocates for us particularly the classified staff. Those relationships and perceptions need to be addressed and when they are, the "town and gown" relationship would improve greatly.
(2) Information about University programs, employment and events need to be easier to access by the outside community. Often time it is after the fact that the "outside community" finds out about things happening at the University, which creates a perception that you are not welcome.
(3) Practices in recruiting, applying, interviewing, welcoming, selecting, training, orienting, developing, rewarding, and retaining employees should reflect the University commitment to diversity and affirmative action.

V. Recommendations

***Departments that would be responsible for the recommendations are in bold print.**

(1) There should be a community component/member to each of the roundtables established. A lot of crossover was evident and need to be addressed in order to improve the "town/gown" relationship. **Creating Diversity Committee Chairs**

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

(3) Advertise and /or create a community website for the local community to access to find programs, events, classes and other information about the University. **ITC Center/VP for Research and Public Service**

(4) Continue to support Madison House and outreach to the community by our students; involve faculty and staff and enhance service-learning initiatives

VI. Final comment on process

The opening symposium was a wonderful way to start these discussions on diversity and we felt very honor to be selected as facilitators for the Community Roundtable. Unfortunately, as new members of the University community, it was very hard for us to identify constituents and bring them to the table. Community members did not have the innate investment in our project, unsure how it addressed their interests. Many of the people selected for our group are very busy people and are the same ones that are constantly asked to serve on committees throughout the community. It was very difficult to address these issues with the daily demands on our own new roles. We believe this to be true for many members of our roundtable. The issue of diversity and community is a very broad and complex one and many of the ideas identified fell more clearly under another Roundtable.

The year time period may have contributed to our difficulty in gaining momentum. A shorter time frame may have helped us stay on task. The openness of the process was a bit disconcerting although we understood why it was done. The facilitator's meetings were a valuable community builder and motivator.

Please accept our apologies for the lack of time we have been able to give to the round table but know it is not a reflection of our commitment to diversity and the University. We would like to also take this time to thank the members of the committee who gave of their time and heart to the community roundtable.

Respectfully Submitted,

Valerie Gregory
Assistant Dean of Admission
Director of Outreach

Penny Rue
Dean of Students

Participating Members of the Community Roundtable:

Rosalyn Berne	Mildred Best	Cheaka Correa	Cindy Frederick
Nancy Gansneder	Laura Hawthorne	Brad Holland	Craig Littlepaige
Marcus Martin	Moji Olaniyan	Nealin Parker	Barbara Parker
Josie Pipkin	Dolly Prenzel	Michael Sheffield	Sally Thomas
Sharon Utz			

Curriculum and Pedagogy Roundtable

Richard Handler and Kathryn Neeley, Leaders

CURRICULUM AND PEDAGOGY ROUNDTABLE

Facilitators: Richard Handler and Kathryn Neeley

From the beginning, this group approached its discussions in terms of the two issues named in our title: we considered the relationships between diversity and curriculum (the intellectual content and organization of university teaching and research) and between diversity and pedagogy (our strategies and techniques in the classroom and as advisors). Our discussions revealed two key features of diversity. First, it is a multifaceted, constantly evolving concept. Second, whether conceived as a goal or a problem to be solved, diversity cannot be achieved or solved in any final way. It requires continuous monitoring and adjustment of strategies so that we can be sure to deal with today's challenges rather than those of ten or twenty years ago.

This report begins with a summary of the philosophical issues we dealt with in our discussions and the conclusions that we reached about them. We offer five specific recommendations for both immediate and ongoing initiatives to promote diversity. We conclude with a brief discussion of the process our group followed in its deliberations.

PHILOSOPHICAL ISSUES

"Diversity" is not a transparent term. In the U. S. at the turn of the [21st] century, the term refers to the cultural and political inclusion of historically excluded groups, defined in terms of qualities (often imagined to be "natural") of race, ethnicity, gender, sexuality, and socioeconomic class. We noted, however, that intellectual positions in a great university might be "diverse" in terms of many other criteria. We do not usually think of "diversity" in terms of a range of "traditional" approaches in an established field (for example, the existence of positivist, hermeneutic, Marxian, behavioralist, functionalist [and so on] philosophies in the social sciences), but there is a sense in which the university is by definition the preeminent domain of intellectual diversity (defined along as many axes as one can imagine) in contemporary society. We note this not to trivialize the current focus on diversity understood as multiculturalism, but to point out, first, that we expect issues of diversity to change over time, and second, that diversity (defined in historically changing ways) has always been, and will always be, central to the mission of universities.

At the present moment, diversity with respect to the curriculum entails (1) new content matter and new approaches in established disciplines and (2) new disciplines (or "inter-disciplinary" programs) stemming from such new content. Disciplines differ in the degree to which their subject matters seem directly related to multicultural diversity concerns. At one end of the spectrum, humanistic disciplines focused on history and cultural representations are almost by definition reoriented when they take up the concerns of newly recognized "cultural claimants." It is difficult to imagine, for example, a history or literature department in a major U. S. university that has not changed its intellectual agenda over the last twenty years in response to the growth of such fields as "women's history" and "African-American history." At the other end of the spectrum, disciplines (such as some of the sciences) which define themselves in terms of natural law or universally valid knowledge may not see their objects of study affected by

cultural trends like diversity politics. The laws of nature, they might say, are above this fray. Diversity proponents might counter that new dimensions of a subject can be brought to light when people traditionally excluded from an academic field are welcomed and allowed to bring their experiences to bear on it.

This brings us to diversity and pedagogy, for whatever the degree of relationship between diversity and intellectual content, all disciplines can strive to adjust or renew their pedagogical work to respond to changing student bodies. It behooves faculty to know something of their students' culturally shaped learning proclivities, and to know when teaching techniques that may work well for one group of students do not work for others.

That said, our roundtable considered what steps might facilitate our most important contemporary diversity concerns in curriculum and pedagogy. We settled on five discrete steps to take, steps that dovetail with ongoing projects around Grounds.

SPECIFIC RECOMMENDATIONS

1. Create a flexible on-line key word Course Offering Directory (COD) that makes diversity in the curriculum more visible than it is at present.

The Faculty Senate's Key Word project is well under way (see Cavalier Daily, Feb. 16, 2001, p. 1). The goal is to allow students to search the COD using key words that will identify course offerings relevant to multiculturalism. The trick here is to choose the key words to be used (in other words, which terms will be available to be used as searchable categories?) We have worked with the Faculty Senate to develop this directory and have provided a list of diversity-related key words that might be incorporated into the system. (A copy of this list is appended to this report.)

The original goal of this project was to create a kind of alternative COD that highlighted diversity. Research regarding systems in place at other universities, notably the University of Michigan, has led to the conclusion that a much more ambitious and comprehensive renovation of the COD should be undertaken. This renovation is under way and will be implemented over a two- to three-year period. The final product should achieve many goals for the University. We urge that the original goal of highlighting diversity in the curriculum be kept steadily in view as the project evolves.

2. Create incentives to encourage faculty to develop new courses that speak to the intellectual issues that multicultural diversity presents to their disciplines.

At a minimum, these incentives would take the form of summer grants made to individual faculty or faculty teams who would (1) redesign existing courses to be more inclusive, (2) design new diversity-related courses, or (3) design University Seminars (USEMs) that would help diversify the curriculum. Another kind of incentive would offer departments or larger groups of faculty funding for specially designed workshops on diversity that address the needs and challenges of their particular disciplines. As we mentioned above, the state of diversity varies significantly throughout the University. To be effective, programs will need to be fitted to

the intellectual landscape of particular disciplines. These workshops could deal both with curricular and pedagogical issues. We have worked with the Faculty Senate to obtain funding to support at least one round of these grants and anticipate that they will be made for the summer of 2001 as part of a larger effort to promote interdisciplinary course design and teaching at the University.

3. Provide resources for faculty who want or need help reaching diverse audiences.

Several resources, including workshops and other materials provided by the Teaching Resource Center (TRC), already exist that aid faculty every year. For example, the TRC offers two workshops per year, each of which gives some attention to diversity issues in the classroom and curriculum. In addition, both the TRC and the new Lesbian, Gay, Bisexual, and Transexual Resource Center have publications that deal with the basic principles of teaching a diverse student body. Moreover, the TRC has indicated a willingness to design new workshops or add additional ones in response to needs expressed by chairs, deans, or faculty. We believe that department chairs, deans, and faculty should initiate discussions about diversity in the curriculum and classroom that further articulate the needs of their units.

Our roundtable considered other measures that might reach more faculty by setting up frameworks for ongoing monitoring and encouragement of issues concerning diversity and pedagogy:

--department chairs should recommend TRC or other diversity resources to faculty who seem to have trouble with diversity in the classroom;
--deans should ask chairs to devote a departmental faculty meeting to the issue;
--the relationship of pedagogy and diversity should be a topic to be included in new faculty or new advisor orientation sessions;
--the Faculty Senate or some other University-wide body should constitute a panel of faculty experienced in these issues to visit departments to lead discussion of the issue on an on-going basis to provide support and to monitor changing needs and challenges in the area of diversity.

4. Incorporate diversity concerns into student evaluation forms.

Some departments already include, in their teaching evaluation forms, questions that elicit student comments on diversity in the classroom. Although we noted that such questions sometimes provoke hostility or irony, we know of many instances where departments and professors have found them useful in identifying “blind spots” and problems that people want to correct.

There is currently a University-wide discussion of standardizing teaching evaluations, including the possibility for on-line forms. It’s not clear whether teaching evaluations should be standardized across schools and departments, nor is it clear whether questions about diversity should be mandated University-wide, but our roundtable would like this ongoing discussion of teaching evaluations to include diversity issues. We are not concerned about the method of collecting the information (i.e., on-line versus paper evaluations). Rather, we are concerned with ensuring that diversity issues are part of all teaching evaluation processes. Clearly, student

feedback in this area can be used constructively to encourage faculty to make use of the sorts of measures proposed in no. 3 above.

The following questions are already included on some evaluation forms at the University and could be adapted for use by others:
--The professor treated students fairly and professionally. [5-point scale from strongly agree to strongly disagree]
--Were there statements or actions that made women/men uncomfortable?
--Were there statements or actions that made minorities uncomfortable?
--Did you experience or observe gender, racial, sexual, or any other type of harassment of students?
--Did you observe statements or actions that would have made gays, lesbians, women, men, or minority students or students of various religions or cultures uncomfortable?
--Did you observe anyone take effective action to limit harassment or discrimination?

5. Stimulate on-going debate of the philosophical issues that underpin our notions of diversity.

Our roundtable felt that one of the most valuable aspects of our work has been the chance it gave us to go beyond diversity as a code word and to ask ourselves what the term means in different contexts, to different people. (Our discussions of this matter are reflected in the first section of this report.) We note that such discussion evokes a range of opinions, disagreements, and even conflict. We urge that such disagreement and conflict be faced honestly rather than avoided; airing our differences is an important step toward progress on a matter that we all care about.

We should look for ongoing speaker series at UVA which can host speakers, roundtables and similar events focused on the intersection of diversity and curricular issues in higher education (and in American education at all levels). For example, we should approach the conveners of the Forum for Contemporary Thought to engage speakers relevant to our interest. We will also approach the Faculty Senate for inclusion in their "Conversations" program.

PROCESS

Twenty four people were originally asked to participate in our roundtable. The initial group met once, in spring 2000. Following that organizational meeting, we held four more two-hour sessions. Between the third and fourth of those, Richard Handler wrote a first draft of our report, at the fourth and final meeting the group reviewed and emended it, and Kathryn Neeley wrote the final draft.

Not all of the original participants were able to stick with the roundtable, but a working group emerged to carry on the discussion. Deserving thanks are Louis Bloomfield, Robert Covert, Jessica Feldman, David Gies, Richard Handler, Kathryn Neeley, Barbara Nolan, Catalina Ocampo, Judy Sands, Charlotte Scott, Jerry Short, Gordon Stewart, and Gweneth West.

APPENDIX: POSSIBLE DIVERSITY-RELATED KEY WORDS
(drawn primarily from the 1993 Diversity Initiatives Survey Report)

African, African-American, and Caribbean Cultures
Architecture, Urban Planning, and Diversity
Asian, South Asian, and Asian-American Studies
Diversity in the Workplace/Business
Education and Diversity
Ethics and Diversity
Hispanic and Latin-American Studies
Interethnic and Intercultural Issues and Conflicts
Law, Politics, Public Policy, and Diversity
Medicine, Health, and Diversity
Middle Eastern and Arab Studies
Native Cultures (North, South, Central American)
Non-Traditional Literatures
Race, Gender, Lifestyle, and the Arts
Racial, Cultural, and Ethnic Diversity
Religious Diversity
Science, Technology, and Diversity
Women, Gender, Sexuality, and Feminist Perspectives

Compiled by K. Neeley
12/14/00

Faculty and Staff Recruitment, Hiring, Retention and Promotion Roundtable

Frank Dukes and Judy Mallory, Leaders

Report of the Roundtable on *Recruitment, Hiring, Retention, and Promotion*

I. Introduction

Members of the roundtable who remained constant in their efforts to ensure a thorough report were: Dena Bowers, E. Franklin Dukes, Robbie Greenlee, Doris Greiner, Dearing Johns, George King III, Judy Mallory, Melvin Mallory, Pamela Miller, Gail Oltmanns, Shirley Payne, Jane Penner, Betty Wooding.

The Roundtable began work by gathering reports and recommendations that had previously been submitted to the University Administration. We obtained a copy of the "Muddy Floor Report", ACWC Recommendations, The University of Virginia Equal Opportunity/Affirmative Action Committee 1999-2000 Annual Report and the 1999-2000 Equal Opportunity Plan. These reports were used to identify issues that had already been addressed and those issues which were still outstanding.

We also used Michigan State University and University of Maryland as guides in our efforts to broaden our perspectives of what can be accomplished with a dedicated and sincere effort to improve the diversity within an institution of higher education.

II. Where Are We?

The University has made some progress but still remains a considerable distance away from fairness and equity in faculty and staff recruitment, hiring, retention and promotion. The roundtable has observed the following as recognized concerns within the University:

- A severe inequity along racial lines within EEO Categories such as; Executive/Administrative Managerial, Instructional/Research Faculty, Professional, and Technical/Paraprofessional that suggests partiality in hiring, promotion and retention; (see Appendix A).
- Inequity on the basis of status; recently hired employees receiving more compensation than employees who have been with the University for a number of years.
- Absence of data to assess why minorities who are offered positions do not accept, and why minorities who have positions leave the University.
- Absence of monitoring and incentive programs in the hiring, promotion and retention of minority faculty and staff employees.

The consequences of these concerns are many, and are damaging to the University in a number of ways:

- A reputation based upon a legacy of slavery and racial and other forms of discrimination that persists and is still visible, and that harms recruitment and retention of a diversified workforce;
- Students, staff and faculty have insufficient exposure to minority issues and views, thereby depriving them of significant component of a modern educational experience;
- A perception by visitors, students and staff/faculty that minorities work primarily in housekeeping, food service and facilities management;
- Considerable skepticism that the University of Virginia is serious about fairness in racial and equity matters.
- A self-perpetuating cycle that leads some hiring officials to believe that minority candidates are inherently inferior.

Where Do We Want to Be?

We have defined a number of issues that we feel are relevant in obtaining our goal as a diverse University. These initiatives will need to be implemented and monitored to ensure that programs and procedures created for faculty and staff recruitment, hiring, retention and promotion will indicate the University's commitment to diversity.

Our goals for the University follow:

- That impediments to the University commitment to diversity be continually assessed and confronted.
    - That the representation and presence of minorities in Instructional and Research and Professional Faculty increase to achieve a new level of diversity and excellence within the University of Virginia.
    - That the University demonstrates continuing improvement in the number of minority classified staff members in job titles such as Executive/Administrative Managerial, and Technical/Paraprofessional where minorities are currently under-represented.
    - That the success in hiring, retention and promotion of diversified staff and faculty within all departments is expected and rewarded;
    - That University leadership, from top to bottom, demonstrates their commitment to fairness/diversity. As with any kind of comprehensive change effort, nothing replaces strong and courageous leadership.
    - That progress in these goals is measured and that leadership at all levels is accountable for that progress.
    - To increase the ability of current talent to contribute to and influence results within the organization.
    - That through the achievement of the above goals, the University earns a reputation for and achieves the reality of having a talented, diverse workforce.

III. Accomplishments

a. Our roundtable held six informative meetings in which we of realized the long road ahead of us in our quest for recruiting, hiring, promoting and retaining a diverse workforce.
b. We felt the need to express our concerns to President Casteen regarding the number of current searches being conducted for Senior Administrators. We asked that search committees identify qualified minority candidates and asked for his review of the candidates as a whole, and that the selections of the new senior University officers represent his commitment to diversity throughout the University.
c. Our letter and President Casteen's response, along with the responses from other search committee chairs are included in Appendix B.

IV. Findings

a. Our findings have increased our concerns for representation and presence of minorities in Executive/Administrative Managerial, Instructional and Research Faculty, Professional, and Technical/Paraprofessional fields of the University of Virginia. These indicators must be improved in order to achieve an acceptable level of diversity and excellence within the University of Virginia. The University must

demonstrate continuing improvement in the number of minority classified staff members in job titles where minorities are currently under-represented.

b. Our information was obtained from the Institutional Assessment and Studies Data Digest for the Years 1998, 1999, and 2000 and is presented in Appendix A. We have found the absence of data available at the University of Virginia to be a major barrier in our efforts to obtain quality information relating to the promotion and retention of minority faculty and staff. From the data that does exist, the University of Virginia has been tolerating unacceptable institutionalized practices to prevent the identification and responsiveness to claims of racism and unfairness.

V. Recommendations

- **Aggressively seek increased state and campaign support as well as internal reallocations for achieving diversity goals**

- **Establish a statewide External Citizens' Advisory Group to the University**

- **Establish an ongoing Presidential University-Wide Diversity Committee to oversee Roundtable recommendations and other diversity initiatives**

- **Establish a Office of Diversity Affairs to be proactive in the University's diversity efforts, in addition to promoting and providing diversity support throughout the University**

- **Appoint an Equity Advisor to each of the Vice Presidential areas**

- **Improve education of search committees on recruitment tactics**

- **Oversee all searches for mid-level and higher classified (Executive/Managerial and Professional Non-faculty) positions as is currently done for faculty searches**

- **Design and implement professional development, mentoring, and internship programs to create an inclusive work environment for under represented minority groups**

- **Make annual attendance at a course or dialogue on Affirmative Action and the University of Virginia commitment to diversity a part of faculty and management staff performance reviews.**

- **Establish a formal pre-hire and exit interview process to determine why under-represented faculty and staff decline an offered position or leave UVA, and a parallel interview system to determine what factors lead under-represented faculty and staff to stay**

- **Invest in the development of managers and supervisors within existing staff and faculty who have the skills to recruit, manage, and mentor diverse populations**

- **Recruit University of Virginia graduates and fourth-year students for under-represented positions**

- **Develop a system of measures to continually monitor the effectiveness of the Vice Presidential diversity initiatives and make adjustments as needed.**

RESPONSIBILITIES AND ACCOUNTABILITY:

Aggressively seek increased state and campaign support as well as internal reallocations for achieving diversity goals – These goals and accompanying strategies will require financial and human resources. The development of these resources is essential to the success of the University's diversity efforts and is an opportunity to interest a wider range of University graduates and other supporters in investing in the University. Diversity requires an on-going commitment of funds and should be integrated with the current budget and planning allocation process.

Establish an External Advisory Group to the University – President's Cabinet would identify key leaders both within and outside the University of Virginia, including members of the Charlottesville-Albemarle community, who understand the University's commitment to promoting diversity within the University. These leaders would represent ethical, practical and legal expertise to form a committee that will meet regularly to address issues relating to under-represented groups within the University.

Establish an ongoing Presidential University-Wide Diversity Committee to oversee Roundtable recommendations and other diversity initiatives - This Committee would be charged with sustaining the current Roundtable charges by tracking diversity efforts and reporting periodically to the President the status of such efforts. At least one meeting each year would be held with the external Advisory Committee. Members would include the director of the Office of African-American Affairs, the director of the Peer Advisors Program, the director of the Women's Center, the director of EOP, a representative from the Equity Advisors, a representative from Employee Relations, a representative from Office of Employee Concerns, a representative from Employee Assistance Program, and representatives from each School and major program, along with representatives of the classified staff who have indicated their commitments to the effort of diversity.

Establish an Office of Diversity Affairs to be proactive in the University's diversity efforts, in addition to promoting and providing diversity support throughout the University – This office will act as an institutional transformation administrator that pro-actively advocates equity, fairness and diversity. They will play a critical role and be responsible for developing and implementing diversity initiatives while promoting, coordinating, and monitoring these initiatives. This office will serve as a paramount resource for students, faculty, staff and surrounding communities.

Appoint an Equity Advisor to each of the Vice Presidential areas – The Equity Advisor would be a key advisor to **each** of the Vice Presidents with direct reporting authority to EOP

and the Diversity Committee, and address minority issues and concerns, develop strategies that can be implemented within existing administrative lines, and assist in assuring accountability for diversity efforts and results. An enforcement and monitoring authority must be placed and empowered with the Equity Advisors to provide for a more proactive accountability within the University.

Improve education of search committees on recruitment tactics - The University must increase current efforts to educate search committees in fully incorporating a commitment to equal opportunity and diversity into the search process. EOP and the Equity Advisor will provide resources to facilitate the identification of diverse candidate pools. Emphasis should be placed on contacting minority and female colleges and universities to identify potential candidates for faculty vacancies. Diversity search and selection principles and guidelines must be provided to each search committee.

The University must oversee all searches for mid-level and higher classified (Executive/Managerial and Professional Non-faculty) positions as is currently done for faculty searches - These searches should receive the same supervision that the Office of Equal Opportunity Programs gives to faculty searches, and these searches must identify current minority staff employees within the University, who have the ability and desire to be successful in Executive and Administrative Managerial positions. The Equity Advisors should be responsible for identifying likely promotional matches within our own institution to be considered by hiring officials and search committees for open positions.

Professional Development, Mentoring, and Internship Programs must be designed and implemented to create an inclusive work environment for under represented minority groups. The development of managers and supervisors within the staff and faculty who have the skills to recruit, manage, and mentor diverse populations needs to include evaluating their success at integrating diversity into all work processes and business decisions by valuing individual characteristics.

- Awards and incentives for units achieving exceptional contributions to diversity efforts should be provided for through central University funds.
- The mentoring and internship programs will be highly visible and publicized. Establishing highly visible, highly publicized annual awards for significant accomplishments in promoting and fostering diversity will recognize schools and departments. Also, recognizing exceptional mentors, and their accomplishments and efforts related to building a diverse workforce will increase awareness of the University's commitment to the Diversity Initiatives.
- Ensure the development, education and training meets the needs of the diverse work group by monitoring existing career development systems and programs (e.g., who is being chosen for training, and conference participation) by the Equity Advisor and EOP to ensure that cultural bias is not a factor in participation rates. Evaluate and re-engineer career development systems and programs to better achieve the University's diversity goals. Special attention will be given to helping minority and women staff members develop progressive career paths and encouraging their interest in leadership positions.

- Vice Presidential units will increase the number of presentations on diversity issues within academic and administrative units.

Make annual attendance at a course on Affirmative Action and the University of Virginia commitment to diversity a part of faculty and management staff performance reviews – Mandatory annual synopsis of the University's commitment to diversity and fairness must be provided and made a part of each University employee's annual performance review. Successes in diversity efforts by supervisors and managers will be included in the annual performance reviews as a measure of accountability for departments.

The University must establish a formal pre-hire and exit interview process to determine why under-represented faculty and staff decline an offered position or leave UVA, and a parallel interview system to determine what factors lead under-represented faculty and staff to stay - This data will be presented to the President's cabinet and the Diversity Committee by the Equity Advisors and will become a part of the Annual Report in the effort to improve retention of minorities. The University will use this data to identify key issues of concern and work to resolve stated issues.

Recruit University of Virginia graduate students and fourth-year students for under-represented positions – The University should hire graduate and under-graduate students prior to completion of their degrees and provide support for completion of the degree.

The University will develop a system of measures to continually monitor the effectiveness of the diversity initiatives and make adjustments as needed. These specific measures for faculty and staff recruitment and retention will be monitored by the Equity Advisor and EOP and reported to the Diversity Committee, and in turn reported periodically to the President and President's Cabinet. The results will be shared and discussed with senior managers and supervisors and the University community at large.

EVALUATION PROCEDURES:

The Diversity Committee and the Office of Diversity will be charged with developing evaluation procedures, including, reporting requirements, and incentives for good performance and consequences for poor performance..

VI. Items for National Conference [or other ways to continue the Dialogue]

Topics – convene a panel of outside experts to review and comment on key components of Roundtable recommendations.
Speakers

Salaried Workforce by Race and Gender

Fall 2000

EEO Category	Non-Res Alien		African-American		Native American		Asian		Hispanic		White		Males		Females		**Total**
Full-Time	Count	%	Count	%	Count	%	Count	%	Cou	%	Count	%	Count	%	Count	%	
Exec/Admin Managerial	1	0.24%	23	5.54%	0	0.00%	8	1.93%	1	0.24%	382	92.05%	216	52.05%	199	47.95%	**415**
Instr/Rsch Faculty	63	3.31%	60	3.15%	3	0.16%	92	4.83%	21	1.10%	1,665	87.45%	1,384	72.69%	520	27.31%	**1,904**
Professional	289	7.76%	169	4.54%	2	0.05%	124	3.33%	32	0.86%	3,110	83.47%	1,125	30.19%	2,601	69.81%	**3,726**
Clerical/Secretarial	1	0.06%	376	20.78%	1	0.06%	13	0.72%	12	0.66%	1,406	77.72%	158	8.73%	1,651	91.27%	**1,809**
Technical/Paraprofessiona	8	0.63%	173	13.65%	1	0.08%	33	2.60%	6	0.47%	1,046	82.56%	662	52.25%	605	47.75%	**1,267**
Skilled Crafts	0	0.00%	98	18.67%	1	0.19%	5	0.95%	3	0.57%	418	79.62%	472	89.90%	53	10.10%	**525**
Service/Maintenance	1	0.09%	559	52.69%	4	0.38%	31	2.92%	8	0.75%	458	43.17%	404	38.08%	657	61.92%	**1,061**
Total	**363**	**3.39%**	**1,458**	**13.62%**	**12**	**0.11%**	**306**	**2.86%**	**83**	**0.78%**	**8,485**	**79.25%**	**4,421**	**41.29%**	**6,286**	**58.71%**	**10,707**

Fall 1999

EEO Category	Non-Res Alien		African-American		Native American		Asian		Hispanic		White		Males		Females		**Total**
Full-Time	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Exec/Admin Managerial	0	0.00%	29	5.16%	0	0.00%	7	1.25%	1	0.18%	525	93.42%	260	46.26%	302	53.74%	**562**
Instr/Rsch Faculty	47	2.56%	56	3.05%	1	0.05%	89	4.84%	22	1.20%	1,623	88.30%	1,331	72.42%	507	27.58%	**1,838**
Professional	249	7.44%	155	4.63%	2	0.06%	112	3.35%	29	0.87%	2,801	83.66%	997	29.78%	2,351	70.22%	**3,348**
Clerical/Secretarial	1	0.06%	338	19.50%	1	0.06%	14	0.81%	8	0.46%	1,371	79.11%	134	7.73%	1,599	92.27%	**1,733**
echnical/Paraprofessional	9	0.75%	155	12.91%	0	0.00%	27	2.25%	7	0.58%	1,003	83.51%	611	50.87%	590	49.13%	**1,201**
Skilled Crafts	0	0.00%	91	17.81%	2	0.39%	5	0.98%	2	0.39%	411	80.43%	453	88.65%	58	11.35%	**511**
Service/Maintenance	2	0.19%	549	52.24%	4	0.38%	28	2.66%	9	0.86%	459	43.67%	424	40.34%	627	59.66%	**1,051**
Total	**308**	**3.01%**	**1,373**	**13.40%**	**10**	**0.10%**	**282**	**2.75%**	**78**	**0.76%**	**8,193**	**79.98%**	**4,210**	**41.10%**	**6,034**	**58.90%**	**10,244**

Fall 1998

EEO Category	Non-Res Alien		African-American		Native American		Asian		Hispanic		White		Males		Females		**Total**
Full-Time	Count	%	Count	%	Count	%	Count	%	Cou	%	Count	%	Count	%	Count	%	
Exec/Admin Managerial	0	0.00%	48	5.38%	0	0.00%	15	1.68%	5	0.56%	824	92.38%	430	48.21%	462	51.79%	**892**
Instr/Rsch Faculty	32	1.76%	54	2.97%	1	0.06%	89	4.90%	19	1.05%	1,622	89.27%	1,327	73.03%	490	26.97%	**1,817**
Professional	191	6.54%	134	4.59%	3	0.10%	106	3.63%	20	0.69%	2,465	84.45%	791	27.10%	2,128	72.90%	**2,919**
Clerical/Secretarial	0	0.00%	338	18.69%	0	0.00%	20	1.11%	10	0.55%	1,440	79.65%	158	8.74%	1,650	91.26%	**1,808**
echnical/Paraprofessional	8	0.70%	147	12.93%	0	0.00%	26	2.29%	4	0.35%	952	83.73%	575	50.57%	562	49.43%	**1,137**
Skilled Crafts	0	0.00%	93	18.31%	2	0.39%	6	1.18%	1	0.20%	406	79.92%	445	87.60%	63	12.40%	**508**
Service/Maintenance	2	0.18%	567	51.27%	3	0.27%	24	2.17%	9	0.81%	501	45.30%	452	40.87%	654	59.13%	**1,106**
Total	**233**	**2.29%**	**1,381**	**13.56%**	**9**	**0.09%**	**286**	**2.81%**	**68**	**0.67%**	**8,210**	**80.59%**	**4,178**	**41.01%**	**6,009**	**58.99%**	**10,187**

http://www.virginia.edu/~iaas/data_digest/1998-1999/emp_work_race.htm

Fall 1999

EEO Category	Non-Res Alien		African-American		Native American		Asian		Hispanic		White		Males		Females		**Total**
Full-Time	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
xec/Admin Managerial	0	0.00	29	5.16	0	0.00	7	1.25	1	0.18	525	93.42	260	46.26	302	53.74	**562**
Instr/Rsch Faculty	47	2.56	56	3.05	1	0.05	89	4.84	22	1.20	1,623	88.30	1,331	72.42	507	27.58	**1,838**
Professional	249	7.44	155	4.63	2	0.06	112	3.35	29	0.87	2,801	83.66	997	29.78	2,351	70.22	**3,348**
echnical/Paraprofessional	9	0.75	155	12.91	0	0.00	27	2.25	7	0.58	1,003	83.51	611	50.87	590	49.13	**1,201**
sub-total	305	4.39	395	5.68	3	0.04	235	3.38	59	0.85	5,952	85.65	3,199	46.04	3,750	53.96	**6,949**
Clerical/Secretarial	1	0.06	338	19.50	1	0.06	14	0.81	8	0.46	1,371	79.11	134	7.73	1,599	92.27	**1,733**
Skilled Crafts	0	0.00	91	17.81	2	0.39	5	0.98	2	0.39	411	80.43	453	88.65	58	11.35	**511**
Service/Maintenance	2	0.19	549	52.24	4	0.38	28	2.66	9	0.86	459	43.67	424	40.34	627	59.66	**1,051**
sub-total	3	0.09%	978	29.68	7	0.21	47	1.43	19	0.58	2,241	68.01	1,011	30.68	2,284	69.32	**3,295**
Total	**308**	**3.01**	**1,373**	**13.40**	**10**	**0.10**	**282**	**2.75**	**78**	**0.76**	**8,193**	**79.98**	**4,210**	**41.10**	**6,034**	58.90	**10,244**

% for Charlottesville/Albemarle/Fluvanna/Greene/Louisa/Nelson Counties

	Other	2.00		17.30						1.10		80.70					

Government and Leadership Roundtable

Marcia Childress and Patricia Werhane, Leaders

TAKING THE LEAD ON DIVERSITY

Report of the Charting Diversity Roundtable
on Leadership & Governance

University of Virginia
Charlottesville, Virginia

15 April 2001

TAKING THE LEAD ON DIVERSITY

Report of the Charting Diversity Roundtable
on Leadership & Governance

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Overview

Roundtable Scope and Goals

As a part of the 2000-2001University-wide Charting Diversity initiative, the Roundtable on Leadership & Governance has considered how, in matters of leadership and governance, the University of Virginia might better manifest its commitment to diversity through promotion of racial, gender, and ethnic equity. Given the University's distinguished national stature, this roundtable considered the following questions: should not U.Va. also be a leader among America's colleges and universities in championing diversity and inclusiveness throughout academe? At home and beyond the Grounds, does the University espouse and act on the belief that diversity matters fundamentally to its success and to the success of its graduates? Do U.Va.'s leaders at all levels promote diversity as being good for the institution, even as it is good for society at large? Practically speaking, does our leadership reflect and represent a wholly inclusive society? And do our programs, policies, and operations reflect and respect diverse perspectives, diverse ways of solving problems, of leading, of being?

Process

Conversation at this roundtable included voices from across the University – instructional and general faculty, classified staff, undergraduate, graduate, and professional students, University and Health System administrators, academic and professional school representatives, women, men, and persons of many races, traditions, and backgrounds. The roundtable met irregularly in its early months, in part because both original co-chairs went on leave during 2000-2001 and the present co-chairs took over in fall 2001. Regular meetings from November 2000 through February 2001, with limited but committed attendance, yielded several actions and the recommendations in this report.

Problem

This roundtable began with several assumptions, among them that U.Va.

- is one of the nation's premier academic institutions
- is committed to preparing new generations of leaders for public life in a highly competitive global economy
- is committed to maintaining a faculty of national distinction through recruiting and retaining the best, most highly qualified scholars, teachers, and professionals
- welcomes a diverse student body, faculty, and workforce

- has risen to national prominence in the thirty years since coeducation
- has established in recent years an impressive record of enrolling and graduating African American students
- recognizes and rewards the contributions of all its citizens
- has begun to diversify its leadership ranks through strategic appointments of women and minorities,[1] particularly in management positions, and through urging search committees to seek qualified women and minority candidates

Also as a starting point, the roundtable confirmed that the University acknowledges that our institutional culture has yet to embrace diversity fully – hence, the year-long Charting Diversity initiative, intended both to make the issue visible and to sanction diversity as a topic of frank discussion. In the course of conversation, the roundtable has come to see that, for all our accomplishments and putative openness to the idea and appearance of U.Va. as a place where diversity should be part of its strategic mission, diversity is not, as yet, an institutional watchword betokening a proactive stance nor a primary criterion for measuring U.Va.'s success among its peer top-tier universities.

That U.Va.'s public face, particularly in academic leadership, continues in the year 2001 to be, for the most part, white and male – the roundtable finds this state of affairs a cause for concern. It is not simply that most senior academic leadership positions at U.Va. are occupied by white men and that remarkably few women and minorities occupy positions of high authority except in the management of the University. Nor is it simply that U.Va. prefers not to be conspicuous in its bid for racial, gender, and ethnic equity. Rather, it is that U.Va. as a whole has yet to grasp fully that excellence depends upon our leaders knowing and acting boldly to institutionalize the fundamental value of diversity to leadership, governance, and, indeed, the whole life of the institution.

Many of U.Va.'s peer institutions have lately articulated the view recognizing the centrality of colleges and universities in fostering a more inclusive, respectful, and productive democratic society through preparing students to conduct themselves admirably in a setting characterized by racial, gender, and ethnic diversity. As the American Association of Colleges and Universities declared in 1995, colleges and universities are profoundly influential in their students' social and moral development and thus have both opportunity and obligation to lead in promoting diversity and equity:

> Higher education is uniquely positioned, by its mission, values, and dedication to learning, to foster and nourish the habits of heart and mind that Americans need to make diversity work in daily life. We have the opportunity to help our campuses experience engagement across differences as a value and a public good. Our nation's campuses have become a highly visible stage on which the most fundamental questions about difference, equality, and community are being enacted. To this effort, filled with promise and fraught with difficulty, the academy brings indispensable resources: its commitments to the advancement of

> knowledge and its traditions of dialogue and deliberation across difference as keys to the increase of insight and understanding.[2]

Any college or university setting is, in effect, a social laboratory in which young persons in their formative years learn how to live and work. When the college campus is a diverse environment, it allows students to engage – intellectually, socially, emotionally – with *difference* as both value and fact, and thus helps them to acquire experience fundamental to working productively in a diverse society.

The roundtable noted that this generation of students appreciates the intrinsic value of diversity in both their personal and academic lives. U.Va. students are engaged in multiple extracurricular activities, evidenced by over 400 contracted independent organizations (CIOs)currently in existence. These groups, which range from the Asian Students Association to the Youth Jain Association, reflect students' desire to program, plan, and participate as part of a multicultural, multitalented population. Recognizing that "diversity" means more than a palette of skin colors, students have developed multiple venues for showcasing their differences. One example of student leadership on this front is "Voices of the Class," a production featuring a series of dramatized selections adapted from first-year students' admissions essays and presented anonymously. "Voices of the Class" is currently produced by Spectrum Theatre[3] and supported financially by the Office of the Dean of Students.

Approach to the Problem and Benchmarking with Peer Institutions

This roundtable has sought to take a critical yet positive and creative approach to addressing diversity as a core value of and for leadership. "Leadership" includes both the leaders of U.Va. – that is, the presence or lack of diversity in the institutional power structure – and U.Va.'s real and potential leadership, locally and nationally, on the question of diversity – that is, advocacy for diversity and inclusiveness throughout and beyond the University. In each case, diversity is a timely topic on which the University is poised to declare itself, with an unprecedented number of high-level searches simultaneously just underway, institutional planning for U.Va.'s third century in its crucial first phases, and the corporate and public sectors seeking our graduates to work and, some day, to lead in the global economy.

From our earliest deliberations, the roundtable has noted significant overlap and synergy of diversity concerns with the gender equity concerns identified by the 1999 Task Force on the Status of Women at U.Va. The roundtable endorses that task force's recommendations for achieving gender equity and in turn has adapted many of them to fit the broader category of diversity.

The roundtable has also taken note that, over the last year, many peer institutions have chosen to go public about diversity and equity issues. Early in 1999, the president of Massachusetts Institute of Technology released a report documenting discrimination against its women faculty in the sciences and publicly acknowledged his institution's shortcomings relative to gender equity. Since that time, MIT received a Ford Foundation grant of $1 million to promote the study and remedying of gender inequities on other campuses around the country. In late

January 2001, presidents, provosts, and deans of nine top-tier universities – MIT, Stanford, Princeton, Harvard, Yale, University of Pennsylvania, University of Michigan, University of California, and Cal Tech – convened at MIT, where they "vowed to work together and individually toward 'equity and full participation' of their female faculty members."[4] In late January 2001, the University of Cambridge pledged to reform the venerable English university's hiring and management practices in order to remedy an institutional culture described as "macho, insular, and secretive."[5] And, closer to home, in February 2001, the University of North Carolina announced that it will employ a new approach to building diversity, looking to develop at each of its sixteen campuses new, highly visible programs for achieving a "critical mass of minority students" and racial and ethnic parity in graduation rates.[6]

Finally, it is at home, among U.Va.'s own students, that the roundtable finds a powerful instrument for change. Just as students learn about leadership from the adult professionals around them, so faculty and administration can gain much by looking to the younger generation's embodiment and expression of diversity. Because the dramatic production "Voices of the Class," discussed above, draws its strength from the real emotions and experiences of the students whose essays form its core, it is an ideal tool for raising awareness in faculty and administrators. In subtle and not-so-subtle ways, "Voices" reveals the nature of the cultural milieu that seeks representation in the University's leadership and makes clear that diversity *does* matter in fundamental ways to our students.

Accomplishments to date

The roundtable applauds the progress the University has made over the past five years in improving the climate for women and minority leadership, in taking steps to begin diversifying the leadership, and in creating measures to ensure practice of the institutional commitment to equal opportunity.

- Establishment of the Women's Leadership Council (WLC), as recommended by the 1999 Task Force on the Status of Women at U.Va. (Office of the President, Fall 2000) (*Appendix A*)

- Creation, funding, and use of the loan line initiative in the office of the Vice President and Provost to improve hiring and retention of women and minority faculty. (Office of Vice President and Provost, mid-1990s)

- Addition of a component measuring "commitment to equal opportunity" in the recruitment and annual evaluation of all University personnel who have hiring authority, including deans and department chairs. (Adopted by Senior Cabinet, Fall 2000)

- Appointment of many women to nonacademic staff and managerial administrative leadership positions. (U.Va. central administration, since mid-1990s)

- Creation by this roundtable of a list of "talking points" on diversity and leadership, sent to the Office of the President and intended as a resource for University administrative leaders giving public speeches on and off Grounds. (Initiated and sent by roundtable, December 2000) (*Appendix B*)

- Preparation and delivery by the roundtable, in tandem with the Women's Leadership Council, of a letter to President Casteen urging that search committees for provost, deans, and department chairs at work in 2001 be sure to seek out, interview, and include in short lists of finalists qualified women and minority candidates and, more importantly, qualified persons with an understanding of and commitment to diversity. (Initiated and sent by roundtable and WLC, December 2000) (*Appendix C*)
- Student leadership: Development and performance of *Voices of the Class* dialogue, and multiple extracurricular activities involving students and CIO student groups. (1998-)

Recommendations for Leadership

The recommendations that follow are meant to foster the institutionalization and implementation of diversity initiatives at all levels of the University. Specifically, the recommendations define ways that U.Va. can improve and expand upon recent progress by exercising leadership in five key areas: Communication; Hiring, Promotion and Retention; Training and Evaluation; Climate Improvement; and Dialogue with Students.

Leadership in Communication
The University's position on matters of diversity and equity must be readily apparent, clearly enunciated, and regularly articulated, to audiences on and beyond Grounds.

- Advocate for racial, gender, and ethnic equity at the University in public statements and in leadership presentations and speeches in public forums. This includes, especially, articulation of the institution's vision and goals regarding diversity at student, staff, and faculty orientations, and the first large meeting of school or department faculty and/or staff held each academic year, and to alumni, donors, and to all incoming students, and the President's annual State of the University address.

- Provide venues to ensure that women and minority faculty and staff can meet and talk confidentially at least once each year. The director of the Office of Equal Opportunity Programs, or her designee, will convene these sessions in all areas of the University. The aim of these sessions will be to assess informally the institution's climate for women and minorities and to encourage leadership development.

- Issue public reports annually on institutional progress toward equity in hiring, retention, and appointments to leadership positions.

Leadership in Hiring, Promotion, and Retention

U.Va. must preserve and enhance its own competitiveness in the national market for top-ranked faculty and academic leaders. As a part of this competitive posture, the University needs more women and minorities in its leadership "pipeline," particularly in academic programs, in order that rising young leaders may be appropriately nurtured and a more diverse leadership pool can be developed from within. The University also needs to become known as an environment friendly to diverse hires from outside. To these ends, we recommend:

- Increase the representation and visibility of women and minorities in positions of governance, including in senior administrative and academic positions. The paucity of women and minorities in the University's senior academic leadership positions is especially acute.

- Because we want to hire and retain only the best faculty and administrators, we recommend the following:

  a. 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.

  b. 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.

  c. Expand and subsidize U.Va.'s childcare programs so that they are an economically viable option for low-paid staff and junior faculty.

  d. Create healthcare benefits for nonspousal partners.

- At all levels, create and/or strengthen mentorship programs for women and minorities both for faculty and staff, to ensure that both underrepresented groups are afforded equality of opportunity to advance.

- 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 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.

Training and Evaluation

U.Va. must ensure that all persons in leadership positions and with hiring authority understand thoroughly, comply with, and enact as part of their day-to-day administrative responsibilities the institution's unequivocal commitment to diversity.

- Require the vice presidents, deans, and department and major unit heads to attend training sessions regarding hiring/retention, salary equity, sexual and other illegal harassment, and climate issues.

- Continue – and enforce – the component measuring "commitment to equal opportunity" in the recruitment and annual evaluation of all University personnel who have hiring authority. At each level of authority within the institution, persons should be held accountable for their records of accomplishment in hiring/retention, salary equity, climate, and promotion. Develop measures to compare the number of women and minorities in leadership positions relative to (a) U.Va. population, (b) population of qualified candidates, and (c) other research universities.

- In their annual evaluations, hold deans and supervisors accountable for the implementation of the two previous recommended actions.

Climate Improvement

The recent Task Force on the Status of Women at UVA pointed to deficiencies in U.Va.'s institutional culture that make the institution not particularly welcoming to women and minorities. That same group's report proposed a variety of actions designed to assess, explore, and address these climate problems. Here, we ratify those recommendations and propose some additional actions:

- Benchmark U.Va.'s progress in creating a diverse leadership against our peer institutions, in individual departments, in individual schools, and throughout the University, both in academic and administrative positions.

- In advance of implementing recommendations of the Virginia 2020 Commission on Science and Technology, explore with deans, department chairs, faculty, postdoctoral fellows, staff, and students in the relevant areas how the work environment in science departments and centers across U.Va. might be improved for women and minorities.

- As part of the Virginia 2020 Commission on Public Service and Outreach, appoint a new standing subcommittee of this Commission to take leadership in, consult with, counsel, and inform the President and other U.Va. officials on climate, equity, and diversity issues, and to help monitor and assess implementation of this action plan.

- As the Virginia 2020 Commission on International Activities works to create a more international presence, let this commission take leadership in forming and promulgating the image of the University as a wholly inclusive intellectual institution, not merely admitting women, minorities, and international students but also integrating their ideas

and contributions throughout the structure, operations, and life of the institution.

- As the initiatives proposed by the Virginia 2020 Commission on the Fine and Performing Arts go forward, ensure that diversity is a watchword guiding decisions about departmental and cross-disciplinary programming, strategic faculty recruitments/appointments, and, as appropriate, facilities planning.

- At the level of the schools, promote and/or provide programs for chairs, other key leaders, and faculty that allow for exploration of issues of institutional climate and strategies for climate change; for addressing unconscious or inadvertent bias in policies, procedures, and organizational structure; and for envisioning and achieving an environment that welcomes and constructively engages *difference*.

Dialogue with Students

The University has much to learn from its students about what it means, practically speaking, to value difference and to live and work in a multicultural setting.

- Constantly and consistently remind ourselves in public arenas, in the classroom, in administration and staff services that not only are we here to serve as role models of leadership for students but also that students, from their generational perspective, have a great deal to say about leadership and diversity at the University from which we can learn.

- Create regular forums at which University leaders – deans, department chairs, representatives of the central administration – can listen to students' ideas, concerns, and perspectives, and, from listening, can learn how students see things, what they seek, what they need, and what they expect of U.Va. and their adult role models here.

- Offer to the President's cabinet, administrators, faculty, and University-wide audiences an abridged but live version of *Voices of the Class.* Presentations would be followed by discussion between actors and audience about issues identified and explored in the dramatization. The value of such an approach lies in the authenticity and immediacy of the material, the engagement of students with faculty and administration, and the safety and comfort zone created for all participants by theatrical performance. Such an experience would allow students open, direct expression of their advocacy for greater diversity in U.Va.'s leadership, governance, and institutional life. It would allow audiences to engage diversity issues experientially, thus bringing imagination and a more-than-cerebral response to institutional consideration of diversity issues. Finally, such a presentation would be a powerful, enacted analogue to the Leadership & Governance Roundtable's written recommendations, *showing* powerfully what the report is merely *telling.*

- In the event that the Charting Diversity initiative leads to a national conference, include in that conference a live performance by U.Va. students of "Voices of the Class" followed by facilitated discussion with the players and the audience. (Videotape of production included as *Appendix D*)

Conclusion

By this report, the Roundtable on Leadership & Governance challenges the University of Virginia to recognize the fundamental importance of diversity to the institution's distinguished fulfillment of all its missions. In particular, the roundtable challenges the University's top leadership to act boldly both to diversify its own ranks and to lead by example and exhortation to promote diversity and equity throughout the institution. Enacting a commitment to diversity and equity is, quite simply, a matter of institutional will, dedication, and thoughtful practice. Only with authoritative ownership of the idea that diversity and equity on Grounds help foster in turn a more inclusive society, and with explicit modeling of a thoroughly inclusive, equitable environment will U.Va. truly honor its commitment to diversity.

The Roundtable on Leadership & Governance

Marcia Day Childress and Patricia Werhane, *Co-Facilitators*

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NOTES

[1] While in this report we often use the phrase "women and minorities" as kind of shorthand referring to groups underrepresented in the leadership/governance of U.Va., we realize that the situations for these respective groups as the University are not always the same and may at times require very different strategic approaches and remedies.

[2] AAC&U, 1995, p.xvi, cited by Patricia Gurin, "The Mission of Higher Education, "Expert Report, Gratz, et al. v. Bollinger, et al., No. 97-75321 (E.D. Mich.) Grutter, et al. v. Bollinger, et al., No. 97-75928 (E.D. Mich.).

[3] Contact information: Niko Shutto (nds4d), a second year student on Spectrum's board; Andrew Starner (ams5k), a third year student also on the board; Eleanor Sparagana (eas8n), Office of Orientation and New Student Programs.

[4] "9 Universities Will Address Sex Inequities," *The New York Times*, 31 January 2001, A11.

[5] http://chronicle.com/daily/2001/02/2001020507n.htm

[6] http://www.newsobserver.com/tuesday/front/Story/303221p-302681c.html, 6 February 2001

Appendix A

University of Virginia
Women's Leadership Council

2000-2001

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SUGGESTED TALKING POINTS for President Casteen on issues relating to diversity and leadership:

- Race and gender still matter.
- Historic divisions based on race and gender require deliberate steps to overcome past barriers.
- At values-based institution founded by Mr. Jefferson, diversity is a matter of integrity.
- The University of Virginia must do more than tolerate a diverse workplace; it must embrace it.
- A values-based orientation to leadership must include addressing the need for diverse leadership. Indeed, we should seek leaders who have a passion and commitment to diversity.
- Globalization in all areas of our political economy demands that we prepare our students for the multiethnic world in which they will interact when they graduate.
- Students, white and non-white, male and female, learn better in settings where they develop meaningful relationships with others who are different from them.
- A university that trains leaders, we must prepare our students for the global, multiracial and multicultural community in which they will be a part.
- Students look to faculty and administrators as role models as well as transmitters of scholarship. Diversity at the senior administration levels as well as in academic departments provides such leadership role models.
- Access to diverse role models translates into higher levels of citizen and community participation, helps to mold new leadership paradigms, and best prepares students for the changing global political economies in which they will interact after graduation.
- Diverse faculty and leadership bring diverse ideas and areas of specific passionate concern which may generate research, education and technological advances that may not have otherwise been considered.
- To quote Patricia Gurin, [interim dean, College of Literature, Science and the Arts at

Michigan] “Being with others of different races actually seems to make young people receptive to new knowledge.”

- The most visionary and profitable companies are driven not by the goal of maximizing shareholder wealth, but by a core values-based ideology that places profitability near the bottom of the list of goals. (Colllins and Porras, Built to Last). Similarly,

- A top-ten university must practice its core ideology (honor, integrity, and values) in every dimension of its operations. Diversity “all the way through” reflects on that ideology and will help us to achieve educational, intellectual, and care-giving outcomes as well.

Physical Space and Environmental Assessment Roundtable

Warren Boechenstein and Cheryl Gomez, Leaders

CHARTING DIVERSITY
Physical Space and Environment

March 1, 2001

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SECTION I

INTRODUCTION

CHARTING DIVERSITY
Physical Space and Environment
Introduction

The Physical Space and Environment Roundtable was asked to evaluate the interior and exterior facilities, the Grounds and the overall physical environment of the University to determine how the use and improvement of these resources can promote greater diversity among its student, staff and faculty members.

To accomplish this charge, Roundtable members met for the first time on Saturday, February 19, 2000, immediately after the Charting Diversity symposium. After reviewing the proceedings of the symposium in this initial meeting, the members refined their objectives by asking additional questions and offering more ideas to improve diversity. The following examples illustrate the character of this discussion and the direction that this meeting then gave to subsequent Roundtable exchanges.

Traditional Exterior Appearance of Facilities. Many students, parents, faculty, alumni, and visitors admire the University's traditional, if not signature, appearance of "bricks, mortar, columns, and slate". However, some view the physical appearance of these facilities as representing a privileged portion of the population that excluded many until the recent past.

Classrooms: The design of the typical classroom with its semi-circle of seats facing a lectern may inhibit some students particularly those that benefit from more engaged, participatory forms of learning.

Historic District: Representative numbers of minority students, especially African Americans, do not apply to live in rooms on the Lawn and on the Ranges.

Gathering Areas: Exterior and interior gathering areas that are well conceived and well located encourage interactions among members of the University community, some even in unexpected ways. For example, the bus stop on McCormick Road across from Garrett Hall, known as the "BBS," has become a popular, informal gathering place for African American students. Can the University respect such place attachments and generate opportunities for others?

Self-Separation: In the allocation and design of its physical resources, how can the University respect the rights of those students who wish to associate on the basis of race, ethnicity, language, religion or culture, while also encouraging students to broaden their perspectives and meet those who come from dissimilar backgrounds?

Safety and Security: Based on their gender, ethnic or cultural backgrounds, members of the University community may have different if not conflicting perceptions of acceptable standards for safety and security on the Grounds.

Accessibility: How successful has the University been in removing physical barriers to learning?

In an effort to make its task more manageable, the Roundtable grouped the issues discussed in the symposium and the subsequent meetings into four themes. The themes are (1) Exterior Environment, (2) Interior Environment, (3) Safety and Security and (4) Accessibility. Separate working groups comprised of Roundtable volunteers then took responsibility for elaborating on the four themes. The first two working groups expanded their assignments to include the issue of strengthening a sense of community while respecting individual rights. Members of the roundtable committee and its individual working groups are listed in the appendix.

Section II, the Executive Summary of Recommendations, provides a one-page distillation of the recommendations endorsed by each working group and the entire roundtable.

Many of the proposals in the Executive Summary of Recommendations reinforce the on-going and exemplary work of people within the University rather than identify new, unrecognized areas of need. These recommendations also serve more to provide a philosophical basis for addressing the physical environment instead of confronting the specifics for implementing the recommendations. The full report of each individual working group is provided in Section III. This section represents an effort to benchmark, review and discuss some of the issues implicit in the four major themes. The Roundtable felt that time was insufficient to address thoroughly all the issues involving physical space, the environment, and diversity. Generally, the Roundtable considers its report as a "work in progress," one that should continue to evolve as opportunities arise with renovation and new construction .

The Roundtable recognizes there are numerous ongoing University activities that support the Roundtable's intents. Particularly significant are those efforts directed toward safety and security and toward removing physical barriers. Also noteworthy are the goals of the *Facilities Master Plan* that target connectivity within the Grounds so that the buildings, landscape, pathways and other aspects of the University's physical environment strengthen communications, relationships and a sense of community.

SECTION II

EXECUTIVE SUMMARY OF RECOMMENDATIONS

CHARTING DIVERSITY
Physical Space and Environment Roundtable
Introduction to the Executive Summary of Recommendations

The Physical Space and Environment Roundtable, in an effort to foster a more inclusive and welcoming physical environment for all, recommends that the University in its planning processes seek to:

1. Create an environment that is physically accessible and safe from hazards for all.

2. Charge all departments, schools, and administrative units to evaluate their policies, funding, facilities and programs that may inadvertently exclude sectors of the community and to pursue ways that these activities can become more inclusive.

3. Solicit greater input from staff, faculty, and students in the development and use of the University's physical spaces to achieve more broadly representative and socially inclusive environments.

4. Strive for a more welcoming and open environment that invites and clearly guides visitors to the University;

5. Expand the range of the learning environments to include more informal and formal gathering places and programming opportunities for members of the University community to interact in friendly and accommodating settings.

6. Encourage the Development Office to seek donors who might fund specific recommendations.

CHARTING DIVERSITY
Physical Space and Environment

Executive Summary of Recommendations

Item	Description
1.	Adopt *Guiding Principles* in the Planning, Design, & Construction of Facilities
1.A.	Encourage compact campus development & growth.
1.B.	Promote convenient transportation systems & pathways.
1.C.	Design attractive gathering places & promote fuller utilization of existing on-Grounds spaces.
2.	Achieve *Guiding Principles*
2.A.	Bolster outdoor recreation facilities
2.B.	Evaluate the need to create on-Grounds housing for Upper-Class students.
2.C.	Enhance & develop prominent locations for multi-cultural activities.
2.D.	Encourage more opportunities for public expression.
2.E.	Create outdoor art.
2.F.	Promote nighttime environments.
2.G.	Design visitors' services that orient people easily & quickly to the resources & facilities of the University.
2.H.	Foster relationships between UVA & its neighbors.
2.I.	Name buildings, roads, public areas, or other UVA landmarks after people whose contribute to diversity.
3.	Promote the design of flexible dining areas.
4.	Create more space & enhance the use of existing space to support programs.
5.	Promote initiatives that create focused communities.
6.	Support the current structure of the use & assignment of housing space.
7.	Explore & support programmatic initiatives which promote a sense of community within residential areas & University-wide.
8.	Provide multi-use community areas within residential colleges when feasible.
9.	Provide attractive interior, multi-cultural areas.
10.	Evaluate the effectiveness of our existing classrooms in meeting the learning needs of diverse groups.
11.	Maintain the diverse membership of the Safety & Security Committee.
12.	Support the use of the Safety & Security Committee as the overall coordinator of safety projects.
13.	Periodically review funding levels for safety projects to ensure that safety needs continue to be met.
14.	Provide annual Individual Accommodation Funds for physical barrier removal.
15.	Identify opportunities to expand major building renovations to provide full accessibility within that building.
16.	Provide funding to hire support for faculty members with special needs.
17.	Encourage the Development Office to seek donors who might fund specific accessibility projects.
18.	Periodically review the backlog of accessibility projects and costs of implementation.

SECTION III

FULL REPORTS
OF THE WORKING GROUPS

CHARTING DIVERSITY
Physical Space and Environment

Creating and Building Community While Respecting Identity: The Exterior Environment

March 1, 2001

CHARTING DIVERSITY
Physical Space and Environment
Creating and Building Community While Respecting Identity: The Exterior Environment

PROPOSED RECOMMENDATIONS

To encourage and support greater diversity at the University, the Working Group on the Exterior Environment recommends that the University formally endorse the following Guiding Principles by incorporating them into its *Facilities Master Plan* and fully integrating them into the planning, design development and construction of all facilities. Formal endorsement would serve to reinforce and support efforts already in progress, and ensure that these efforts continue through future projects.

Guiding Principles:

I. Encourage compact campus development and growth, which would promote informal opportunities for different groups to associate, as opposed to the dispersion of facilities, which may inadvertently foster social and professional isolation. UVA is no longer a college in a town but a university in a city with the requisite need to plan its campus more densely and to use its exterior spaces more creatively to encourage social integration.

II. Promote convenient or alternative transportation systems and pathways that would provide a viable mode of transportation other than automobiles and encourage casual interactions. These transit systems should range from vehicular ones, linking separate parts of the campus, to improved bike lanes, particularly along entrances to the University, as well as more well-designed and accessible pedestrian paths.

III. Design attractive gathering places and promote fuller utilization of existing on-Grounds spaces These spaces should be in different locations and of varying sizes and accommodations to invite the academic community to meet, study, work, read, celebrate, eat, and converse together. These spaces could feature, for example, water in a variety of ways, from formal pools to the ”day-lighting” of streams. In addition, such spaces could feature food in different venues, from outdoor cafes to movable carts providing ethnic choices. Informal social places, such as the Black Bus Stop (BBS) and the Brooks Hall lawn, should be enhanced with the addition of benches and bulletin-board kiosks.

To illustrate some means for achieving the Guiding Principles, the subcommittee recommends the following methods.

Supporting Methods

A. Bolster outdoor recreation facilities that encourage students to interact with each other through informal opportunities. Such areas could offer permanent set-ups, for example, for chess, bocce ball, volleyball, and basketball. They could also include exercise trails, particularly along existing and newly restored streams. Recreation facilities should range from those that encourage group participation and are close to the center of campus to "wilderness" areas where individuals can enjoy privacy. In the latter regard, Jefferson Mountain (Observatory Hill) has and should continue to play an important role and thus should remain undeveloped.

B. Evaluate the need to create on-Grounds housing for Upper Class students and develop more residential college opportunities in general. Such facilities would encourage greater interaction among students in addition to relieving housing pressures on surrounding neighborhoods, facilitating student advising, and increasing the vitality of on-campus activities.

C. Enhance and develop prominent locations for multi-cultural activities. Instead of appearing to be isolated or on the fringe of campus, the International House should be located on a more central and accessible site. To increase appreciation of the diversity international students bring to UVA, the International Residential College, the International Center, and/or the Newcomb Hall plaza should have flags and art work prominently displayed that represent the countries from which students come yearly. Student organizations could be encouraged to have beginning-of-the-year ceremonies as flags from countries are raised. In addition, small staging areas should be created adjacent to the centers and residential college to encourage programming.

D. Encourage more opportunities for public expression. The frequent painting of "Beta Bridge" suggests that students want public outlets for expression. To encourage such expression, the committee recommends installing benches or walls at central campus locations that students would be free to paint. In addition, the committee proposes creating "chalking areas," where students can promote activities. Movable food carts could be placed next to the paint and chalk areas to make them engaging areas to congregate. Such informal gathering places would help combat an architectural style that seems overly formalized and "official" to many students.

E. Create outdoor art such as large sculptures or colorful chairs that would encourage interactions among individuals. The chairs, for example, could be wired, to allow individuals to plug in laptop computers.

F. Promote nighttime environments that encourage students to use the campus more fully around-the-clock. The environment would be enhanced not through the use of intensive lighting, especially if it annoys university neighbors, but rather through strategically placed and directed soft lighting.

G. Design visitors' services that orient people easily and quickly to the resources and facilities of the University, thus creating a more favorable first impression. These efforts could include extended signage and you-are-here maps, plus information booths staffed by students. It would also be helpful to designate with signage the primary entrance(s) to the central grounds.

H. Continue to foster relationships between UVA and its neighbors by featuring activities, such as those of the Women's Center, the School of Continuing and Professional Studies, the Bayly Art Museum, the Culbreth and Helms theaters, the University Library and the University Hospital, that serve the Charlottesville community. Efforts should focus on making these facilities that are liaisons between the University and the community as accommodating and welcoming as possible.

I. Name university facilities, buildings, streets, paths, and especially public gathering areas after people who are identified with diversity. These people may be well known or obscure, connected with the University or affiliated with a donor, and living or deceased. In any case, these people should represent through their lives the values that the University seeks to celebrate.

CHARTING DIVERSITY
Physical Space and Environment

Creating and Building Community While Respecting Identity: The Interior Environment

March 1, 2001

CHARTING DIVERSITY
Physical Space and Environment
Creating and Building Community While Respecting Identity: The Interior Environment

PROPOSED RECOMMENDATIONS

To support the broad concept of diversity, the Working Group on the Interior Environment supports the philosophy of the *Facilities Master Plan* to develop multi-use facilities that help create a more seamless or permeable environment that encourages regular interaction among students, faculty, staff and the neighboring community. To cultivate a sense of community, this committee submits the following recommendations:

1. Promote the design of flexible dining areas that include small group dining spaces that can be reserved by various groups for focused programs during meal times. The planned construction of a new "O'Hill Dining" facility and the renovation of Pavilion XI present immediate opportunities for implementing this recommendation.

2. Create more spaces and enhance the use of existing ones to support programs. Maximize the use of existing, available academic spaces where possible to support all the missions of the university, including education, student development, research, health care, and community service. This can be accomplished by:
   a. Using classroom spaces to support out-of-class student programming, orientation and advising activities; staff and student training programs; conference activities; continuing and professional studies functions; and similar programs and activities.
   b. Using dining areas as programming and study spaces outside of meal hours.
   c. Developing community centers similar to what is being done at the Commons Building in Lambeth Field that support services and provide programs for residents.
   d. Evaluate the possibility of enhancing interior spaces of recognized offices of the University that foster diversity, such as the Office of African American Affairs, the Women's Center and other University offices focused on diversity issues.

3. Promote initiatives that create focused communities within the residence halls such as the residential colleges, the language houses, and the International Residential College

4. Continue the current structure of the use and assignment of housing space and support the following objectives:

   a. The University requires First-Years to live on-Grounds in residential colleges and all First-Year houses to welcome them to a diverse community of learners and to provide opportunities for faculty and students to interact in meaningful ways outside the

classroom. Learning through diversity is an important element of the First-Year Experience.

b. All Upper-Class or mixed residential communities, from residential colleges to suite/apartment style units, offer a range of architectural styles, program support, and levels of staff that meet the current level of student need. Upper-Class students should continue to be able to choose on-Grounds housing from the available options.

5. Continue to explore and support programmatic initiatives which promote a sense of community among diverse groups within residential areas and University-wide.

6. Provide multi-use community areas within residential colleges where feasible through new construction or major renovation. These multi-use areas could be used as classroom, cooking areas, general meeting spaces, or study areas that promote and enhance community.

7. Promote attractive interior, multi-cultural areas, possibly with kiosks, flags, signage, banners, and related themes that celebrate diversity and foster community.

8. Evaluate the effectiveness of classrooms at meeting the multiple learning needs of diverse groups.

CHARTING DIVERSITY
Physical Space and Environment

Safety and Security

March 1, 2001

CHARTING DIVERSTIY
Physical Space and Environment
Safety and Security

BACKGROUND

1. Overview of Safety Programs and Responsibilities

The University has well-established procedures for identifying and addressing safety and security problems and for raising safety awareness. The Office of Residence Life, University Police, Office of Environmental Health and Safety, Facilities Management, Safety and Security Committee, and Employee Communications Councils are involved in the safety program.

The Residence Life Office (RLO) and the University Police address student safety issues through several avenues. The Residence Life Office refers students with safety concerns to the Safety and Security Committee. RLO Staff and Resident Staff also give feedback to the University Police and the Safety and Security Committee. Safety and security talks are coordinated by Orientation Programs, UVa Police, and RLO. These talks take place during the first two weeks of the fall semester for all first-year students. At these "mandatory sessions" students have an opportunity to express themselves. The University Police also gather student input through 1) victim surveys, 2) mass e-mails/communications to students/student leaders throughout the year, 3) Leadership 2000, 4) student interns working in the department, 5) seminars. Newspaper articles/ads are also used to increase student awareness. The Police stress safety awareness to faculty and staff through bulletins and newspaper articles.

The Office of Environmental Health and Safety (OEHS) is charged with implementing, managing, facilitating, and providing assistance with most safety programs at the University of Virginia. The Fire Safety Office is just one of several programs managed by OEHS. This program is responsible for conducting fire safety inspections of all buildings. OEHS is also responsible for a number of training classes: fire safety, chemical safety, OSHA worker safety, radiation safety, biosafety, and asbestos safety. OEHS staff members serve on numerous safety related committees across UVA.

Facilities Management has integrated safety reviews into the design phases of construction and renovation projects. Its Facilities Design Guidelines set the criteria for safety standards, such as minimum outdoor lighting levels for sidewalks and parking lots. Design reviews by the Assistant State Building Official ensure that the standards are met and identify potential problems. The University Police and Office of Environmental Health and Safety participate in these reviews.

The Safety and Security Committee reviews all matters concerning security and safety at the University, with the exception of those matters coming specifically within the purview of the standing Committee on Radiation Safety. Its membership consists of administrators (including representatives from Dean of Students Office, University Police, Facilities Management, and Office of Environmental Health and Safety), faculty, and students (appointed by Student Council). The Committee receives student input from a) its student members, b) student suggestions submitted by email, telephone, and letter, and c) outside students invited to the meetings, such as the Student Council Safety Committee. Faculty, staff, and administrators also suggest areas of concern. The Committee schedules evening visits to the sites of concern and evaluates the relative need of each site. The Committee then prioritizes the requests and funds from the top down. To maximize its funding the Committee will also seek out other groups to co-fund certain projects. The Committee also encourages through educational channels, safety procedures to be practiced in the several activities of the University's everyday routine and recommends training programs for individuals in the University community.

The Employee Communication Councils provide an opportunity for staff to voice safety concerns. The Executive Vice President routinely reminds council members that one of the functions of the councils is to provide the opportunity to bring safety issues to the attention of senior administration.

2. Summary of Safety and Security Committee Projects

The Safety and Security Committee receives approximately $50,000 to $75,000 a year for safety improvements, such as panic hardware on doors, lighting, emergency phones, sidewalks, fencing, guardrails, handrails, signage, bollards, and steps. Currently active projects include a new sidewalk on the north side of Whitehead Road and new lighting at the Lambeth Field Residence Area, Tree House bus stop, Old Cabell Hall entrance, and Stadium Road. Unfunded needs include an updated lighted pathway plan and additional lighting and emergency phones at Lambeth Field Residence Area.

RECOMMENDATIONS

1. Coordination: While the University has had a strong safety program in place for a number of years, it is a decentralized program with no one office solely responsible for all safety issues. It is important, therefore, that there be an avenue of communication and coordination between all parties. Currently, the Safety and Security Committee serves as one of the primary communication links since the committee's membership includes representatives from the offices with safety oversight. Until another link is established, the diverse membership of this committee must be maintained. It is recommended that the Safety and Security Committee continue to maintain its diverse membership and retain its role as the overall coordinator of safety and security initiatives.

2. Funding Review: It is important that the University periodically review its safety programs to ensure that they are sufficiently funded. Since the safety program is decentralized, the

funding reviews could either be conducted independently, or as one comprehensive review. A comprehensive review would certainly give a more complete assessment of the safety program, but our decentralization may make it difficult to do, and the effort may outweigh the benefits. The current funding structure includes (1) an annual fund allocation, (2) funding of special "one-time" projects, and (3) various departments "volunteering" to co-fund projects. This funding structure appears to be working.

CHARTING DIVERSITY
Physical Space and Environment

Accessibility

March 1, 2001

CHARTING DIVERSITY
Physical Space and Environment
Accessibility

Since 1992, the University has accomplished several hundred accessibility projects geared toward the removal of physical barriers in facilities and on the Grounds (see Physical Access and ADA report in the appendix). The University has also built many new facilities with accommodation for disabled persons. The effort to address accessibility issues at UVA has been led by the Committee on Access for Persons with Disabilities. Although significant time, money, and effort have been expended to date on accessibility, much is yet to be completed. To that end, the Charting Diversity Accessibility Working Group proposes the following:

RECOMMENDATIONS:

1. Continue to provide yearly Individual Accommodation Funds for physical barrier removal projects. Examine the amount provided against the need and adjust funding accordingly.

2. Look for opportunities to expand major building renovation work and funding to provide full accessibility within that building.

3. Provide funding specifically for hiring of support for faculty members with special needs such as sign interpreters and special equipment.

4. Encourage the Development Office to seek donors who might fund specific accessibility projects.

5. Charge the existing UVA Accessibility Committee to periodically, perhaps annually, review and update its list of projects and estimated funding needs to ensure that the University continues to be a friendly environment for disabled.

APPENDIX A

PHYSICAL SPACE AND ENVIRONMENT

Membership & Working Groups

1. Creating & Building Community While Respecting Identity: The Exterior Environment

   Warren Boeschenstein, Chair

   Sharon Davie

   Cheryl Gomez

   Nancy Takahashi

   Ida Lee Wootten

2. Creating & Building Community While Respecting Identity: The Interior Environment

   Shoaib Afridi

   Sharon Davie

   Angela Davis

   John Evans, Chair

   Sheri States

   Karin Wittenborg

3. Safety & Security

   Pete Anderson

   Bob Dillman

   Cheryl Gomez

   Tom Leback, Chair

4. Accessibility

   Mashal Afredi, Chair

   Bill Bohn

   Bob Dillman

   Jane Schubart

APPENDIX B

PHYSICAL SPACE AND ENVIRONMENT

Current Backlog of Accessibility Projects
March 1, 2001

1. Lawn Access (In the 2002-4 Capital Program):
   a. Lower ramp between Cocke & Pavilion IX
   b. Tri Stair area
   c. Between upper and middle Lawn areas

2. Lawn ramps for graduation and other special events.
3. Elevator Rouss Hall
4. Elevator Cocke hall
5. Lawn entrance Old Cabell Hall
6. Lawn and rear entrance Cocke Hall
7. Lawn and lower entrance Rouss Hall
8. Exterior ramps:
   a. Memorial Gymnasium
   b. Kerchof Hall
   c. Astronomy Building
   d. Hotel C (side entrance)
   e. Cobb Hall
   f. New Cabell Hall (3 each)
   g. Ramp Between Garrett & Minor Hall
   h. Chapel Ramp
   i. Ramp for Clark Hall
9. Elevator/Lift
   a. Leake Building
   b. Astronomy Building
   c. Randall Hall
   d. Zehmer Hall
10. New portable wheelchair lift
11. Purchase special wheelchair lift for access to Historic Grounds
12. Braille signage in all Lawn Buildings and Historic Buildings
13. Restroom modifications
   a. Pavilion I (2 each)
   b. HSC (2 each)
   c. Levering Hall (2 each)
   d. Housing (4 each)
   e. Garrett (2 each)

Hospital Projects:

1. Ramp JPA entrance Jordan Hall & Library
2. Improve Old Hospital accessibility route and entrance
3. Better access for the Medical School

APPENDIX C

Report Framework

This outline is meant as a general guide, and the roundtable groups may add or delete sections as deemed appropriate. The reports should be submitted to the Diversity Symposium Co-Chairs, who will compile them in a report to the President. Reports are due March 1st.

1. How Task was Approached

A. Redefinition of Scope/Title
B. Division of Work
C. Composition/Membership

2. Definition of Issues

A. Where are We
B. Where do we Want to Be

3. Actions Taken/Accomplishments

4. Findings/Conclusions

5. Recommendations
If recommendations are made, they should be specific and identifiable to a person/office, prioritized, and realistically attainable.

6. Items for National Conference

A. Topics
B. Speakers

What happens after the reports are submitted in March?

Co-facilitators of the roundtables will meet and review the reports from all the roundtable groups in March, then will meet with President Casteen and cabinet members in April.

APPENDIX D

PHYSICAL SPACE AND ENVIRONMENT

Issues of Interest Identified in Working Session

Saturday, February 19, 2000

- Resource Allocation $
- Access (ADA)
- Gathering spaces – indoor & outdoor
- Availability for programs
- Housing as a social and educational environment
- Flexibility & change
- UVA & Community
- Technology & Space
- Social & cultural needs of groups
- Sharing space & mixing uses
- Access – transit/parking, pedestrian life
- Ownership
- Safety
- Space assignment
- Belonging & identity
- Appropriate locations & condition of spaces for diversity organizations
- History memory - inclusive
- Spatial narratives & myths
- Tradition & innovation – provoking thought, challenging assumptions

- Rethinking spaces for teaching & learning
- Image & style of Jeffersonian working

Charting Diversity: Physical Space and Environment

Minutes of 11/21/00 Meeting

ENCLOSURES: 1. 11/21/00 Agenda
2. Report Framework

Report Framework

Discussed the framework of the Charting Diversity roundtable report (see enclosure). Each subcommittee is developing its specific report, tailored to address the five basic components identified in the Report Framework guide. The final reports from the subcommittees are due to Cheryl and Warren by December 15, 2000, preferably in electronic format. Cheryl and Warren will compile the individual reports into a single document by January 15, 2001, and submit it to roundtable members for review and comments by January 31, 2001. The organization of the report is planned to be as follows:

1. **Executive Summary**: One to two pages summarizing specific recommendations, ranked by priority, with an identified person/office who could take responsibility for each recommendation.
2. **Report Body**: Each subcommittee's individual report.
3. **Appendices**: Supporting documentation. Examples include benchmarking efforts, accomplishment already implemented such as the *Accessibility Projects and Improvements* report, and similar documents.

Emphasized the importance of addressing items (4) *Findings/Conclusions,* and (5) *Recommendations,* of the Report Framework.

Agreed that the report from our roundtable should not "sit on a shelf", that every recommendation should receive a response from the President and/or Senior Cabinet.

Reports from the Subcommittees

Accessibility: At the last Roundtable meeting, the subcommittee had provided the Roundtable members with a copy of two documents: (1) *Accessibility Projects and Improvements at the University of Virginia: Projects Completed 1992-2000* and (2) A listing of proposed accessibility projects and improvements. Reported that benchmarking work was in progress. Indicated that the full report would include ideas or comments that address all 504 issues, not just the current

focus of removing physical barriers. Would consider including a funding plan/recommendation, if feasible.

Safety and Security: Submitted a preliminary draft report. Provided an overview of subcommittee efforts.

Interior Environment: Had already implemented a change to housing assignments from the old system of "first registered, first choice" approach to a lottery system. Had deferred a decision on the First Year Choice issue. Would be developing some ideas similar to the Exterior Environment subcommittee.

Exterior Environment: Had developed a list of proposed recommendations. Would be meeting on 12/1/00 to prioritize the list and expand the submittal to include other aspects from the Report Framework guide.

Schedule

December 15, 2000: Subcommittee reports due.
January 15, 2001: Full Roundtable draft report due.
January 31, 2001: Review comments from Roundtable members on the Roundtable draft report due.
Tuesday February 13, 2001, 11 a.m. to 1 p.m.: ***Full Roundtable Meeting. Please mark your calendars!*** This is a work session to finalize the Roundtable report and to agree to recommendations and priorities.
March 1, 2001: Roundtable final report due.

Policy, Procedures, and Practice Roundtable

Diane Hillman and David Perrin, Leaders

ROUNDTABLE ON POLICY, PROCEDURE AND PRACTICE
March 2001

1. How Task was Approached

A. Redefinition of Scope and Title of Charge to Roundtable

The initial charge to this roundtable was to examine existing policies and procedures for their impact on diversity throughout the University. Consideration and discussion of this charge to the roundtable resulted in the recognition that while there are literally thousands of policies and procedures governing a wide variety of processes and behaviors, most are likely to be supportive or at least neutral in regard to diversity. The inability to achieve the desired future state, of a truly diverse community, is more likely due to deviation from stated policy and procedure. Actual practice may not be aligned with or follow prescribed rules and regulations that are and have been in place for many years. Thus the challenge is to discover where practice deviates from policy, as well as where policy and procedure serve as barriers to achievement of a diverse institution. With that thought, the Policy, Procedure and Practice Roundtable determined that a new name and responsibility within the Charting Diversity initiative was in order: Roundtable on Policy, Procedure and Practice.

Equally important, initial meetings of the roundtable led to the realization that such a global charge, while laudable, was too broad for the roundtable to meaningfully complete. As a result, a second redefinition of our initial challenge was developed from those early meetings. We went through an interactive process where we agreed on the key issues needing attention in any effort to achieve diversity. These key issues, identified independently from those of the Charting Diversity process, were aligned well with the issues of the other 7 Roundtables. It was agreed then that an effective strategy would be for our Roundtable to send representatives to each of the other groups with the goal of endeavoring to develop policies, procedures and practices that would further the implementation of the goals developed in those other roundtables. **This focus on policy and procedures as a key site for implementation became the object of the roundtable's efforts, and has served as a useful organizing theme.** However, the full benefit of this approach will not come until the findings of other roundtables are available for analysis with respect to policies, practices and procedures. It is the hope of this roundtable that this work will be continued after the various roundtable reports are submitted. The crucial link between vision, planning and implementation can be then be assessed and strengthened.

B. Division of Work

Given that developing specific policies, practices and procedures to implement the University's vision for diversity must follow the development of that vision, the Policies, Practices and Procedures Roundtable began to devote significant individual and committee energy to the distinction between vision and implementation, and to better understanding the relationship between:

- Vision – the kind of organization we want to be
- Policies and Procedures – the rules and processes that codify the strategy for getting where we want to be
- Implementation – the practice; enacting the vision; ensuring that action follows intent, with continual follow-up and measurement of success.

This work was divided into two areas: committee meetings and discussions and electronic submission of ideas and reactions by Roundtable members for inclusion in our report.

C. Roundtable Membership
(* indicates Participants who attended multiple meetings)

David Perrin*, Co-facilitator
Diane Gartner Hillman*, Co-facilitator
Brian Pusser*, Author of Draft Report
Thomas A. Bednar
Dena Bowers*
Roger Clark
Kimberly C. Emery
Martin N. Davidson*
Susan Fogler
Martha Garland*
Brett C. Gibson
Tabitha A. Gray*
Jurine Hensley
Kobby Hoffman*
M. Terry Holland*
Angela K. Hucles
Dearing Johns, M.D.*
Phyllis K. Leffler*
Monique Miles
Rupali Mishra
Tonja E. Moore
Kristen Prohl
Nancy A. Rivers*
Mildred Robinson*
Anda L. Webb*
Dorothy Waller
Lori A. Willy*

II. Definition of Issues
A. Where are We Now?
The Policy, Procedure and Practice Roundtable invested significant committee and individual time in the consideration of how we understand the University's current approach to diversity, and how to conceptualize the changes we hope will take place over time. A summary of our current status includes:

<u>Support for Current Programs</u>
The members of the roundtable reaffirmed their belief in a number of good things going on in the University with regard to building diverse environments, although there was also an acknowledgment that we have a considerable way to go to reach our goal.

<u>Institutional Efforts</u>

There was general consensus that “the University” believes in diversity and would like to create more diverse communities on grounds, and a similar consensus that there is considerably more to be done. The roundtable members expressed support for a number of institutional initiatives:

- The Charting Diversity initiative and conference
- The Office of Equal Opportunity
- The Women's Leadership Council.
- The current admissions process (considering and promoting diversity as a factor), while also working to build an increasingly diverse applicant pool.
- Support programs for African-American students were cited as effective programs that might be used as models for building similar successes with other traditionally under-represented populations.

The roundtable also reaffirmed the need for continued efforts to build diversity into the curriculum, and to build an appreciation for diversity through teaching and classroom learning, faculty and staff initiatives, as well as through student life programs.

Student Centered Efforts

Members of the committee recommended that the University continue to focus on such issues as attracting high quality minority students, generating curricular offerings of interest to a diverse pool of students, supporting programs such as the Peer Mentors program and encouraging students to work together across racial and cultural lines. Through meeting with students and listening to student voices on the issue of diversity it also became apparent that student participation and leadership will be essential for building a diverse University community.

B. Where Do We Want to Be?

The roundtable's perspective on where we want to be was reflected in these statements submitted by individual committee members:

- “Diversity integral to democracy. This university is recognized as an original hotbed of democracy and has continued that legacy in many of its programs; UVA should be a showplace and provide an example of how democracy and diversity can be realized.”
- "Diversity in its fullest meaning should be so much the warp and woof of every phase of University of Virginia life that it is not noteworthy per se to members of the UVA community."
- "The University of Virginia must work diligently to increase the presence of people who are sensitive to and who reflect the diverse world around us. In particular, it is very important for the leadership of the university to mirror the diversity of the society we wish to become. Our university world will be enriched by bringing to the table varied perspectives on race, religion, gender, sexual preference, and nationality."

- The phrase "ignorance leads to prejudice leads to suspicion leads to fear and hatred" (Jose Ramos-Horta) provides the rationale for diversity, which is the starting point for the elimination of ignorance. The university setting is an ideal place to eliminate that ignorance.

Given our belief that one of the strengths of a diverse environment is the richness of perspectives and visions that emerge from diversity, we have not attempted to arrive at an explicit collective vision, but rather to indicate concepts and directions and a set if ideas. We recognize that the achievement of the goal of becoming a truly diversified organization is a process, and not a static result. There should be not endpoint, but rather the movement towards a desired state. **Most important, the achievement of an improved state of diversity will result in the whole becoming greater than the sum of the individual parts.** This synergism will allow UVA to become a learning organization where differences in behaviors, expectations and points of view result in excellence in performance at all levels. Words and concepts expressing the vision of diversity, along with the implications of the vision included:

Inclusive – welcoming, rejecting no one for reasons of personal traits

Community – teamwork, cohesion, part of a whole

Open – creative, interactive, lack of fear of a "wrong" answer, willingness to take reasoned risks with no fear of reprisals

Representative – broad, diverse composition without numerical goals, desiring of variety of input based on experience and perspective that is impossible without diversity

All Levels – no limitation of participation based on artificial barriers or classifications that are not relevant to the task, not exclusive or exclusionary

Synergistic – growth, a learning organization, stimulation of thought processes and idea generation that would not come from individual effort or from homogeneous groups

III. Actions Taken and Accomplishments

As reflected in this report, the primary actions taken by the committee have included a series of meetings to collectively address policies, procedures and practices, and individual written submissions to the committee for consideration. The meetings included discussion with invited faculty, including a conversation Professor Patricia Werhane and a group of students to add perspective to the committee's own deliberations. A member of the committee also traveled to the University of Maryland to gather information on efforts at achieving greater diversity and inclusiveness on that campus. Some findings from that visit are included below.

After a sustained and active diversity initiative that spans over three decades, the University of Maryland, College Park, has achieved a proven success rate of

multi-cultural representation among their entire college community. Indicators include:

- *one out of every three individuals within the UMCP student, faculty and staff populations (the total campus community) is of color*
- *last year, of the 20 African-Americans who received PhDs in Math nationally, three came from UMCP*
- *The Universities of Michigan, Wisconsin and Arizona have more recently modeled their diversity initiatives after Maryland's and are reporting statistically significant progress.*

UMCP began by decentralizing their Equal Employment Opportunity functions such that the EEO Office is responsible for receiving, investigating and determining EEO complaints only. UMCP has Equity Administrators (EA), functioning as equity watchdogs over certain "units" (jurisdictions), of UMCP's campus. The role of the Equity Administrators includes:

- *Monitor equality standards in their units, attend all meetings;*
- *Participate in all task forces, initiatives, re-organizations, plans for their units, to ensure that equity is included*
- *Responsible for Affirmative Actions requirement being met in every search, interview process, offer and hire within their units and for minority recruiting.*
- *Investigate funding sources to draw from in the event that extraordinary professional minorities becomes available with the expertise needed by their units, at a time when routine vacancies are not available for possible hire;*
- *Responsible for professional minority retention and for professional career development in their units.*
- *Mediate racial conflict situations in their units.*
- *Provide racial counseling services to their units.*
- *Develop and maintain advisory campus diversity committees for their units.*
- *Maintain a student professional development program that recruits minority students within their institution with a proven standard of excellence, for eventual placement in their units.*
- *Maintain advisory campus diversity committees for their units.*
- *Responsible for minority community contact with leaders, schools, youth groups, etc. They participate in minority academic and career development in their local communities, in conjunction with institutional opportunities.*
- *Collaborate with EAs from other units to achieve institutional diversity goals.*
- *Participate in national higher education professional diversity and Affirmative Action development.*
- *Maintain collaborative relationships with national higher ed diversity experts.*
- *Bring multi-cultural appreciation programs to their units.*

Equity administrators are evaluated based on the degree of diversity they bring to their units on an annual basis. They report to faculty-level institutional professionals who have a proven record and commitment to diversity. The institution should revisit the university's diversity program every two years and make changes/additions/deletions based on lessons learned.

IV. Findings and Conclusions

The Roundtable's findings and conclusions are focused on three specific aspects of University policy, practices and procedures that have significant implications for efforts to increase diversity. These three areas are:

1. **The tension between University vision and actual policies, practices and procedures, where "tension" is used to describe an essential challenge to implementation;**
2. **The disparity between existing University policies, practices and procedures and the actual implementation of those policies, practices and procedures;**
3. **The apparent dearth of attention to creating diverse environments in University strategic planning initiatives.**

1. Tension between University vision and actual policies, practices, and procedures

The tension between institutional values, goals, and mission with regard to diversity, and actual institutional policies, practices, procedures, incentives and rewards that shape the prospects for enhancing diversity probably engendered more roundtable discussion and comment than any other issue. The tension between what has in other contexts been described as the conflict between "the ideal and the real" was felt in many ways and in many contexts. Examples of these tensions included:

- The tension between recruiting new faculty from prestigious institutions with national reputation and ranking in mind, and the desire to also reach beyond the traditional pipeline in order to increase the talent pool for new faculty hires.
- The tension between the need to preserve the strengths of tenure, with the need to rapidly diversify the teaching and research faculty on grounds.
- A tension between the institutional interest in providing resources and incentives for diversifying the institution and concern for equity in the overall allocation of resources and opportunity.
- The challenge to revise policies (such as priority registration for Rodman scholars and athletes, or consideration of legacy status in admissions) that disproportionately benefit particular groups, with the institutional desire to preserve traditions and support excellence.
- The tension between building an evaluation of contribution to diversity or "commitment to equal opportunity," into administrative performance reviews, and the desire to allow administrators to work independently to ensure the best outcomes for their units and the University.
- The challenge at every level of the hiring process to hire the best candidates and build a diverse workforce from the available applicant pools.

2. **The disparity between existing University policies and procedures and practice, which is the actual implementation of those policies and procedures:**

The committee discussed the disparity between existing University policies, practices and procedures affecting diversity and the implementation of those policies, practices and procedures. Given the attention to these discussions, it is worth elaborating on them at this point. One committee member summarized this issue as follows:

"All the idealistic policies and procedures cannot guarantee the outcomes of inclusiveness, diversity, equity and justice. As the policies and procedures have unforeseen and unintended consequences and change over time, the actual success in practice and therefore impact on individuals, whether students, staff, or faculty, must be routinely evaluated, and the policies and procedures adjusted, until success in the outcomes of actual practice are achieved."

The perception of a disparity between stated policies, practices and procedures, and actual implementation and outcomes was raised in the roundtable, and led to the suggestion that the model for increasing diversity at the University be modified to reflect the following cycle: Establish a vision, develop a plan, develop strategies and set goals for the plan, implement those strategies, evaluate the effectiveness of implementation, and begin the cycle again.

3. The apparent dearth of attention to creating diverse environments in University strategic planning initiatives.

During roundtable discussions, attention was also focused on the role of strategic planning in setting direction for the development of policies, procedures and practices that can promote, implement, and insure diversity throughout the University community. Two comprehensive University planning documents, the Year 2000 Plan and the VA 2020 commission reports were considered. Some roundtable members felt these planning documents reflected a lack of long-term institutional vision for diversity and that none of the reports addressed diversity explicitly, with the result that diversity was a forgotten goal. The following points reflect those roundtable members' perceptions of the role of diversity in Virginia 2020 and the Plan for the Year 2000:

- The Virginia 2020 commissions did not address diversity in any direct way; this is a missing piece that limits the effectiveness of these major strategic initiatives in addressing a critical aspect of university life.
- The Virginia 2020 reports paid insufficient attention to diversity, particularly in Science and Engineering where there is a current imbalance in gender and race, and this will likely result in perpetuation of that imbalance unless addressed.

- The assumptions of the Plan for the Year 2000 could be modified to be more inclusive of the University of Virginia's commitment to race, gender, diversity and equity issues in such a way as to strengthen the University in the accomplishment of its overall purpose.
- The University should consider the core values initially expressed in the Year 2000 Plan, almost 10 years ago, to determine whether they sufficiently address diversity, equity and justice.

V. Recommendations

- Establish a committee or process to review findings of the other Charting Diversity Roundtables to determine what changes in Policy and procedure are needed in each of the seven areas to remove obstacles or enhance diversity; similarly, review the remaining reports to identify areas where practice deviates from policy.
- Develop a model similar to that used at the University of Maryland at College Park where each major unit of the University (each school in the case of UVA) appoints an Equity Administrator with many of the responsibilities listed above, and serves on a council under the direction of the EEOC Office.
- 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.
- 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.
- 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.
- 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.
- 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.
- Require that all leadership recruitments and appointments (Deans and other high level positions) not be passively supportive of diversity efforts, but to have demonstrated leadership and commitment in their previous positions.
- Require that all hiring processes include significant qualified minority applicants in their pools, possibly necessitating an alteration in current recruitment processes.
- Recognize that longstanding University traditions and lifestyles are by their very nature exclusionary, and serve as barriers to becoming a truly democratic and diverse institution; these include fraternities, sororities and other societies and organizations.
- Explore options to recruit, retain and educate students of diverse origins in a collegial way:
  - Find means to continue to attract high quality minority students and to

develop recruitment programs that encourage their attendance at UVA;

- Continue to support curricular developments of interest to a diverse pool of students;
- Support programs which encourage students to live, work and recreate together across cultural, gender and racial lines.

VI. Items for National Conference

- Panel or presentation at a national conference on best practices and assessment techniques used to insure implementation of existing policies and procedures.
- Presentation on role of leadership in serving as a change agent: how a major University (if such a place exists) addressed diversity and overcame opposition without having to experience a major crisis forcing change (lawsuit or other disruptive event).

Student Development Roundtable

Alec Horniman and Monica Nixon, Leaders

Student Development Roundtable
Final Report and Recommendations
March 1, 2001

I. HOW WE APPROACHED OUR TASK

Redefinition of Scope/Title

The challenges of discussing an open-ended concept of diversity can be overwhelming and consequently unattended. We therefore attempted to refine our scope in the following fashion. Diversity translates into creating and sustaining a community where people with different skills, abilities, backgrounds, and origins can learn and develop in an atmosphere of trust, respect, collaboration, and challenge.

Our roundtable conceived two related aspects of diversity: static and dynamic. Static diversity has an equity component that can be seen in numbers and statistics. This is important, but the ways in which these numbers become numbers of people to be engaged, challenged, stimulated, and respected is the dynamic of diversity. Making meaning of static diversity through dynamic processes based on trust and respect is the essence of the student development process that is essential in building and sustaining the University community.

The Student Development Roundtable took this conceptual overview and channeled its activities into five domains for study and recommendation.

- curriculum requirement
- admission and orientation
- student housing
- self governance
- social space and social activities

Students come to college at a critical time in their development, "a time during which they define themselves in relation to others and experiment with different social roles before making permanent commitments to occupations, social groups, and intimate personal relationships" (Gurin, 1999). Student development focuses on how students make sense of their environment and on how they change in response to challenges they encounter.

Division of Work

The roundtable began as a large group and utilized this setting for initial "brainstorming," issue analysis, and selection. The group then broke into self-selected areas of emphasis and pursued a process of analysis, reflection, and recommendation. At the end of that process the roundtable reconvened as a whole group, and the smaller groups shared their respective reports.

The integrated reports were discussed with all roundtable members and a final product created.

The five working groups were comprised of the following members:

Curriculum Requirement: Allison Linney, Barbara Millar

Admission and Orientation: Thomas Hall, Keira Kant, Laurie Koehler

Student Housing: Caroline Altman, Wynne Stuart, Jylinda White, Lori Willy (consultation: John Evans)

Student Self-Governance: Theresa Carroll, Sharad Jhunjhunwala, Sam Le, Tom Kennedy, Monica Nixon

Social Space and Activities: Neil Bynum, Alec Horniman, Patrice Hughes, Shamim Sisson

Beyond the composition of the five groups, it is important to reflect on the process that defined the actions and interactions of these groups. This was a very diverse group of people who joined together willingly and worked in a large group setting, small groups, and individually to accomplish the task at hand. Their individual and collective behaviors demonstrated the process that is envisioned for the University community. The model of respect, challenge, and cooperation based upon trust was the essence of this roundtable.

II. DEFINITION OF ISSUES

Where are We?

At the present time the student development process at the University has many opportunities for diversity enhancement. Beginning with the way students commence their University experience (admission and orientation), to how they are housed, at the outset and throughout their University experience, to how they learn about diversity (formally and informally) to how they discover and use space and how they govern themselves, are all areas where the issues of diversity can be made meaningful and vital.

Each of the areas referenced above has numerous opportunities for making diversity both a concept for understanding and a way of life for enriched community learning.

Simply stated, the ways in which we admit, orient, house, educate, and govern determines the extent to which we create a community in which honor and diversity thrive. We have a long way to go; the journey and the challenges are outlined in the following pages.

Where Do We Want to Be?

We would like to be a University that is recognized for its academics, its honor system, and for its diverse community. All phases of University life should be aligned to create a developmental learning community of trust and respect for all members.

Students, faculty, and staff who choose the University of Virginia should do so with the understanding that diversity is a vital part of the culture of the community. All members of the community must be included and respected; this must be an attraction, not simply a condition.

III. RECOMMENDATIONS

Ours was a process of consensus-building and narrowing of focus, which means that we undoubtedly have left untouched many worthwhile areas of exploration. For example, we chose to focus on the undergraduate student experience. We also did not spend much time mulling how to stop the exclusionary practice of chanting "not gay" during the Good Old Song, though our roundtable lends its support to efforts to explore this issue more fully. Those are just two examples of what we could have discussed; we know that there are others, but we are reassured by sentiment from the other roundtables that this report not be the end of our exploration and conversations regarding diversity. Our intention is that the findings, conclusions, and recommendations we present will serve as the foundation of an ongoing effort toward charting diversity.

The recommendations detailed below are organized under broad areas of focus. The items under each section are prioritized, and, where possible, responsible offices have been identified. Some of these recommendations are places to start, and others are more comprehensive. They vary from the general to the specific.

A. Establishment of an Office of Multicultural Affairs[2]

This is our roundtable's top priority. We believe that if the University is truly dedicated to making diversity one of the top values of the institution, it must establish and fully fund an office dedicated to spearheading diversity efforts, assessing on a regular basis current policies and practices, and keeping diversity in the spotlight year-round. The focus of the staff, faculty, and students affiliated with this office would be diverse community development.

The office would serve as a clearinghouse for the entire University by centralizing expertise, leadership, and resources in one place. The office would have a comprehensive focus on diversity and multicultural principles, policies, and practices, and could provide consultant and support services to those units engaged in creating and sustaining a positive environment in which to learn, teach, and work. The office would not, however, have sole responsibility for issues related to diversity; those should still be an integral part of the mission of all University offices, departments, and units.

Examples of projects for the Office of Multicultural Affairs could include working with the Office of Equal Opportunity Programs to train selection committees charged with hiring new faculty or helping graduate schools examine ways to attract internal and external applicants to their graduate programs. This office would *not* usurp the diversity work of the Office of the Dean of Students, the Office of Equal Opportunity Programs, the Office of African American Affairs, or any other office at the University, but would have the overarching responsibility of helping the University actualize its core values with respect to diversity. The office also would assume leadership in developing and enacting a diversity strategic plan, with the Charting Diversity report as its foundation.

[2] We are by no means wed to the name "Office of Multicultural Affairs." In fact, we would encourage further exploration of the name proposed in 1997 by the Task Force on the Realignment of the Office of African American Affairs: Center for Multi-Ethnic and Cultural Affairs. For ease and lack of in-depth discussion surrounding name, we settled on the office name included in this report.

This recommendation follows a 1997 report developed by the Task Force on the Realignment of the Office of African American Affairs, which proposed establishing a Center for Multi-Ethnic and Cultural Affairs. The 45-member task force's report culminated six months of examination. The report (minus its addenda) is included as an appendix. As it was envisioned, the Center focused primarily on student support and services, which would be a critical part of the functions of the Office of Multicultural Affairs proposed in this report. The Student Development Roundtable endorses the concepts presented in the 1997 report and encourages their further exploration.

Responsible Office(s): Office of the President; Office of African American Affairs; Office of the Dean of Students; Office of Equal Opportunity Programs; Equal Opportunity/Affirmative Action Committee

B. Diversity Course Requirement

After careful research and consideration, we recommend that all undergraduate students be required to complete a diversity course during the second year of enrollment (during the second semester of enrollment for transfer students). Characteristics of the course should include:

1) that it be semester-long and credit-bearing
2) that students must pass to graduate;
3) that it be intellectually challenging;
4) that it be discussion-based;
5) discussion of topics such as equality, inclusion/exclusion, race, gender, sexual orientation, disability issues, and cross-cultural communication; and
6) required participation in a multicultural program or activity.

Our recommendation is to have one intentionally-designed, common classroom learning experience for all second-year students. Understanding the challenge of implementing such a change immediately, we propose the following phased-in approach:

- Revise or add to the current non-Western perspectives requirement for College students, so that courses addressing diversity fulfill a distribution requirement; consider renaming the non-Western perspectives requirement to reflect more accurately a focus on diverse experiences
- Add a similar requirement for students in all undergraduate schools
- Expand the offered sections of Multicultural Education (EDLF 555) to accommodate student demand (this would require training facilitators and faculty)

Research and Background

The American Association of Colleges and Universities (AAC&U) conducted a national study in 1999 to determine the number of U.S. schools currently requiring a diversity course. Five hundred forty-three schools completed surveys. Sixty-three percent reported that they either had a diversity requirement in place (54 percent) or were considering one (8 percent). The survey found that 58 percent of the institutions with diversity requirements ask students to take one course, and 42 percent require two or more courses. At two-thirds of the schools that have a requirement currently in place,

students can choose from a menu of courses, some of which may not have been designed intentionally as diversity education (Greene, "Diversity Education," October 24, 2000).

The AAC&U report's executive summary stated, "The evidence continues to grow that serious engagement of issues of diversity in the curriculum and in the classroom has a positive impact on attitudes toward racial issues, on opportunities to interact in deeper ways with those who are different, on cognitive development, and on overall satisfaction and involvement with the institution. These benefits are particularly powerful for white students who have had less opportunity for such engagement" (http://www.aacu-edu.org/Publications/featuredmono.html). Evidence continues to grow that serious engagement of issues of diversity in the curriculum and in the classroom has a positive impact on attitudes toward racial issues, on opportunities to interact in deeper ways with those who are different, on cognitive development, and on overall satisfaction with the institution. Curriculum is inherent to the University's mission of student development.

Opportunities for interaction are desired by virtually all students and produce clear increases in understanding and decreases in prejudicial attitudes. Such opportunities also positively affect academic success (http://www.aacu-edu.org/Publications/featuredmono.html). At the University of Virginia, hundreds of students have taken Multicultural Education (EDLF 555), a course taught by Professor Robert Covert in the School of Education. There is significant demand for this course, which is offered in the fall and spring semesters (2 sections each semester). The waiting list has at times topped 150 students. All sections of the class fill during the first couple of hours of course registration, and during the enrollment period, Professor Covert receives up to 30 e-mails a day requesting entry in the course.

In addition to research about the impact of an intentional learning experience regarding diversity, evidence of a "second-year slump" in University students' emotional, intellectual, and social development emerged in the recently-completed Office of the Dean of Students longitudinal assessment. Some second-year students indicated a decline in engagement with their peers and the University community and a struggle with some lifestyle choices. A diversity requirement during the second year could be part of an overall second-year experience program and could address students' reported lower levels of engagement with the community.

We acknowledge that implementation of this recommendation will require a deep commitment – and much further study – across the University. Instituting a requirement that would apply across undergraduate schools is no small undertaking. The recommendation does not address course design, staffing, enrollment, faculty development, space needs, or cost, all of which would need to be developed by an informed, committed team of planners.

Responsible Office(s): Office of the Vice President and Provost; Undergraduate Schools; Faculty Senate; University Budget Office; Teaching Resource Center; Office of the Dean of Students; Office of Equal Opportunity Programs

C. Admission and Orientation

1. We believe that current student-to-prospective student contact is the best way for minority students in particular to consider attending the University. Currently, a consortium of student admission groups works with Associate Dean of Admission Laurie Koehler on a shoestring budget to contact prospective students. The University should give active support and necessary funding to the coalition of student admission groups, including the Black Student Admission Council, the Latino Student Admission Council, the Asian Student Union, the Monroe Society, the Virginia Society, the University Guide Service, and the Student Council Admissions Committee. In addition to enhancing the diversity of the incoming student body, encouraging these diverse organizations to work together for a common goal will strengthen relations between groups that otherwise may not interact a great deal.

   The Office of Admission typically spends about $1,000 annually on long distance telephone charges; we recommend that the University provide additional funds for these groups to make personal phone calls and visits.

   Responsible Office(s): Office of Admission, Office of the Vice President and Provost

2. As the undergraduate Office of Admission undertakes a major revision of its website and general publications, we believe that the office should take special care to emphasize the real diversity of the University community and how the value of diversity is one of the core values of the institution. The current "Many Voices" pamphlet reflects the type of approach that might be successful.

   Accompanying the revisions of the Admission website should be analysis and possible revisions of school websites, which are visited by many prospective students and their families.

   Responsible Office(s): Office of Admission; University Schools

3. Within the Office of Admission, we recommend that the various information sessions and evening programs emphasize consistently the value of diversity at the University. Although some presentations of this kind emphasize the value of diversity, we must ensure that it becomes a consistent University message. Performance evaluations of admission deans and representatives should include this objective.

   Responsible Office(s): Office of Admission, Office of the Vice President and Provost

4. During Summer Orientation, we recommend that issues of diversity be discussed more extensively. We recognize that the "Grounds for Discussion" program during the fall and the subsequent discussions in residence halls provide a major forum for these types of discussion. In addition to this worthwhile program, which takes place during Fall Orientation, we recommend that issues of diversity be raised intentionally in the students-only question-and-answer session during Summer Orientation, where the student panelists may feel more free to comment about the University's climate. We believe further that a discussion during the "Joining the UVA Community" presentation focusing on diversity and self-selection will be valuable. We also recommend that the Office of Orientation and New Student Programs continue to recruit a representative group of Orientation Leaders, and work with various offices around Grounds to further this aim.

   Responsible Office(s): Office of Orientation and New Student Programs

D. Housing

1. The Student Development Roundtable strongly endorses the proposal to randomize the first-year housing assignment process. Moving from the current system of allowing entering first-year students to make a housing choice based on geographical preference (e.g. McCormick, Alderman) to a system in which students express a programmatic preference (residential college, first-year area, mixed upperclass/first-year) would be a promising way to create a supportive environment for interaction among students of varying backgrounds and cultures. This change also could affect students' selection of upperclass roommates.

   Responsible Office(s): Office of the Executive Vice President; Ad Hoc Enrollment Committee; Housing Division

2. Current policies governing housing selection for new transfer students and international students seem to have a passive exclusionary bias. We strongly support the move away from assigning first-year housing on the basis of Admission deposit receipt date, a change which we believe will equalize the housing assignment process for international students and students receiving financial aid.

   We recommend that changes affecting transfer students be made to enhance their sense of belonging and integration in the community. Currently, the Housing Division holds 200 spaces in upperclass areas for incoming transfer students. We recommend increasing this number and placing more emphasis on clustering transfer students in ways that make it more possible to reach them with programming and support.

   Responsible Office(s): Housing Division; Office of Residence Life; Office of Orientation and New Student Programs

3. Programming developed by Resident Staff in on-Grounds housing is an ideal medium for additional emphasis and reflection on diversity, because it personalizes students' experiences and allows them to explore in a safe environment. Resident Staff currently undergo diversity training during their Orientation Week and are required to implement at least one program per year that focuses on diversity. The Office of Residence Life monitors whether this programming requirement is met, but we believe there should be more intentional involvement on the part of the office in ensuring that the programs provide ample opportunities for small-group discussions and reflection. Evaluations to assess the impact of such programs on students' perceptions of diversity should also be developed.

   It is the perception of members of the roundtable members that the students serving as Senior and Head Residents, Program Coordinators, and Co-chairs, have been relatively racially and ethnically homogenous, which does not appear to be the case with the rest of Resident Staff. We recommend an analysis of recruiting and selection procedures to assess whether there exist inherent biases in the system that serve to discourage or fail to encourage diverse Resident Advisors and Resident Coordinators to apply for senior level positions. If any such practices are found, we recommend that they be corrected with consultation from appropriate resources.

   Responsible Office(s): Office of Residence Life

E. Student Self-Governance

Student self-governance is an important concept to deconstruct, because interactions between students and their peers and between students and administrators take place within this paradigm. Conflicting philosophies and approaches to self-governance exist, some of which do not specifically include emphasis on diversity. We employed a broad construct of student self-governance (SSG) to encompass diversity, accountability, community involvement, and participation in a variety of activities. SSG should be conceived in relation to moral development, making good decisions for oneself and others, taking initiative, mentoring and learning. Too often, SSG seems to be perceived as entitlement to disregard others in the pursuit of individual goals.

SSG is mentioned in a variety of places, including:

- summer and fall orientation
- Fall Convocation (Dean of Students remarks, President remarks, speeches by Student Council president and Honor chair)
- by resident staff in the residence halls
- residence hall presentations during fall orientation by Honor, UJC and Mediation Services
- Cavalier Daily
- University Guide and Admission tours
- informal conversations

1. Consistent Philosophy of Student Self-Governance

We discussed the importance of developing a community consensus about our philosophy of student self-governance and examined a statement that students receive during Summer Orientation in their packet of materials. The orientation document, which was developed originally by a group of students, contains elements that the working group believes should be included in any philosophical statement about SSG, including:

- the idea that "tests" of SSG occur in a concrete way for students on a daily basis, in situations where they learn how to hold themselves and others accountable for unacceptable behavior;
- the mutually-reinforcing concepts of freedom and responsibility;
- opportunities to learn from mistakes; and
- the concept of diversity as an integral part of SSG.

Ideas about how to develop a community consensus surrounding student self-governance include:

- asking the students involved with Leadership 2001 to develop a working definition that would be shared with the University community during a series of forums in the fall semester;
- sending a copy of a definition to contacts from all student organizations for their feedback

This philosophy should be publicized throughout the community. SSG evolves differently for every student based on his/her environment and experiences; the power of SSG resides in individual students, not solely in student governance structures. Though SSG can develop

differently for each student, consistent philosophical underpinnings of the concept should be reinforced consistently during college.

Responsible Office(s): Office of the Dean of Students; Student Council; Leadership 2001

2. Presentation to New Students

Students' initial exposure to SSG is an important opportunity to broaden their view of what is meant by self-governance and to develop diversity as an essential component of that philosophy. Our goal is to have a well-rounded philosophy of SSG permeate students' perceptions of what it means to be a student, much in the way that honor underpins their experiences. There is the potential for SSG to be too lofty a concept to allow true understanding and ownership of the philosophy.

We recommend that a philosophy of SSG be printed in: the Admission prospectus; the Undergraduate and Graduate Records; the application for admission; the University website; and websites visited frequently by prospective and current students. When appropriate, the philosophy should be accompanied by a diverse range of concrete, everyday examples of how SSG is exercised.

A consistent definition should be included in various ways during summer and fall orientation. In addition, it is important that students hear this definition from a diverse group of students, staff, administrators and faculty.

Responsible Office(s): Office of Admission; University Webmaster; Office of the Dean of Students; Office of Orientation and New Student Programs; Office of the Registrar

3. Student Involvement

We recommend using a direct approach during Summer Orientation to talk about the importance of involvement in a variety of organizations (as opposed to limiting involvement to highly visible organizations). A change for the Summer Orientation program that we support is inclusion of a student organization open house on the second day of each session.

We talked a bit about whether the typical selection/election processes for joining and/or leading organizations is intimidating or alienating for students of color and international students. According to one roundtable member, the general sentiment among international students is that students want to elect/select those who look and think like them, which discourages international students from trying out for mainstream organizations that do not currently include many students of color and international students. A similar spiral could be found in other communities of color. We recommend analysis of this phenomena to assess whether it is widespread and development of recruiting and selection techniques that break down this cycle.

Responsible Office(s): Office of Orientation and New Student Programs; International Studies Office; Leadership 2001; Equal Opportunity/Affirmative Action Committee

4. Assistance to Student Organizations in Developing and Meeting Diversity Goals

We recommend including development of diversity goals for membership, recruiting, and programming as a part of the Contracted Independent Organization agreement. Currently, the CIO agreement prohibits discrimination, but we believe that organizations should be expected to

encourage diversity – a very different emphasis. These diversity goals would be included as a part of CIO application and renewal.

Our expectation is that many student organizations will require assistance in developing and meeting diversity goals. For example, recruiting diverse members is different than general recruiting. We propose establishing a student consulting group to assist organizations in working effectively and meaningfully toward diversifying their mission, purposes, programs and membership. This could be a new group, or it could work through an existing structure such as UVA LEAD, which provides consulting services for student organizations. "Fellows" or "consultants" would be nominated and selected from the student body and faculty and would be trained over an extended period of time by "experts" such as faculty, Equal Opportunity Programs, the Office of the Dean of Students, the Office of African American Affairs, and Counseling and Psychological Services.

This consulting group's mission would be multi-pronged: 1) provide short-term evaluation and consultation to student organizations; 2) initiate community-wide discussions as events and decisions impact diversity on Grounds; and 3) conduct general diversity training for student organization leaders.

Responsible Office(s): Student Council; Office of Equal Opportunity Programs; Office of the Dean of Students; Office of African American Affairs; Counseling and Psychological Services

F. Social Space

Social space refers to any planned or unplanned space that attracts, includes, or excludes students. We asked ourselves the following questions:

- How do social spaces, planned and/or unplanned, facilitate or limit dynamic diversity?
- Where do students gather? What are the implications for the larger community?
- How does the significance of social space change over the four to six years of student residence?
- What social spaces contribute the most to the issues of diversity? What social spaces and their uses limits the benefits of diversity?

Discussion of these questions led to these suggested long term and immediate action items:

1. Analyze and develop a "social space map" of the university that identifies locations that attract student activities and interactions. Define these spaces in terms of the degree of inclusion and/or exclusion, frequency of use, and extent to which space utilization supports or detracts from the University's mission. Identify social space and social space uses that support and/or conflict with overall diversity agenda.

   Responsible Office(s): Office of the University Architect; Student Council; Newcomb Hall; Office of African American Affairs; Facilities Management

2. Create a position in or assign responsibility to the Office of the University Architect for "social space oversight." The identification of the significant social spaces and their use is a necessary aspect in facilitating the diversity agenda. The analysis should include planned and unplanned

social space use, and a social space assessment process should be developed to study the extent to which existing facilities (e.g., Newcomb Hall, Recreation Centers, and residence halls) facilitate dynamic diversity or inhibit it. The intention in building a facility may well have been to be inclusive, yet subsequent use patterns may be inconsistent with the original intention.

Responsible Office(s): Office of the University Architect

3. Any future buildings and/or facilities should have as part of their design intentionally-planned social space that applies dynamic diversity criteria.

Responsible Office(s): Board of Visitors Buildings and Grounds Committee; Facilities Planning and Construction; Office of the University Architect

Resources

Greene, Elizabeth. (October 24, 2000.) "Diversity education is required at most U.S. colleges responding to a survey." *Chronicle of Higher Education*, http://www.chronicle.merit.edu/daily/2000/10/2000102403n.htm.

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Proposal for the Development
of the
Center for Multi-Ethnic and Cultural Affairs
of the
University of Virginia

Submitted by
The Task Force on the Realignment
of the
Office of African-American Affairs
April 18, 1997

The University of Virginia has an historic opportunity as it continues to attract a student body that has become more ethnically diverse. It has an opportunity to incorporate the principles and values of diversity, to foster an appreciation for diversity, and to expand the educational experiences for all students in intellectual and cultural growth and development. It has a rare opportunity to strengthen its leadership as a model for other institutions. The University has an opportunity to become a greater institution.

A major step in accomplishing this greatness is developing an inclusionary community that respects and values the differences ethnicity brings. As UVA experiences continued growth in the diversity of its constituents, it must adapt creatively and constructively. Multiculturalism must be institutionalized or all efforts of inclusion will be simply superficial. The University must establish a center that supports students of various ethnicities and cultural traditions and that enriches the lives of all members of the University community. The Center will not only expand programs, cultural events, and student advocacy but will become a foundation for a dynamic University-wide environment - one in which individuals live, learn, and interact in a spirit of respect and appreciation for diversity. This is our challenge.

I. HISTORICAL PERSPECTIVE

The initial meeting of the Task Force on the Realignment of the Office of African-American Affairs was held on October 17, 1996. At that time, William W. Harmon, the Vice President for Student Affairs, charged Task Force members (Appendix G) to examine the needs of the multicultural student population and to develop a plan which would respond to those needs. He noted that reports under the leadership of former Student Council Presidents Terry Gray and Carlos Brown as well as reports written by the Black Student Alliance, the Asian Student Union, and La Sociedad Hispanica all express a concern that we create an environment which welcomes all to our institution.

The desire for an inclusionary community was borne out of a need to show respect for the identity of diverse ethnic groups and out of the recognition that full participation of all community members strengthens the institution. The University's full desegregation was brought about largely by court action. It began with the decision of the U.S. Supreme Court In the Brown vs. The Topeka Kansas Board of Education case outlawing segregation in public education and with the Civil Rights Act of 1964. The gradual increase in the enrollment of African-American students in the early 1970s resulted from the Adams Case, which dismantled de jure segregated systems and required the Commonwealth of Virginia (as well as nine other states) to develop plans for desegregating illegal systems of higher education. The growing number of African-American students in the 1970s and the national climate of legislative action and litigation led tothe formation of the Office of African American Affairs (OAAA) in 1976.

In 1994, an initiative spearheaded by student leaders focused the University's attention on the changing needs of a diverse student population. Two years later, during an accreditation review, a visiting committee of the Southern Association of Colleges and Schools (SACS)

recommended that UVA examine the possibility of creating an inclusive center serving students of various cultural and ethnic backgrounds. During that same academic year, the Office of African-American Affairs observed its twentieth anniversary. The celebration highlighted the office's achievements and brought attention to the issue of the University's commitment to the OAAA and to the needs of African-American, Asian American, Hispanic/Latino, and Native American students.

II. THE NEED

The University of Virginia's strides in the recruitment, retention, and graduation of African-American students are well-known. It has the highest graduation rate for African American students (84%) of any public institution in the country. It is understood that present programming and services must remain in place to ensure continued growth and success of African-American students. As the student demographics change, it becomes increasingly important for the University also to provide services and advocacy for Asian American, Hispanic/Latino, and Native American students, who currently comprise slightly over 19% of the undergraduate and graduate student population (9.10% African-American, 8.14% Asian-American, 1.77% Hispanic/Latino, and 00.2% Native American). Such documents as the 1994 Recommendations of the Concerned Black Students, "The Asian Student Union Five Year Plan: 1995-2000," and "The Brown, Dean, Charity Report," describe a variety of needs, including advocacy, institutional memory and recognition, and multicultural programming and interaction.

Initiation and collaboration are at the heart of the OAAA model. The Office has effectively initiated and implemented a variety of specialized programs, services, and offerings such as its Peer Advisor Program, Mentoring Program, Luther Porter Jackson Cultural Center, and Parents Advisory Association. The Office collaborates with many University divisions, ranging from administrative to academic to student affairs. In addition, it has worked in partnership with the Charlottesville/Albemarle communities.

The Task Force proposes the creation of a Center for Multi-Ethnic and Cultural Affairs at the Luther Porter Jackson House. The Center would function with the same spirit of initiation and collaboration. As is the case with the Office of African-American Affairs, it will be a place of outreach, networking, and bridge building with all University components. In serving the African-American, Asian American, Hispanic/Latino, and Native American students and collaborating with the various UVA entities, the Center will make the University of Virginia an even richer place to live and to learn and an even more welcoming environment for all of its students.

III. NAME

The name for the proposed center, the Center for Multi-Ethnic and Cultural Affairs at the Luther P. Jackson House, reflects the spirit of inclusion. To preserve the Office of African-American Affairs' legacy and history, the new Center will be located temporarily at the office's present site, the Luther P. Jackson House, and at other surrounding buildings until a larger site is secured to accommodate the office's expanded services and programs. Additional and future spaces will be named after persons important to the legacy of African-American, Asian American, Hispanic/Latino, and Native American students.

IV. MISSION

The purpose of the Center for Multi-Ethnic and Cultural Affairs is (a) to foster and promote cross-cultural understanding in both academic and non-academic aspects of student life at the University of Virginia, and (b) to support a racially and ethnically diverse body of students by removing barriers to full participation in the University's enterprises. The center strives to achieve this goal by actively working to:

(1) identify, articulate, and advocate the interests of racially and ethnically diverse students;

(2) establish, finance, and promote programs to raise the cultural consciousness of the University community;

(3) encourage cross-cultural participation throughout academic, extracurricular, and community activities;

(4) provide academic assistance by creating and making available resources and information;

5) involve all members of the community in cultivating a supportive and inclusive environment;

(6) build bridges and promote personal, cooperative relationships among students, faculty/staff, administrators, alumni, parents, and the larger community;

(7) advocate and support academic and co-curricular endeavors of other University units that involve cultural and cross-cultural understanding; and,

(8) assist in the recruitment and retention of a diverse student body and faculty working with the Office of Admissions and various academic departments and schools across Grounds.

V. PROGRAM AREAS

The Center for Multi-Ethnic and Cultural Affairs seeks to foster intellectual growth within the University community and to expand cultural awareness and understanding among all students. Hence, programming is at the very heart of the Center. It is the driving force which touches all areas of University life ranging from the academic to cultural development.

The new Center's programming will be partially patterned after the Office of African-American Affairs, which offers a wide range of services and activities for students, including academic advising and monitoring, personal counseling, peer advising, mentoring, and cultural programming. The proposed Center seeks to expand these services to accommodate additional student populations (Asian American, Hispanic Latino, and Native American), to maintain the quality of the present programming, and to provide new initiatives reflecting the individual needs of these groups. In keeping with the past model of success provided by the OAAA (Addendum A), the Center wrn complement current offerings by other University departments and divisions. Specifically, the Center will expand and initiate services in the areas of student support and cultural programming. Total programming will encompass offerings initiated and led by the Center as well as collaborative efforts. Many services and activities will be designed not only for the ethnic student groups but for the entire University community-at-large.

A. STUDENT SUPPORT

Academic Support

Advising programs will draw upon the present Office of African—American Affairs~ model of academic advising by staff and peer advisors. The new programs will complement other University services presently offered to meet the needs of African-American, Asian American, Hispanic/Latino, and Native American students. Peer Advisor Programs, similar to the African-American Peer Advisor Program, will be developed for for each individual group. The expansion of the number of peer advisors, of programming and activities, of publications, and of advising space (facilities) is crucial to maintaining the quality of this nationally recognized program. Additional personnel, as well as continued assistance from the Office of Admission, will be needed for oversight of the program.

The Center for Multi-Ethnic and Cultural Affairs, will develop training programs to educate University-wide advisors about the Centers s various programs and services. In addition, cross-cultural training among University constituents will broaden communication and will foster a greater understanding of and appreciation for ethnic differences.

Mentoring Programs

Mentoring programs will combine elements of the Peer Advisor Program (presently serving first-year students) and the Faculty/Student Mentoring Program (presently serving upperclassmen). The mentoring programs will include the appointment of Center Fellows (similar to the University residential college faculty/student structure). Fellows will work with students in the areas of programming and informal mentoring. The Center will seek collaboration with other established programs on Grounds such as the International Center, the Women's Center, the Dean of Students Office, and the Office of Career Planning and Placement.

Special Programs and Services

The Center for Multi-Ethnic and Cultural Affairs will continue and adapt the OAAA's special programs, which include orientation, academic workshops, leadership development, career support, recognition programs, graduation breakfasts, among others (Addendum B). New initiatives will include the development of enhanced tutorial services through academic departments (including a writing program with service from Writing Center staff); the development with faculty of new courses and modification of existing ones to integrate culturally diverse perspectives; and the development of academic symposia. Present recognition programs - which include academic, leadership, and athletic - will be expanded to include recognition of excellence in the performing and visual arts.

The Center for Multi-Ethnic and Cultural Affairs will expand its present activities, workshops, presentations, and joint programming (Addendum C) that reach out to the Charlottesville/Albemarle community. One proposal is the creation of a speakers bureau of faculty from which local high schools could draw for programming. An analogous community bureau would provide speakers from Charlottesvile/Albemarle to address cross-cultural issues with the University community. Other possibilities include developing community outreach efforts in the surrounding areas.

Various information services will be provided. The presently established news groups, Websites, and library resources will be continued and expanded. New initiatives will include the development of computer literacy programs, the distribution of information about multicultural programming throughout the University, and the provision of financial aid information. A comprehensive marketing plan will be developed to enhance the visibility of the new office and

increased student usage.

B. THE **CULTURAL** CENTER

The Center for Multi-Ethnic and Cultural Affairs will incorporate the Office of African-American Affairs' cultural programming component, the Luther Porter Jackson Cultural Center (LPJCC). The mission of the LPJCC will be broadened to include cultural activities and programs of African-American, Asian American, Hispanic/Latino, and Native American students (Addendum C). The Cultural Center will provide opportunities for intellectual stimulation, multicultural learning, and comprehensive programming that will engage cross-cultural dialogue and interaction among University students, faculty, and staff as well as persons from the Charlottesville/Albemarle communities.

Cultural Programming

Of primary importance to the Cultural Center is programming that reaches the University community to expand cultural development and appreciation. The Luther Porter Jackson Cultural Center presently provides the University and surrounding communities with programming intended to enlighten and to inform . programming ranging from speeches by historical figures such as Rosa Parks to celebrations such as African-American history month and Kawanzaa. It is important for the Center to continue these major events, expanding them to include the history, culture, and heritage of other ethnicites. The expectation, however, is that the Center will not be the sole cultural provider within the institution. Other University departments and divisions will continue to offer programming and activities contributing to multicultural understanding, interaction, and growth. It is important that the Cultural Center continue collaborative efforts with these divisions and departments to enhance visibility, increase cross-cultural interaction, and provide a pooling of financial resources.

Numerous cultural programs are currently offered by such organizations as the Black Student Alliance, the Asian Student Union, La Sociedad Hispanica, and the Native American Student Union. These activities are frequently specific to the organizations sponsoring them. The Center will encourage and foster increased collaboration among the ethnic student groups.

VI. ORGANIZATIONAL STRUCTURE

The Office of African-American Affairs is currently staffed by four professionals: the dean, one associate dean, and two assistant deans. They are charged with academic advising and monitoring, peer advising, mentoring, personal counseling, outreach, resource referral, programming, leadership development, academic/leadership recognition, activities of the

Cultural Center, coordination of the OAAA Parents Advisory Association, and the production of Visions (the OAAA newsletter). A comparison of these responsibilities with those required for the Center for Multi-Ethnic and Cultural Affairs calls for the addition of professional staff with experience and expertise in programming, information technology, evaluation, and research. New professionals will need skills in developing and maintaining collaborative partnerships; in networking, fostering, and maintaining community relations; and in administering and managing organizations. Graduate students and student workers will also play pivotal roles in such areas as programming, working with student organizations, mentoring, and providing information services.

In addition to the above stated responsibilities, the staff of the Center for Multi-Ethnic and Cultural Affairs will provide African-American, Asian American, Hispanic/Latino, and Native American students with advocates (as presently provided by the OAAA). In their roles as advocates, the Center deans will, for example, assist students with personal and professional issues and concerns, and work with student organizations and programming. The Center will be a repository for institutional memory, history, and student documents. The deans will be liaisons with student organizations, Center Fellows, advisory groups, University administrative offices (e.g. the Office of the Provost, Office of Admission, International Student Center, Office of the Dean of Students, Office of Institutional Assessment and Studies, Women's Center, Office of Career Planning and Placement, and the Dean for Academic Programs.) Center personnel will be encouraged to continue to serve as representatives on various committees and task forces around the Grounds.

In the foreseeable future, the growth of the proposed Center for Multi-Ethnic and Cultural Affairs will require a staff two to three times the size of the current staff of the Office of African-American Affairs. Predicting a precise growth pattern is difficult before the Center begins its work. For immediate needs (that is, opening the Center at the beginning of the 1997-98 academic year), the Center for Multi-Ethnic and Cultural Affairs will require at least one additional professional staff member at the assistant or associate dean level, one clerical assistant (office services specialist), two graduate students, and four additional student workers (Addendum D).

Two groups — a parents advisory group and a student-faculty advisory group -- will be established as advisory boards. The former will be modeled after the African-American Parents Advisory Association, which has raised funds for academic support and emergency loans and has advised the dean. The latter will guide the dean on matters related to programming, long-range plans, and the overall development of the Center. Both advisory groups will report directly to the dean. An oversight committee (probably drawn at least in part from the current Task Force) will be established to work with the dean and University administrators in the initial stages of the development of the Center for Multi-Ethnic and Cultural Affairs. Such a committee would ensure continuity between the proposal stage and implementation of the Center, recognizing that the student-faculty advisory group may require several months to become fully established. This oversight committee will function only as long as necessary (i.e., until the permanent faculty-student advisory group will be prepared to take over the responsibility.)

As mentioned in the Student Support section, Center Fellows would work with the deans and the students. Fashioned after the Hereford and Brown College Fellows, the new program will provide additional opportunities for interaction with faculty, informal mentoring for students, and programming. (Addendum E)

VII. PHYSICAL SPACE

To accomplish the goals of the Center for Multi-Ethnic and Cultural Affairs, the physical space needs to be an appropriate place for administrative offices, conference space, student meetings, tutoring, library (ies), art displays, performances, programs, seminars, and workshops. It is essential that the facility continue to be in a central University location convenient and accessible to all.

The long-term vision for the Center is the structure of a multicultural village with several centers under the umbrella of the Center for Multi-Ethnic and Cultural Affairs. Such a design will maintain the ethnic autonomy of each group while providing a sense of connection and inclusion.

The proposed Center for Multi-Ethnic and Cultural Affairs will require a larger and more flexible facility than the current Office but might well occupy the same space in a greatly expanded design. The Center will be of such lasting significance to the life of the University that plans for the physical space should be included in discussion of the 50-year master plan.

Until such a facility becomes a reality, the space currently occupied by the Office of African-American Affairs would be used. Specifically, the site includes the Luther Porter Jackson House (#4 Dawson's Row), the Luther Porter Jackson Cultural Center (#3 Dawson's Row), and the W.E.B. DuBois Tutorial Center (located in #2 Dawson's Row). An adjacent building presently occupied by the English Department (#1 Dawson's Row) for graduate student offices could provide additional space to comply with meeting the needs expansion brings. Use of this space for fall 1997 will require renovation of at least two buildings. The Task Force recognizes that other groups use part of this space. We acknowledge the difficulty of displacement and consider that working with the needs of such groups can be part of the process of developing the Center.

Descriptions:

The Luther P. Jackson House is a two-story brick masonry house. This building has four offices on the second floor, two large and two small. These rooms currently house the four deans' offices. The office manager works in a corridor office. A hallway is used as the site of the Peer Advisor Program (i.e., mailbox/bulletin board space.) The first floor is handicapped accessible and has three large rooms, which house the receptionist and office service area, and

the library (formerly the Luther P. Jackson Cultural Center).

The Luther P. Jackson Cultural Center is a one-story building located on the western side of #4 Dawson's Row. This is a three-room facility comprising a conference area and a small office. The walls have bookshelves and exhibit space. There is no administrative office space in this building. Student groups use the facility for meetings, study, and conversation.

The W.E.B. DuBois Center occupies one-half of #2 Dawson's Row. (The other half is presently occupied by the Department of Environmental Science.) This building is a one story wood frame facility. It has four moderately sized offices and one large room. The offices are used by student organizations, and the large room (which holds approximately 35 people) is used as common space.

#1 Dawson's Row was identified by senior administrators in October of 1996 as a possible site for housing one of the multicultural village centers. The building is a two-story facility providing office space for English Department graduate students. This space is equivalent in size to the W.E.B. Dubois Center and the Luther P. Jackson House. If the W.E.B. Dubois Center and #1 Dawson's Row are used for the Center, major renovations and minor repairs will have to be done.

Student groups whose members will use the Center will continue to have space in Newcomb Hall along with other student organizations.

One development that is at the core of the Center and should be achieved as quickly as possible is the library. The current library at the Office of African-American Affairs has extensive offerings about African-American history, culture, and experiences. These holdings will need to be expanded to include writings and research materials of interest to Asian American, HispaniclLatino, and Native American students. The Nat Turner Library cannot physically accommodate these additions. An additional site is needed to house the new holdings. It is envisioned that the library will include a computer facility and serve as a clearinghouse for Internet news groups, cultural programming calendars, and publications. It will also include software for different languages.

VIII. Budget and Finances

The proposed operating budget for the Center for Multi-Ethnic and Cultural Affairs (Addendum F) takes as its starting point what exists as the FY98 budget of the Office of African-American Affairs. To this budget base are added the funds necessary to open the expanded Center in the coming academic year. A budget proposal for FY99 and a FY00 projection are also included. What will be needed to open and develop the Center for the first two years is clearer than what will be needed for the third. Much of the work during these initial years will be devoted to piloting and planning for the future so that budget needs for the third year and beyond remain speculative.

The increase of expenditures of the proposed FY98 budget over the current FY98 budget (for the OAAA) is 40% ($155,345). The total proposed increase for two years over the current FY98 budget is 60% ($234,664). A projected increase for the next level of expansion in year three over the current budget is 99%($388, 940). These increases represent expanded services to slightly over twice the number of students currently served by the Office of African-American Affairs. The cost per student served will drop from $230.45 to $169.32 and remain at a considerably lower level for the next two years. Even with the third year projected budget, the cost per student remains less than its present rate.

These budget figures reflect direct costs for the ethnic student groups served by the Center; they also reflect a plan to more broadly serve the University at large through cultural and ethnic programming. The proposed budgets do not include capital expenditure for repair and renovation of the Dawson's Row area. Further analysis is required to determine exactly what needs to be done. The proposed Oversight Committee will begin work immediately to investigate needs and costs.

The senior staff of the Center will work with the University Development Office to solicit external funds in support of programs and activities. As the Center is developed during the final stages of UVA's current capital campaign, the staff will hope to be involved in some fund raising initiatives but expects principally to be involved in developing a constituency and base of support for the future.

IX. CONCLUSION

Times are changing. The University of Virginia's national stature provides a superb base from which to grow in its services to students. In embracing and celebrating the diversity of its student population, the University will better meet the needs and concerns that multiculturalism brings. For twenty years, the Office of African-American Affairs has made a positive difference in the lives of African-American students. In an expanded form and in keeping with its tradition of collaboration with University entities, the Center will strive to promote the value of embracing, nurturing, and respecting cultural and ethnic differences. The inclusive Center for Multi-Ethnic and Cultural Affairs will help to make the University a bastion of intellectual and cultural excellence.

Within the University, multiculturalism goes beyond racial lines. The Task Force, in considering diversity in its larger sense, recognizes that in this community other under served populations exist that have a wide array of needs. After much thought and discussion, the group determined that it could best respond to its charge by focusing the efforts of this proposed Center on African-American, Asian-American, Hispanic/Latino, and Native American students. The decision in no way suggests lesser importance of other groups of students, but rather that there are additional ways the University might address those needs. The Task Force urges the University to continue to assess the needs of the changing population and to seek creative solutions to the challenges of this richly diverse community.

The Task Force embraces the challenge of the University to create a community of inclusion. At the same time, it challenges the institution-at-large to make a full commitment to diversity and multiculturalism through its leadership and partnership with the Center for Multi-Ethnic and Cultural Affairs.

The new century and the increasing diversity of the University's students bring a challenge to the University of Virginia to meet its students' needs in more comprehensive ways. This opportunity is an historic one - to build a community of inclusion, to create an environment of respect, and intellectual and cultural growth, and to lead the country toward the fulfillment of the dreams and hopes upon which the University and the nation were built.

Addendum A

Office of African-American Affairs: A Model of Success

Addendum C
Proposed Additional Programs to Complement the Core (Addendum A)
Center for Multi-Ethnic Affairs and Cultural Programming

Academic Additions

- Asian-American Peer Advisors
- Hispanic/Latino Peer Advisors
- Native American Peer Advisors
- Advisor training workshops
- Enhanced tutorial services
- Satellite Writing Center
- Computer literacy courses and programs
- New courses and modification of presently offered course to provide culturally diverse perspectives
- Symposia

Cultural Programming

(Note the cultural programming listed here is presently being sponsored by student groups. The expectation is that students will continue to coordinate these activities. However, the staff for the Center for Multi-Ethnic and Cultural Affairs will provide administrative assistance.)

- Asian Awareness Week
- Asian Perspectives
- China Fest
- Korean Expo
- Tet Show
- Indian Nite
- Barrio Fiesta
- Asian-American Student/Faculty Social
- Hispanic Awareness Week
- Hispanic Heritage Month
- Hispanic Culture Week
- University-wide Hispanic Luncheon
- Pow Wow
- Speakers

Student Leadership

- Black Student Leadership Conference
- Asian American Student Leadership Conference
- Hispanic Latino Leadership Conference

Information Referral Services

- Computer Literacy Programs
- Dissemination of Information about Multicultural Programming on Grounds and in the Charlottesville/Albemarle community
- Financial Aid Information
- Foreign Language Support

Community

- Faculty/Administrator Speakers Bureau
- Charlottesville/Albemarle Community Speakers Bureau
- Community Outreach Efforts
- Sites for Program Initiatives

Other

- Interaction Luncheon (e.g. African-American, Asian American, Hispanic Latino, Native American students, administrators/faculty/staff)

Addendum D
Proposed Organizational Structure

Addendum E
Operational Components
Center for Multi-Ethnic and Cultural Affairs
University of Virginia

1.0 Administration

- 1.1 Administer Center
  - 1.1.1 Manage personnel
  - 1.1.2 Administer the budget
  - 1.1.3 Oversee the facilities
- 1.2 Plan and develop programming
- 1.3 Conduct evaluation and research studies
- 1.4 Serve as advocate
  - 1.4.1 Assist students with issues, concerns
  - 1.4.2 Advise student organizations
  - 1.4.3 Advise student programming
  - 1.4.4 Serve as a repository for history
  - 1.4.5 Serve as a repository for institutional memory
  - 1.4.5 Serve as a repository for student documents

1.5 Serve as liaison

- 1.5.1 Work with student organizations
- 1.5.2 Work with Center Fellows
- 1.5.3 Maintain liaison with Advisory Groups
- 1.5.4 Interact with University administrative offices (e.g., Office off the Provost, Office of Admissions, Office of the Dean, Office of Institutional Assessment and Studies, Information Technology and Communications, Office of International Studies, Women Center, Office of Career Planning and Placement, Office of the Dean in the Curry School of Education, Office of the Dean for Academic Programs)
- 1.5.5 Work with the larger community (e.g., schools, churches)
- 1.5.6 Maintain public relations

2.0 Student Support

2.1 Serve as student advocates

2.2 Provide advising programs (e.g., academic advising, peer advising, mentoring Programs (e.g., Center Fellows)

2.3 Offer advisor training program (e.g., create training programs for University-wide advisors about the work of the Center)

2.4 Offer special programs

2.4.1 Offer tutorial services through academic departments (e.g., satellite writing center)

2.4.2 Offer leadership development activities

2.4.3 Work with faculty to develop new courses and modify existing courses

2.4.4 Offer academic symposia

2.4.5 Recognize student excellence (e.g., leadership, academic performance, fine arts excellence, performing arts excellence, athletic performance)

2.4.6 Offer computer literacy programs

2.4.7 Expand the resources in the library

2.4.8 Serve as a clearinghouse (e.g., e-mail news groups, Websites, calendars)

2.4.9 Provide financial aid information

2.4.10 Implement comprehensive marketing plan to enhance Center's visibility

3.0 Cultural Programming

3.1 Administer the Cultural Center

3.2 Sponsor/Co-sponsor Cultural Activities

3.3 Provide nmultietltiiic cultural programming

Addendum F
Three-Year Proposed Budget
Center for Multi-Ethic and Cultural Affairs
University of Virginia

	Current 1997-1998	Proposed 1997-1998	Proposed 1998-1999	Projected 1999-2000
Faculty Salaries	215,549	258,000	267,650	315,529
FTE	4.00	5.00	5.00	6.00
Classified Salaries	46,589	66,859	68,864	95,929
FTE	2.00	3.00	3.00	4.00
Wages *(wls)*	2,500	10,000	10,000	13,000
Graduate Assistant		10,980	21,960	32, 940
FTE		2.00	4.00	6.00
OTPS - General	31,677	40,000	44,000	60,000
OTPS - Fringes	52,460	76,281	78,965	97,317
Peer Advisor Program	25,500	37,000	65,000	69,000
Mentor Program		8,000	10,000	12,000
LPJ Cultural Center	17,500	40,000	60,000	85,000
Total Budget	391,775	547,120	626,439	780, 715
Total FTE	6.00	10.00	12.00	16.00
Students Served	1,700	3,500	3,700	4,200
Budget/Student*	$ 230.45	$ 156.32	$169.30	$ 185.88

* Budget/Student is the total budget for the Center divided by the number of students served. This represents the total cost per student for services rendered by the Center. This budget shows the economies of scale that are realized by not creating separate centers for each student group. The cost per student is currently $230.45. With the expanded center, this will drop to $185.88 over the next three years.

Addendum G

Membership
The Task Force on the Realignment of the Office of African-American Affairs
The University of Virginia

Members

Task Force on the Realignment of the
Office of African-American Affairs

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Student Recruitment, Enrollment, Retention
Graduation Roundtable

Sylvia Terry, Leader

Recruitment, Enrollment, Retention, and Graduation Round Table

Report

March 1, 2001



Charting Diversity: Commitment, Honor, Challenge

University of Virginia

Mission Statement

Charting Diversity: Commitment, Honor, and Challenge

The last three decades have witnessed dramatic changes in the University of Virginia community. Created explicitly to educate citizens to sustain freedom and democracy, the University of Virginia had for almost 150 years fully welcomed only white males, in Jefferson's phrase, to come and "drink of the cup of knowledge…" It was not until 1967 that the University began to fully admit African American males as undergraduates and four years later that women were admitted on an equal basis. These two milestones marked the beginning of an effort to align the culture of this University with its core values.

The University of Virginia is today more representative of American society, but the task of transformation is still incomplete. While we have become far more diverse in appearance, we have not yet achieved a truly inclusive culture. At the same time, many of the methods we have used to promote diversity have been called into question. Our task now is to protect the gains that have brought us this far, to renew and refocus our efforts to create a truly diverse academic community, and to develop effective legal and educational methods to carry out these objectives.

University President John T. Casteen, III, has called diversity "the most idealistic and most essential mission in all of American education." The actions that we take over the coming year will have a lasting impact on how we fulfill the mission.

Extracted from "Charting Diversity," Conference Brochure

Task

On February 19, 2000, following the symposium and workshop, "Charting Diversity: Commitment, Honor, Challenge," the members of the Recruitment, Enrollment, Retention, and Graduation Round Table (RERGRT) met to discuss the charge of the conference. They talked about the importance of (a) diversifying the University of Virginia ethnically, (b) broadening the issue of diversity for global competition, (c) viewing diversity as social justice, (d) involving current students in the struggle for diversity, and (e) gaining the benefits diversity brings to an institution. The group noted that diversity in education is an opportunity to transform society, and as such it is important for the University to continue to attract students of color. UVA has one of the highest graduation and retention rates of African-American undergraduates among institutions of higher education in the nation ("The Progress of Black Student Matriculations at the Nation's Highest-Ranked Colleges and Universities," ***The Journal of Blacks in Higher Education***, Autumn 2000). Thus, in doing its work, the RERGRT is mindful that our institution is doing many things well – that it is a model for the nation (See Attachment A, pp 11-12). However, the University cannot afford to lose ground and must remain steadfast in its work, especially during times of attacks on its progressiveness. (See Attachment B, Visions, pp 13-20)

While the round table looked beyond the issue of national implications, it also considered University realities. Diversity must be more than a philosophy: it must be a lived idea. Thus, in tackling the issues of recruitment, retention, enrollment, and graduation; the group looked towards expanding and refining the positives, creating new approaches, and filling the gaps.

Division of Labor

As a result of the initial discussions and brainstorming about Recruitment, Enrollment, Retention, and Graduation (see Attachment C, pp. 21-31); the round table membership divided into three subcommittees: (1) Undergraduate Outreach, Recruitment, and Admissions, (2) Retention and Graduation, and (3) Graduate and Professional Schools.

A. Undergraduate Outreach, Recruitment, and Admissions

As the RERGRT discussed admissions procedures, it agreed that the first step in attaining diversity may be to return to some of the admissions strategies used in the 1980's and 1990's to increase the enrollment of students of color. Several members acknowledged that many families recall all too well the times when Black students could not attend UVA and when tuition was paid for them to attend other institutions outside of the Commonwealth of Virginia. In addition, the group discussed the benefits of working with secondary schools to offer enrichment programs designed to encourage minority students to consider college options. It also recognized the benefits of creating financial aid packages that will make UVA economically viable for those students coming from disadvantaged backgrounds.

B. Retention and Graduation

The RERGRT agreed that support needs to be provided to students after they arrive. The University must make students aware that UVA can be an open and accepting environment.

Several round table members were interested in Eugene Lowe's book ***Promise and Dilemma: Perspectives on Racial Diversity in Higher Education*** (Princeton, N.J, University Press, 1999), specifically the Meyerhoff Program (University of Maryland, Baltimore County) and study groups. The Round Table also discussed the need to allow students to live and eat with those people with whom they are most comfortable. Yet the members also valued the importance of providing times and places for meetings among individuals and groups who might otherwise have little informal contact with each other. The group discussed the benefits of mentoring, study groups, diversity as a lived experience, residential living patterns (especially first-year students), residential colleges, and faculty sensitivity to issues of diversity.

C. Graduate and Professional Schools

The REGRET considered the graduate and professional schools to be one of the most difficult areas. If diversity is wanted in our medical and technological professions and within University faculties, UVA needs to attract, encourage, and prepare undergraduates for graduate and professional study. Since the institution has one of the most talented student bodies at a public university, emphasis should be placed on programs that will both introduce students to the excitement and possibilities of graduate and professional schools and also prepare them for the demands of such programs. One promising strategy is to place an emphasis on an emerging scholars and/or honors program.

In addition, facing the reality that such efforts may not result in students choosing to stay at UVA, the University also needs to aggressively outreach to other universities and colleges across the nation to attract talented students of color here for graduate and professional study.

Actions Taken/Accomplishments

The Recruitment, Enrollment, Retention, and Graduation Round Table met several times during the course of the year:

February 19, 2000 (General Discussion and Brainstorming)
March 5, 2000 (Continuation of Discussions and Development of Subcommittees)
March 5- May 1, 2000 (Meetings of Subcommittees)
May 1, 2000 (Reports of Subcommittees)
October 17, 2000 (Discussions/Presentation about Graduate/Professional School Students)
February 5, 2001 (On-Grounds Meeting with the University of Maryland Baltimore County Meyerhoff Scholars Program Representatives)
February 5, 2001(Visit to the University of Maryland with the Faculty Staff Recruitment Round Table)
February 19, 2001 (Debriefing)

It should be noted that as the Round Table members progressed in their work, they became increasingly interested in graduate/professional school enrollment because of its impact on diversity. Foremost, if there are more students of color enrolled in our graduate programs, a benefit will be an increased pool of potential candidates for faculty positions. Based upon the cyclical cries of students of color over the years, it is evident that having a larger number of faculty of color is important. It contributes to diversity and reaffirms the institution's commitment to having a varied student and faculty population. In addition, it helps to provide a more welcoming and nurturing environment for enrolled minority students, provides role models/mentors, attracts potential undergraduate and graduate students of color, and provides students-at-large with broadened ways to view and experience the world. Thus, it became clear to RERGRT that solving some of the ills of graduate and professional recruitment strategies and programs may well be one of the remedies of recruiting and retaining undergraduate students as well.

As a way of getting a better handle on graduate student issues (including attracting undergraduates to graduate/professional schools), RERGRT invited Cornelius Bynum, Assistant Dean of African-American Affairs (and a UVA doctoral student) to share his preliminary research on graduate student perspectives. (See Attachment D, pp. 23-32). In addition, the Round Table invited Dr. Lisa Morgan, Graduate and Professional Program Coordinator and two students (Kafui Dzirasa and Yasmine Ndassa) from the University of Maryland Baltimore County Meyerhoff Scholars Program to talk about the program and to share insights and strategies (See Attachment E, pp. 33-34). Further discussion about these presentations is found in the "Recommendations on Graduate and Professional Outreach, Recruitment, and Retention" section of this report.

Recommendations

As a result of its work, the Recruitment, Enrollment, Retention, and Graduation Round Table makes the recommendations provided below. However, as noted in the previous paragraph, a great deal of attention has been given to graduate/professional school issues. It seems that of all of the areas this report

addresses this one is among the most challenging. Unlike undergraduate admissions which is centralized, the graduate/professional school environment is different. Each division has its own procedures. In addition, as confirmed in the "Preliminary Study of the Academic, Intellectual, and Social Satisfaction Levels of African-American Graduate and Professional Students," UVA students tend to feel "isolated" and lacking "of a social environment."

Recommendations for Undergraduate Admissions, Outreach and Recruitment

Since the 1960's, the University of Virginia has worked tirelessly to increase the enrollment of African-American students – a group once prohibited from attending the institution. During this period, the University has become one of the leaders nationally in its recruitment and retention of students (See Attachment A, pp 11-12). In acknowledging this, RERGRT recommends the following to continue to attract African-American students as well as other students of color:

- Harness the power of peers influencing peers.
  Continue and strengthen the use of UVA students to attract prospective students to our institution. Presently, student groups such as the Black Student Admissions Committee, the Monroe Society, the Office of African-American Affairs' Peer Advisor Program, the Asian Student Union, and the Latino Student Admissions Committee engage in activities ranging from hosting students to visiting their former high schools. These efforts are to be sustained as additional methods are explored for even greater success.

- Provide parents of prospective students with positive images about the University of Virginia, where we are presently and what we see ahead in the future.

- Educate students and parents about the wide range of course offerings and other opportunities leading to a variety of career possibilities.

- Identify high school sophomores and juniors to invite to the University for an on-Grounds summer experience with UVA faculty and student hosts. This program will be patterned after specialized programs for high school students that currently exist on Grounds, such as the Minority Introduction to Engineering offered by the School of Engineering Office of Minority Programs and the pre-med high school program offered by the School of Medicine. However, the proposed program will be one which is broader in scope than specializing in a singular focus.

- Conduct an assessment of presently enrolled students of color to ascertain "selling points" for recruitment (i.e. what we need to improve upon in recruitment, retention, and outreach).

- Establish visibility within the communities of color (African American, Asian American, Latino, and Native American) to create an interest in attending the University of Virginia. This can be done through (1) holding information sessions about the University in churches, recreation centers, libraries and other community gathering places, (2) using high school coaches who prove to be good influences on athletes, and (3) cultivating the interest of alumni and parents of graduates or presently enrolled students to assist with recruitment efforts through special programs, letters, interest parties, etc.

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Recommendations on Retention and Graduation

<u>Mentoring</u>

The current process of providing mentors for African American, Asian American, and Latino students has proven to be well worth the effort. The nationally recognized Peer Advisor Program run by the Office of African-American Affairs has aided first-year and entering transfer students with their University of Virginia transition and has been one of the factors contributing to our institution's recruitment and retention of students.

The OAAA's Faculty/Administrator Mentoring Program has also contributed to retention by providing upperclassmen with important links to assist them with career decisions and goals. Results of the recently established mentoring programs for Asian American and Latino students suggest the effectiveness of these outreach efforts as well.

Given the successes of mentoring programs for students of color, consideration should be given as well to the value of providing all first-year students with this support. Parings can potentially result in an enhanced appreciation for an understanding of one another's culture and heritage. Careful thought, however, will have to be given to the logistics and impact of creating such a program. "Food for thought" includes (1) impact on presently established programs for students of color, (2) the issue of overkill,

(3) role of resident advisor and the role of mentor (4) interest of incoming students in having a mentor, (5) the office from which such a program will be run (Office of African-American Affairs, New Student Orientation, Dean of Students Office), and (6) funds for operation.

Study Groups

Even though a separate Round Table is working on diversity and curriculum, the RERGRT also notes the value of diversity in the classroom and its impact upon retention. One way of enhancing the study/learn environment is to have more classroom settings where students can work in random groups with one another, similar to the method employed by the McIntire School of Commerce. This approach will most closely mirror the situation that students will experience in the workplace (and in real life). There one is not always able to choose who will be a part of the team and will (out of necessity) learn to work with a wide variety of individuals (including many whom they would not typically encounter in other settings). The Faculty Senate and the Teaching Resource Center is a good starting point for disseminating this idea among the faculty. RERGRT encourages all academic disciplines to have group assignment work of some type during each semester.

Residential Living Patterns

RERGRT agrees that it is wise to have first -year students living in areas that are all representative of the actual diversity of the student body. This is best achieved by providing students with two living options: life in a Residential College (Brown College, Hereford College or the International Residential College) or life in a first-year living area (McCormick and Alderman Road areas). Students will make choices based upon these two alternatives. Within the Alderman and McCormick areas, students will no longer designate between the two but rather be randomly assigned within the first-year living area. Students interested in residential college life will have to apply for one or more of the specific colleges, based upon the programs within those areas. The subcommittee believes that the random and diverse first -year experience in a residential setting is an ideal way to introduce students to others who differ from themselves. After the first year, students will be able to choose among the friends they have made during their time at school. First -year students typically arrive at school without close attachments to other new students. They also tend to go to the dining halls with their room/suitemates. Thus, an additional benefit to random housing will be greater dining interaction as well.

Other Retention Issues

RERGRT is hard-pressed to determine why most students choose to leave the University. One method of determining student satisfaction (other than the current survey administered by the Office of Institutional Assessment and Studies) is to call students who depart, which is similar to the approach of calling prospective students used by the Black Student Admissions Committee and the Monroe Society. However, in this proposed program, enrolled students will conduct the telephone interviews with students who leave. The focus will be on issues of diversity – how relevant it is, what programs and services are needed, and how the University can do better.

Recommendations for Graduate and Professional Outreach, Recruitment, and Retention

In considering graduate and professional student life issues (See Attachment D, pp 23-32), RERGRT has determined that the main problems emerge as a result of the decentralized graduate and professional school system. There is a sense of isolation among students as a whole. Integration of graduate and professional school students into the greater UVA community may be stimulated by way of the following recommendations:

Create a Central Graduate Office

Among factors contributing to the University's challenges in attracting graduate/professional students of color is the lack of a centralized process. Already the Ad Hoc Committee on Graduate School Diversity has developed a proposal (which has been endorsed by the EO/AA Committee) for creating a position, Associate Provost for Graduate Recruitment and Diversity. Many of the responsibilities cited are the very ones that RERGRT (working independently) suggests in its recommendations in this document. Specifically, as cited in last year's EO/AA Committee report, the position would include "coordinating outreach efforts, being a liaison with the various schools, informing departments and schools about recruitment strategies and monitoring their progress in this area, forging relationships with undergraduate institutions including Historically Black Colleges and Universities, developing programs to make our own undergraduate minority students aware of graduate and professional study and careers, organizing Open House/Vacation days for prospective students…helping identify resources for grants or fellowships, organizing support groups, mentoring programs, orientation programs, and summer training programs for current and prospective graduate students of color, identifying research opportunities for minority undergraduate students with UVA faculty, setting up a network of alumni of color, developing informational brochures/WEB sites about UVA graduate and professional programs, and funding opportunities for minority students…"

The Recruitment, Retention, Enrollment, and Graduation Round Table offers strong support for this proposal and endorses it.

It would be negligent to fail to mention that one member of RERGRT accompanied the Faculty and Staff Recruitment Round Table to an on-site visit to the University of Maryland. While there, she learned about the Office of Graduate Minority Education of the Graduate School. According to its literature, the OGME "provides administrative and fiscal support aimed at identifying, recruiting, retaining, and graduating a diverse student body. The office also assists the University's various colleges and departments in creating an environment supportive of the academic success of women and minority graduate students." Specifically, it offers:

- Coordinating campus-wide outreach and graduate student recruitment and retention
- Providing effective and efficient support services to graduate students
- Conducting orientations and organizing activities for graduate student development
- Fostering positive faculty-student relations
- Monitoring student progress
- Monitoring and managing enrollment of under-represented minorities
- Advising students on policies related to fellowships and financial support for graduate students
- Representing the Graduate School on the student affairs committees of the Campus Senate and the Graduate Council and the steering committee of the Diversity Year Initiative"
- Extensive outreach and recruiting programs
- Name exchange program that gives UMD access to the names of the best minority undergraduates in the nation
- Support programs for students once they are enrolled
- Golden Geese Award for efforts that students implement to help one another (i.e. study groups, encouragement programs, community service projects)

Offer Special Programs

There is a need to be even more aggressive in attracting and recruiting graduate students to the University of Virginia. One approach is through outreach to undergraduates (Georgia Tech model). The

other is through "planting seeds early" and outreaching to high school students (Meyerhoff Program, University of Maryland, Baltimore County).

Georgia Tech Model (for recruiting undergraduates)

- Contact undergraduate schools across the nation to identify promising 3rd and 4th year students of color
- Invite students to a two-day all expense paid trip to UVA to learn about the institution
- Showcase the different departments

Meyerhoff, UMBC (for recruiting high school students) See Attachment E, pp, 33-34 for details about the program and the Meyerhoff visit to the University of Virginia. The program is science-based, with a requirement that the graduates must enroll in a graduate or professional program in engineering, science, or computer science. RERGRT recommends that such a program be established. However, rather than science-based, it will be broadly based to encourage students to consider doctoral and professional degrees in a wide range of areas. The components of such a program would include but are not be limited to:

- Offering a six weeks summer session for participants
- Providing mentoring experiences and internships
- Contacting high schools about the program
- Stipulating program graduates will have to attend a graduate or professional school program upon receiving their undergraduate degree
- Providing students with full scholarships to cover college costs

At the heart of both the Meyerhoff Program and the Georgia Tech model is a scholarship component. RERGRT recommends exploration of possibilities. Virginia Tech, for example, has recently announced scholarships for minority students.

Develop an Orientation Program for Incoming Graduate Students

The Dean of Students Office (Orientation and New Student Programs) will collaborate with a variety of offices such as the Provost's Office, Dean of Arts and Sciences, Teaching Resource Center, Graduate Student Council to develop an orientation for incoming students in the entering class of 2002.

In addition, the Orientation Office will develop a resource handbook for the College of Arts and Sciences similar to those provided by the University's School of Law, Darden School, and School of Medicine.

Provide Mentoring for Graduate Students

Given the positive impact of mentoring upon undergraduate students of color, it is equally important to provide graduate/professional students with similar support through (1) faculty/administrator pairings and (2) graduate peer support.

Foster Outreach to Faculty of Color

The Faculty and Staff Recruitment Round Table is looking at faculty recruitment. However, it goes without saying that faculty of color is important to the recruitment of students. It is felt that the scarcity is one factor deterring students of color from enrolling in UVA's graduate and professional schools. If the University can attract its undergraduate students to enroll in graduate programs, this will ideally enable the institution to "grow its own" and entice them to stay . This is one of the reasons the RERGRT invited the Meyerhoff Scholars program to come to Grounds to make a presentation. The hope is to develop a non-science based model for the College of Arts and Sciences.

Establish Undergraduate and Graduate Connections

Creating more opportunities for graduate and undergraduates to connect is important. Continued and increased collaboration between graduate/professional school organizations and activities with undergraduates may aid in influencing more students to consider the University for their degrees in higher education. Already, by way of example, the Office of African-American Affairs' Peer Advisor Program has had UVA medical school students to participate in pre-med sessions. As a result, some of the participants have shadowed the medical school students. The law school students have had similar interactions as well. In another instance, the Office of African-American Affairs and the State Council for Higher Education have annually co-sponsored a forum to bring graduate and undergraduates together to discuss admissions and to talk about graduate/professional school experiences.

Create a Graduate Professional School Spring Fling

The Dean's Offices of the respective graduate schools, the Office of African-American Affairs, and the Dean of Students Office will develop a program similar to the undergraduate admissions office's Spring Fling. The event will give prospective students who have been offered admission a time to see the institution firsthand as well as to facilitate early development of a social network with other graduate students of color.

Utilize Graduate Students

Following the example of undergraduate admissions, use graduate students to aid in the recruitment of prospective students. Students will visit their former undergraduate institutions, call and correspond with prospective students, and help plan and implement special recruitment programs. This effort will be coordinated by the deans of the various graduate and professional schools, the Office of African-American Affairs, and the Black Graduate and Professional Student Council.

Enhance Graduate Funding

Develop more funding to attract students to the University of Virginia through discussions with the Office of Financial Aid, Alumni Hall, and the Office for Development.

Develop Graduate Student Listserv

The Dean of Students Office (Orientation and New Student Program) will work with the Office for the Vice President for Student Affairs, the Graduate Student Council, and the Dean of Arts and Sciences to initiate a weekly e-mail entitled "Graduate Connections." This will be similar to the undergraduate version ("Connections) that will inform graduate students in all of the schools about the opportunities available each week (lectures, performances)

This medium will also heighten the awareness of graduate students about issues within the University community and will encourage interaction across disciplines.

Examine special needs

Married graduate students or students with families are often more isolated than the average graduate/professional students. Graduate student offices, University Union, the Dean of Students Office, the Office of African-American Affairs, and the Women's Center are among those which will need to collaborate to provide appropriate programming and activities.

International graduate and professional students should be more closely connected. The Division of Student Affairs offices (including the Office of International Students), Graduate and Professional School offices will need to explore options for better serving and integrating this population into the University fabric.

Round Table Membership

Beth Baily	Director of Admissions	School of Medicine
John Blackburn	Dean of Admissions	Undergraduate Admissions

Melissa Bowles	Student	College of Arts and Sciences
Reginald Butler	Director	Carter G. Woodson Institute
Tracy Critzer	Admissions Officer	School of Architecture
Ellen Contini-Morava	Associate Professor	Department of Anthropology
Pablo Davis	Assistant Dean	Dean of Students Office
Chantale Fiebig	Student	College of Arts and Sciences
Paul Gaston	Professor Emeritus	Department of History
Joe Gieck	Director of Sports Medicine	Department of Athletics
Faye Giles	Human Resources Manager	Internal Medicine
Jenny Johnson	Student	Curry School of Education
Michael Kidd	Program Support Technician	Department of English
Christina Morell	Assistant to the Vice President	Vice President's Office for Budget and Management
William Mc Donald	Professor	Department of German
Sharlene Sajonas	Associate Director	Office of Financial Aid
Eleanor Sparagana	Director	New Student Orientation Office
Leslie Williams	Associate Director	University Career Services
Carolyn Vallas	Director	Office of Minority Programs
Peter Yu	Assistant Dean	Office of African-American Affairs
Chelsea Willie	Student	College of Arts and Sciences

Facilitators:

Sylvia V. Terry	Associate Dean	Office of African-American Affairs

Duane Osheim, Associate Dean of the Graduate School of Arts and Sciences, served as co-facilitator until November 2000. Additional job responsibilities prompted his resignation from the Round Table at that time.

Attachment A

State and National Citations

Select Publications

"School Has One of the Nation's Best Graduation Rates," ***Virginian Pilot***, February 28, 1995

"Black Students Finding Success at UVA," ***Roanoke Times and World News***, March 19, 19995

"UVA has nation's highest graduation rate for blacks." ***Daily Progress***, November 18, 1996

"UVA: Top Graduate Rate for Blacks," ***Richmond Times Dispatch***, November 18, 1996"

"Getting to Graduation," ***Virginian-Pilot***, November 21, 1996

"Black Students Thrive at UVA," ***Arlington Journal***, November 18, 1996

"Careful Attention" Key to UVA Black's Success," ***Daily Progress***, November 11, 1996

"University Helping Blacks to Graduate," ***New York Times***, December 1, 1996

"Program Helps Black Graduation Rate," ***Washington Post***, December 6. 1999

"African-American College Graduation Rates: Blacks Do Best at the Nation's Most Selective Colleges and Universities," ***The Journal of Blacks in Higher Education***, Autumn 1999

"The Progress of Black Student Matriculations at the Nation's Highest-Ranked Colleges and Universities," ***The Journal of Blacks in Higher Education***, Autumn 2000

"Why Aren't There More Blacks Graduating from College?" ***The Journal of Blacks in Higher Education***, Winter 2000-2001

Select Conferences

Presentations Made About UVA's Models of Success with African-American Students

The Minority Students Today (1992, San Antonio, TX)

National Assembly, American Association of University Administrators (San Diego, CA. 1993)

National Student Retention Conference (New Orleans, LA, 1996)

National Conference on Multiethnic Perspectives (Arlington, VA, 1997)

Video Conference on Race Relations (Sponsored by ***Black Issues in Higher Education***) 1997

National Conference on Race and Ethnicity in American Higher Education (Memphis, Tennessee, 1999)

National Association for Equal Opportunity (Washington, D.C., 1999)

National Higher Education Conference on Students of Color (Minneapolis, Minnesota, 2000)

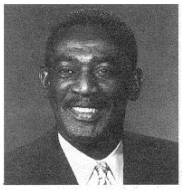
Attachment B

OFFICE OF AFRICAN-AMERICAN AFFAIRS
UNIVERSITY OF VIRGINIA

VISIONS

A Newsletter for the Parents of African-American Students

VOLUME 7, NO. 1 FALL 1999



The Dean's Corner, M. Rick Turner

The Psychological Impact of Affirmative Action on African American Students

Even before Linda Chavez, President of the Center for Equal Opportunity, came to Grounds last spring; I knew it was just a matter of time before the anti-affirmative action forces would be knocking at our doors. Their presence on our Grounds was announced when the September 11, 1999, issue of the ***Daily Progress*** (a Charlottesville daily newspaper) quoted Terence P. Ross, a member of the University of Virginia Board of Visitors, stating that he felt "in some cases the University has been reaching below its own academic standards to admit black students." Not surprisingly, the statement precipitated heated debate on affirmative action, and more specifically, on the place of "Race in Admissions." In responding to Mr. Ross's disparaging remarks, I stated in a letter to the editor (***Daily Progress***, September 15, 1999) that Ross's comment is a "slap in the face to African American graduates who have distinguished themselves and the University by making major contributions to society in a variety of areas."

My major concern since this debate has risen has been the psychological impact that it has on African American students. As I've observed African American students' behavior, I've noticed that many appear psychologically stressed. However, I think that strong supportive statements from President John T. Casteen, the Faculty Senate, the Association of Black Faculty and Administrators, the University's Admission Committee, Student Council, the Charlottesville City Council, and the Albemarle Board of Supervisors have done a great deal to help lift their spirits. In addition, student groups have actively and vocally supported this cause. African American students wore all black at the VA Tech football game in support of the issue. Later, a student and faculty organization held a "teach in" to endorse affirmative action and to celebrate diversity. Ordinarily, it's challenging to be a black student on a predominately white campus. Currently, it is becoming even more difficult with the strong wave of anti-affirmative action sentiments sweeping the country. One thing we can do to help our children now is to discuss this issue openly and honestly. Many of us tend to shy away from issues of racial discrimination. We must, once and for all, break this "culture of silence." What we need to do, instead, is to talk to our sons and daughters, and ask them how they feel walking "the Grounds" these days. Ask them how they feel in the classroom, in the residence halls, and at social events. We are kidding ourselves if we think they are unaffected by this issue. We should warn them against internalizing their feelings and having those feelings smolder into a burning sense of inadequacy.

For the past two months, the University has become a verbal battleground in the controversy over affirmative action. As many are aware, affirmative action has worked quite well here at an institution born in segregation. In thirty years, it has managed to produce the highest rate of black graduates of any other public institution in this nation. We should celebrate affirmative action. We should acknowledge that some positive action had to take place in order to compensate for past inequities.

Recently, I asked my Sociology 410 students (I teach a course titled The Sociology of the African American Community to upper division students) and a number of other students in the Office of African-American Affairs and on Grounds how they feel about the controversy of affirmative action. I specifically asked my class to write a one-page statement detailing the psychological impact that this debate on affirmative action has had on them. To give you a better idea of how African American students feel about this issue, I will share a few of their statements. A fourth-year African American female stated, "Unfortunately, most people of all races, including African Americans, are ignorant to what affirmative action is, how it is used, and its historical relevance. Affirmative action is often equated with unqualified or less qualified. The psychological impact this policy has on black students is overwhelmingly negative. It is negative because the misconceptions impel black students to either disassociate themselves from affirmative action or feel a constant need to prove themselves."

Another student stated, "Although I support affirmative action and I do understand the dynamics of oppression, racism and white supremacy, I cannot escape the negative psychological impact. Whether I am in class or just conversing with other white students, I constantly feel obligated to prove my intellect in order to disprove the misconception of affirmative action." A white male student noted that affirmative action has two extreme effects on African American students, and another set of equally, diverse reactions on many other students. He says, "For African Americans I've spoken with in this class and outside of it, it can either create an atmosphere of shame ('I don't want to think I'm here just because I'm black') or of anger ('I don't feel like I'm wanted here.'). For white students, it creates racism. ('They don't belong here because my friend who had a 1400 SAT isn't here and they are.') To most white students,

(continued next page)

(continued from page1)
affirmative action is irrelevant, but some hold a vague grudge because they perceive it has a negative impact on people like them." These statements made by students clearly reveal their resentment and suspicion of and against affirmative action because they feel this policy undervalues their personal achievement. This is a regrettable cost of a policy that was intended for corrective action. Some of the media and anti-affirmative action forces are intent on insulting and destroying the self-esteem of the beneficiaries of affirmative action. A more accurate picture of what affirmative action has done for the nation could perhaps neutralize the lingering effect of the students' feeling of mortification. Eric Foner, professor of history at Columbia University, recently stated, "Thanks in large measure to a generation of affirmative action policies by public and private institutions, not only has the traditional color line been dismantled, but in every realm of American life, from sports and entertainment to universities, corporate boardrooms, and the military, an unprecedented racial diversity has been achieved and non-whites play roles inconceivable only a few decades ago."

Paul Gaston, Professor Emeritus at UVA, who spent 40 years here teaching history, in June of 1999 wrote ***Honor to the Class of '69 Reflections on Affirmative Action***: "For their part, black students in large numbers have become loyal alumni, the number of them making financial contributions to the University slightly exceeding the alumni average. This is but one of the many validations of the courage, sacrifice, and wisdom of their predecessors who made their admission possible." I constantly tell African American students that "knowledge rebuts ignorance." We must help them become more knowledgeable about all of the issues. We cannot leave our children in a predominately white institution and not take opportunities to educate them about issues of race and how it will affect them. And we must do it now.

Office of African-American Affairs' Staff

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If you wish to support the Office of African-American Affairs with a contribution, please remember to make the check payable to "The UVA Fund/Office of African-American Affairs."

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Affirming Diversity! Affirming the University of Virginia's Admissions Policies! Affirming the Right Thing to Do!!

The 1999 fall issue of ***Visions*** is devoted to capturing the substance, the debate, and the actions embroiling the University of Virginia community since January 22, 1999. At that time, the Center for Equal Opportunity released a report, "Preferences in Higher Education," alleging that the University of Virginia (and several other Virginia colleges) offered admission more readily to African American applicants than to others. The ensuing months have been marked by discussions, debates, forums, rallies, letters, and other activities. John T. Casteen, III, the president of the University of Virginia, affirmed on several occasions throughout the year both the practices of the Office of Admissions and the importance of diversity to the University. In an open letter to the community on September 29, 1999, he provided both the historical and moral context for UVA's race sensitive procedures. The end result for now of the discussions and soul-searching by all (i.e. students, faculty, administrators, Board of Visitors' members, area citizens, and parents) was the Board of Visitors' resolution to support the University's admissions policies and to defend them.

Defining Affirmative Action

© Paul M. Gaston

"....[Affirmative Action] bears no generic, historic, analogous, or constitutional relationship to racial discrimination and the white supremacy myths that created it. What affirmative action in education does mean is

a broad effort to identify potential black applicants and to encourage them to apply for admission, often in the face of institutional and emotional barriers;
judging each applicant holistically as an individual, not as a member of a race;
offering admission to black students whose application materials are predictive of their success in the University;
offering admission to some black students whose SAT scores and high school grades are lower than those of some white or Asian or Hispanic applicants who are not offered admission;
a systematic program of encouraging successful black applicants to accept their offers of admission;
an objective measure of the success of these actions in achieving their goals.

These are the particular forms of today's affirmative action. They are the manifestations of a philosophy rooted in the American Dream. The values and beliefs that give rise to and justify affirmative action, its ultimate reason for being, need to be recalled. These include the belief that

black people, not individually but as a race, are not genetically inferior to white people;
universities share a national obligation to acknowledge and use their resources to help overcome the effects of historical racial discrimination;
Virginia's obligation is peculiarly enhanced by its long history of slavery, segregation, and the denial of education to Afro-Virginians;

- the effects of historic racial discrimination are far from having been eliminated in social institutions and individual assumptions;
- abolition of affirmative action would be a major setback for the university's efforts to overcome the effects of historic racial discrimination;
- affirmative action neither excludes nor favors any individual solely on the basis of race;
- affirmative action is a positive, not a negative, action. It harmonizes with and is essential to the University's overall mission to produce the best educated, most creative, responsible, and public-spirited citizenry possible.

Misconceptions about the admissions process often spring from an unexamined assumption that universities base their admission offers on estimates of the candidates' academic promise. Such estimates, according to this assumption, can be based objectively on standardized tests and high school grades, with perhaps letters of recommendation thrown in. Such estimates of academic ability are obviously important. But their importance is blown completely out of proportion and their relevance skewed when critics claim discrimination because applicant A was denied while applicant B, with a lower SAT score, was not. In fact, this must be a normal part of the admissions process, essential to the university's mission. No respectable university bases its offers of admission on estimates of academic ability alone. That would not repudiate the fundamental goals and aspirations of higher education in America. Harvard, for example, could probably fill up its freshman class with high achievers from one or two states, most from similar upper- and upper-middle-class backgrounds - with the ironic result that they would stop going to Harvard because it did not have the cosmopolitan student body they wanted and expected.

As Dean [John] Blackburn [UVA Dean of Admissions] patiently explains, he and his associates try to take a holistic approach, judging each applicant as a whole person, taking into account, in addition to academic ability, the peculiar interests, needs, talents, skills, sex, race, nationality, and place of residence - all these and probably more. The result is that some students from every applying category are rejected: white, black, Hispanic, Asian-as well as male and female, brilliant and not brilliant, rich and poor, athlete and non-athlete, the musician and the tone deaf, leaders and followers, Virginians, and non-Virginians. To say that one of these whose application for admission is not successful is a victim of "discrimination" is to empty the word totally of its derogatory meaning - *making choices on the basis of class or race or category without regard for individual merit; to show prejudice*-and return it to its literal meaning-*to make clear distinctions; to make sensible decisions; to judge wisely; to show careful judgement.* Understanding the word this way would be a good thing, but it is not likely that an opponent of affirmative action would agree, would concede that we have to make choices and that our discriminating judgement should be trusted. And yet that is precisely what a moral and fair university must do to meet its obligations to the citizenry, the national interest, and students. There is no magic formula, no fixed scale for assigning points for each human characteristic. There is discrimination, good faith, a sense of history, and the vision of a future made better by our colleges and universities.

Extracted from *Honor to the Class of '69, Reflections on Affirmative Action: Its Origins, Virtues, Enemies, Champions, and Prospects*, by Paul Gaston., June 1999, pp. 15- 18. Paul Gaston is Professor Emeritus of History at the University of Virginia.

The publication in its entirety can be found at the University of Virginia Equal Opportunity Programs' website: www.virginia.edu/~equal/hon.doc

Letter to the University Community from President John T. Casteen, III on

Equal Opportunity in Admissions

September 29, 1999

The debate about the University's admissions procedures may have come to the point of generating more heat than light, but the issues are complex and important enough to make me think that this additional statement is necessary. The issues are easy to misunderstand or misrepresent. Few people really understand admissions well; yet many care deeply about admissions. This letter is an attempt to bring the community back together in a dialogue about one of our most serious concerns.

Some news accounts give the impression that there are only two sides to the question of how to achieve diversity and that these two sides are intractably opposed. The good news is that this is not the case. Perhaps the bad news is that there are many more than two sides, and that we are at risk of losing our grasp of the whole situation. My experience has been that students, faculty and staff members, and members of our several boards, including the Board of Visitors, believe that the University must enroll students who are broadly representative of the state of the nation. Sustaining diversity was one of the Board's consensus goals at its planning retreat in July.

The controversy is not about this goal. It is about how to achieve the goal in a manner concordant with the law - a topic that few people outside the Admissions Office can justly claim to understand, and one that probably needs to be understood if this discussion is to produce consensus rather than fragmentation. Recent court decisions, none definitive but all suggestive of the evolving politics of the judiciary; the necessary isolation from detailed public scrutiny of selections that involve applicants' personal information; and each discussant's personal interest - these elements of the debate perhaps get in the way of genuine understanding.

I have a personal stake in this debate. I was dean of admission here in the years when minority, especially African-American, students began to come in large numbers and when their success began to attract national notice. Partly because of this experience, I believe in opening opportunity to students of diverse backgrounds - perhaps especially to those whom Virginia excluded by law for more than 125 years. I think other community members, certainly including the Board, share this belief.

History and morality have stakes as well. Alongside other Virginia colleges and universities, we have worked over the years to remedy the brutal and specific costs (to students, to the state's moral character, to communities) of Virginia's history of racial segregation and especially the costs of Virginia's "Massive Resistance" to U.S. law. Much of today's problems derives from Virginia's refusal to desegregate its schools under orders of the U.S. Supreme Court and its decision instead to seize and close local schools (including Charlottesville's - schools that altogether enrolled roughly 17% of the state's children at the time) to keep black students out of white classrooms. These things said, my purpose today is to state for the record how we go about making the University of Virginia reflect and predict the character of the community it serves.

First, the University operates within the rule of the law. The Office of Admission adheres to this rule. The problem: No one is confident now what the law is. Various legal precedents apply, among the commitments made by Virginia's governors and legislature to remedy the damage done by de jure segregation and the Supreme Court's decision in the Bakke case (1978), which people generally understood as defining how universities may go about assuring diversity in their student bodies. Neither precedent offers much comfort to anyone in this debate. The Adams Case (1969), under which Virginia committed to provide remedies for its history of excluding black students from white colleges, is no longer in the courts, and the most recent related case excluded the use of scholarships to attract minority students to the University of Maryland. So far as I can tell, the courts have abandoned the Adams requirement for remedies and have left universities with no guidance on what they ought to do, must do, or can do. Bakke remains in place as a national rule, but the Hopwood decision sets it aside as precedent in the Fifth Circuit and leaves our lawyers and the Board with no clear rule of law for our own Fourth Circuit. Current litigation in California and Michigan may eventually generate clear rules, but we do not have those rules now.

Second, the University has never decided admissions cases solely on the basis of race or any other single factor. Because the state of Virginia systematically rejected affirmative action (quotas, deadlines) as the rule in its Adams plans and instead pledged equal opportunity (goals, timetables), we have never had quotas for any group of people - black, white, Hispanic, Asian. The representation of diverse ethnic groups in the entering class varies from year to year, depending on who applies and who qualifies and how the Admissions Committee builds the class student by student. We have never published or used cut-off scores for SAT scores, specific grades or any other quantitative indicator. Selections have never been numerically driven. The goal has been and remains to understand each applicant in the context of her or his own origins, experiences, academic preparation, capacity to contribute here, and demonstrated capacity to do the work required to graduate on time, on track.

The student body demonstrates the integrity of this process. It is well rounded, diverse, and remarkably competent. So as far as I know, no statistical or other evidence supports the notion that any defined group of our students is unqualified to be here, fails to perform, fails to contribute, fails to graduate on time, on track, or fails to achieve after graduation.

Third, the argument about "using race" adds little to the discussion. It reflects little comprehension of how the class is built or of the complex science on which SAT and other credentials are built, normed, validated, and related to success here. We do not build from the top (the highest SAT score or high school average or whatever) down. Rather, we build with constant attention to the qualities desired in the class. Virginia status, experience of adversity or challenge, being a recruited athlete or the child of a graduate or someone recommended as having special talents - these very different characteristics (and others) necessarily influence the committee's reasoning. I wrote last spring that zip codes, parental income, and other sorting devices that have no

rightful place in the process are better predictors of SAT scores and other quantitative indicators than are race or determination to succeed or personal integrity. That's true. It is also disgraceful. It reflects the reality that 40 years after desegregation the Virginia child most likely to attend an under-funded public school and least likely to encounter the AP courses and rigorous programs that prepare students to come here is an African-American child. And that child's parents and grandparents faced very much the same realities in their own schools.

A student body selected on the numbers alone would be largely out of state. Its in-state members would come predominantly from a handful of school districts in the most affluent regions of the state, indeed from the most affluent neighborhoods in those regions. Most students' parents would have post-baccalaureate degrees. Remarkable numbers of the students would have done things we might all like our own children to do - have had piano lessons as children, played soccer in high school, have gone to summer camp, have visited Europe, perhaps have had several personal computers at home, have relaxed in large grassy backyards, have driven their own cars. Most would be white, native speakers of English, who did well in all subjects. We might still claim to have well-rounded students, but we would probably not have a well-rounded student body with diverse talents, interests, and aspirations. On the extreme end of a spectrum, we might all have the same conversation, value the same achievements, think the same way. Instead, the student body is made up of students whose families came to this country from Europe, Asia, Asia Minor, Africa, Central and South America, from the Caribbean islands. We have athletes, artists, musicians, writers, and actors, people interested in government. And all of them, all of them, measure up as students. Yes, there is a disparity between the SAT scores of white and black students, but one well below the 1.96 standard deviations that define a statistically significant difference. And yes, the graduation rates for white and black students are about the same. All of our students, black, white, athlete, non-athlete, Greek, non-Greek, Asian, Native American, children of alumni and children of parents who never saw a college classroom, students from all regions of the state, the country and the world, graduate at essentially the same rate - between 87% and 92%. And that is a rate equaled by no other public university and by no more than a dozen or so private universities. When one compares apples and apples, no other student body even comes close.

The admissions system has worked well since it was first developed in the early 1960's. As all management systems do, it needs regular attention, and it gets that attention. At the Board's initiative, we are designing a summer program that will engage students from middle school through high school - a strategy that works and works well. And the Office of Admission has new resources for recruiting and for staff - improvements for now that could become essential if the Supreme Court replaces the Bakke rule with a new rule that makes it harder to maintain diversity. We believe that the admissions system is legally defensible. Other institutions continue to make inquiries about how we do it. As recently as yesterday, I heard that question from the board chair of another institution.

People (students and faculty) come here partly because we believe in open discourse. In this place created to foster tolerance and cultivate reason, no one is denied the pulpit. Sometimes the debate is elegant and heady. Sometimes it may not be. Either way, debate pushes us to see issues at their extremes, and to find consensus by the hard process of honest difference. Our common purpose, Board members and faculty, students and alumni - must be and is to sustain learning within a community that cherishes equity and excellence. I believe that we all understand this, and that we agree. It is time to redefine the common ground so that we can get back to the business of identifying, recruiting, admitting, enrolling, teaching, and eventually graduating students at least as diverse in background, talent, and promise as the ones we know and treasure.

Finally on a personal note. I know many of the participants in this debate, and obviously I know the Board of Visitors, and I value them - all of them. Regardless of whatever differences may arise, these are people of good will and good sense. One of the hardest topics confronting our society today and in the face of what has become a scandalous lack of clarity in the law, they are working in ways to support equity and excellence here. People may disagree on various topics, but disagreement is not news. We agree on the essential values. The Board members and others who participate in this discussion have serious responsibilities, including the responsibility to listen carefully to others' opinions and to respect differences as well as concurrence. Let us conduct the discourse with the intention of generating more light and less heat.

This is a debate about what we are as a community and what we will be, about how we fulfill the most idealistic and most essential mission in all of American education. It deserves to be conducted in the open, with dignity and decency, and with determination. It cannot be conducted by means of personal attacks or by means of casual generalizations that dehumanize others. And it deserves to be driven by compassion, by awareness of moral responsibility, and by optimism about the young.

Board of Visitors Resolution
October 16, 1999

The Board of Visitors unanimously endorses the University's continuing commitment to recruiting and enrolling students of diverse talents and backgrounds. It also supports the changes made by the President in the University's undergraduate admission system. The admission system considers each applicant on the basis of his or her merits, in an equitable manner, and in accordance with law.

Every student admitted under our policies is qualified to attend. Each one deserves the finest education we can offer. By any measure, the University boasts one of the strongest student bodies in American higher education. Its students graduate on-time and on-track at higher rates than those at all but a handful of institutions. The academic success of its African-American and other minority students are the envy of every major university. The system works. We are prepared to defend it.

Cultivating diversity within the University community takes commitment, but brings indisputable benefits. The Board and the administration consider maintaining diversity a top priority now and in the years to come.

Affirmative Action Time Line

January 22, 1999
Center for Equal Opportunity Releases Report, "Preferences in Higher Education," alleging the University of Virginia practices reverse discrimination in admissions.

January 29, 1999
University of Virginia Board of Visitors (BOV) decides to examine UVA's admissions practices.

February 24, 1999
Students and faculty favoring affirmative action rally on the Lawn.

March 2, 1999
Jefferson Leadership Foundation hosts forum, "Racial Discrimination in Admissions." Linda Chavez (CEO of the Center for Equal Opportunity and former U.S. Commissioner on Civil Rights under Ronald Reagan), and John Blackburn (UVA Dean of Admissions) debate issue of affirmative action and UVA's admissions practices.

April 14, 1999
The UVA Office of Equal Opportunity Programs, Office of Admissions, and Office of African-American Affairs sponsor a forum on the "Benefits of Diversity."

April 15, 1999
John T. Casteen, III, President of the University of Virginia, defends diversity and UVA admissions practices in his annual "State of the University" address.

September 11,1999
The September 11, 1999, issue of the ***Daily Progress*** quotes Board of Visitor member Terence Ross as saying that the Office of Admissions has in some cases reached "down... academic standards to recruit Black students."



Photo by Stephanie Gross

September 15, 1999
Charlottesville Chapter of the NAACP demands apology for Ross's remarks.



Photo by Peggy Harrison

September 15, 1999
The ***Daily Progress*** cites letter by M. Rick Turner, Dean of the Office of African-American Affairs, condemning Ross's statement as an insult to Black students and alumni.

September 16, 1999
Julian Bond, national chair of the NAACP, releases statement defending the University of Virginia's admissions practices.

September 23, 1999
Students and faculty gather on the Lawn in support of affirmative action and diversity.

September 23, 1999
The Walter N. Ridley Board of Directors (African-American alumni) sends letter supporting UVA's current admissions practices to Terence Ross.

September 25, 1999
Virginia State Conference of the NAACP asks James S. Gilmore, III, Governor of Virginia, to remove Ross from the Board of Visitors.

September 26, 1999
UVA Faculty Senate releases statement supporting affirmative action.

September 28, 1999
Office of African-American Affairs' Parents Advisory Association releases letter supporting President John T. Casteen, III, and affirmative action.



Photo by Stephanie Gross


Photo by Stephanie Gross

September 29, 1999
John T. Casteen, III, President of the University of Virginia, releases letter defending "equal opportunity" in a historical and moral context.

September 30, 1999
James S. Gilmore, III, Governor of Virginia, sends letter to the chair of the Virginia Chapter of the NAACP noting that the Governor does not dictate admissions policies to Virginia colleges and Universities. He also indicates that the Board of Visitors' members "do not serve at the will of the governor."

September 30, 1999
During a forum sponsored by the Jefferson Literary and Debate Society, UVA Rector John P. Ackerly, confirms the Board of Visitors' commitment to maintaining diversity at the University of Virginia.

October 2, 1999
Showing support for affirmative action and diversity, several hundred students wear black to the University of Virginia / Virginia Tech football game.

October 4, 1999
Charlottesville City Council unanimously passes resolution supporting UVA's affirmative action policies.

October 6-7, 1999
Advocates for Diversity hold an October Camp to teach about and support affirmative action and diversity issues.

October 7, 1999
Association of Black Faculty and Administrators releases letter supporting UVA's admissions policies.

October 12, 1999
University of Virginia Committee on Equal Opportunity and Affirmative Action sends letter supporting UVA's affirmative action policies to the Board of Visitors.

October 12, 1999
Student Council passes resolution supporting UVA's admissions practices.

October 13, 1999
Graduate Student Council passes resolution supporting UVA's admissions policies.

October 16, 1999
Charlottesville area citizens, and University students and faculty gather on the Rotunda steps to support affirmative action.

October 16, 1999
Board of Visitors unanimously passes resolution supporting UVA's admissions practices, noting "we are prepared to defend" them.

October 23, 1999
During the Family Weekend University Forum, Patricia Broussard of the OAAA Parents Advisory Association, praises John T. Casteen, III, for his steadfast support of admissions practices and for his commitment to a diverse student body.

The Peer Advisor Program of the Office of African-American Affairs Cordially Invites You to Harambee II

(A Program Celebrating the Achievements of the 1999 Entering Class of African-American Students).

The keynote speaker is alumnus Robert Bland ('59), the First African-American to receive an Undergraduate Degree from the University of Virginia.

Sunday, January 23, 2000
2:00 p.m.
Newcomb Hall Ballroom

Casteen and Office of African-American Affairs' Peer Advisor Program Cited for Character

University of Virginia President John T. Casteen, III, and the Office of African-American Affairs' Peer Advisor Program were among those recently cited in ***The Templeton Guide: Colleges that Encourage Character Development.*** Designed for students, parents, and educators who believe that character matters, the Templeton Guide contains profiles of 405 exemplary college programs in ten categories and 50 college presidents who have exercised leadership in character development. In addition, 100 colleges and universities were named to the Templeton Honor Roll for their record of commitment to inspiring students to lead ethical and civic-minded lives.

"John Casteen and the University of Virginia's strong commitment to character development make it a model for colleges and universities nationwide," said Arthur J. Schwartz, Director of Character Development programs at the John Templeton Foundation. "With ***The Templeton Guide,*** we hope to help prospective college students and their parents who want to know what colleges are doing to promote the core values of honesty, self-control, respect, and service to those who are less fortunate. It identifies colleges that encourage students to understand the importance of personal and civic responsibility, which will help them succeed in college and beyond."

Casteen was lauded for his presidential leadership. In its deliberations, the Templeton Foundation sought men and women who "visibly demonstrate a personal commitment to establishing character development as a high priority for their institution." Casteen was praised for his work with the capital campaign as well as in areas of student citizenship, the Virginia 2020 Initiative (long-range, strategic planning for the 21st century), and the strengthening of the university's intellectual community.

The Peer Advisor Program of the Office of African-American Affairs was honored in the first-year program category for its work with entering first-year and transfer African-American students. Criteria for Exemplary Programs included a strong character-development component and evidence of positive impact. The OAAA Peer Advisor Program goes beyond assisting students with their transition to college to also influencing and helping shape their lives through examples. As Sylvia V. Terry, Associate Dean and the program director puts it, "Students use Peer Advisors not only for information, but for direction-setting as well."

In addition to Casteen and peer advising, other University programs were recognized. Madison House (UV community service) was acknowledged in the Volunteer Services category and the Honor System in the Academic Honesty Programs category.

In words which echo the sentiments of many on Grounds, Terry noted the pride in having the University of Virginia, its special programs, and president featured in the publication. "In time such as these, when headlines are filled with discord and unrest, it is heart-warming to know that there are colleges, programs, and people who operate out of the heart–out of what is morally right and correct. It's good to see them get a pat on the back and what I'll call a symbolic hug. We have to be proud that the University of Virginia- its president and its programs- are among that elite group."

Office of African-American Affairs
Luther P. Jackson House
#4 Dawson's Row
Charlottesville, VA 22903

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Attachment C

Brainstorming, February 19, 2001
Recruitment, Enrollment, Retention, and Graduation

List of Responses: Why Involved and Expectations

- Structural Reforms
- Make the issues less black and white…bring in other ethnicities
- Dealing with issue in moving forward
- Considering the satisfaction of current students as a reflection of problems
- Making the class more diverse…having more diverse teachers
- Recruitment through the undergraduate and graduate levels
- Viewing diversity in light of global competition…focusing not just on racial diversity, but cultural diversity as well
- Alumni wanted to see progress of the University from the time since they had been enrolled
- Outreach to students of color with University Career Services
- Diversity as social justice
- Challenging students to become more interested in the issue of diversity
- Trying to recruit minority students to graduate programs
- Diversifying the Medical School class in order to provide doctors to underserved areas
- See minority students in leadership roles

Specific Comments During Discussion

- Fear that people might think the conference was about trying to cover up a fundamental wrong in admission --- that admission policy is tainted since merit is not always used
- We need to remember the ancestors of people who could not come to UVA and were paid to go elsewhere. Why would they encourage their children to come to a school where they were refused? How do we deal with this population?
- Why are people not making arguments about admitting athletes and legacies
- When we look at higher education, things have changed, but the faculty has remained the same in their philosophy on diversity
- The issue of the climate – whether students stay enrolled and whether their experiences at the University dictate what they tell others and whether others will follow in enrollment
- Diversity as a lived idea
- Concern about next year's class – what are we going to do here today to bring in a diverse class
- Need more African American and Latino students in college preparatory classes – need to provide a program in secondary schools
- Money talks!! Need more scholarships and financial aid

- Need to go back to a personal connection between the student and college because the student impression of the school is important
- We are doing a good job (are in top 5 public schools), but we are not selling UVA – we're timid about talking about the University
- On defending our admissions policies; let's be aggressive and talk about why we are doing what we're doing –tell people we are following Jefferson's idea in making strong citizens
- Need to understand the context on which the attack on Affirmative Action is taking place
- What ways have we changed structurally
- How can we develop a different institution
- Need to address the way we've always done well
- Putting together more residential colleges like Hereford and Brown
- On first-years choosing housing: first years should be randomly assigned to Alderman Road and McCormick Road to curtail self-segregation
- Random group formation in classes as a way to promote diversity
- Achieving diversity in all majors
- How prepared are we to deal with the world 40 years from now? What are we doing now?
- Right now we are sending people out to see why we aren't getting black applicants --- people are talking to parents and pastors
- Why don't Charlottesville residents come here? Students may hold back due to how their parents are treated who work here
- Creation of an informative website
- Training of faculty concerning sensitivity issues and techniques in dealing with diversity

Attachment D

A Preliminary Study of the Academic, Intellectual, and Social Satisfaction Levels of African-American Graduate and Professional Students
April, 2000

by

Cornelius L. Bynum
Assistant Dean
Office of African-American Affairs

I. Introduction

In order to better understand the needs and concerns of African American graduate and professional students, the Office of African-American Affairs (OAAA) developed this preliminary survey to collect data on the degree to which these students are satisfied with their academic, intellectual, and social environments.[3] A secondary purpose of this survey is to identify those factors that most influence these students' overall experience at the University. Hence, the OAAA fielded a trial version of this survey in the fall of 1999 to establish a baseline set of results and identify methodological problems.

II. Methodology

Participants

Sixty-eight African American graduate and professional students responded to this survey. The respondent pool includes representatives from nine of the University's 10 academic schools; the School of Continuing Education is the only unrepresented unit. The final sample consists of 19 men and 49 women. Twenty of the 68 respondents received undergraduate degrees from the University of Virginia. 31 first-years, 13 second-years, 12 third-years, 6 fourth-years, 1 fifth-year, 2 sixth years, 1 seventh year, and one student who did not specify returned responses. Due to the significant gender bias, all results will be reported by gender.

Apparatus

The survey is divided into four sections. The first section, Student Profile, consists of a series of eight questions designed to gather demographic data on each respondent. Section two, Academic and Intellectual Life, asks a series of seven questions about ways in which respondents conduct research or work on assignments, interactions with faculty advisors or mentors and department faculty, and interactions with other students in their program. Section three, Graduate Student Social Life, is a four question series designed to gather data on graduate student social activity and what role they feel the OAAA should play in providing such activity. Lastly, section four asks respondents to rate their overall satisfaction academically, intellectually, and socially.

[3] For the purposes of this study, the term "academic environment" refers to occurrences and interactions directly related to a student's academic and/or research experience; the term "intellectual environment" refers to those extra-curricular and informal groups, activities, and events that encourage students' scholarly interests; and the term "social environment" refers to interactions, activities, and events that do not relate to a student's academic or research interests.

Procedure

This survey was sent out through the OAAA e-mail list of African American graduate and professional students. Students were instructed to fill out the questionnaire and return it electronically. For the purposes of this survey, e-mail prove very useful because it allowed the OAAA to distribute the survey instrument to all registered African American graduate and professional student quickly and without cost. However, this means of distributions has limitations as well. All e-mail messages have origination tags, information that identifies the sender, the recipient, date of creation, and location of origin. Consequently, respondent anonymity could not be guaranteed. It is likely that this circumstance discouraged some students from participating in this survey. Nonetheless, the survey was initially sent out in October 1999. A follow-up mailing went out in January 2000. In addition, periodic electronic reminders were also sent out through the OAAA e-mail list. All responses were numbered and the data recorded into a Microsoft Excel spreadsheet.

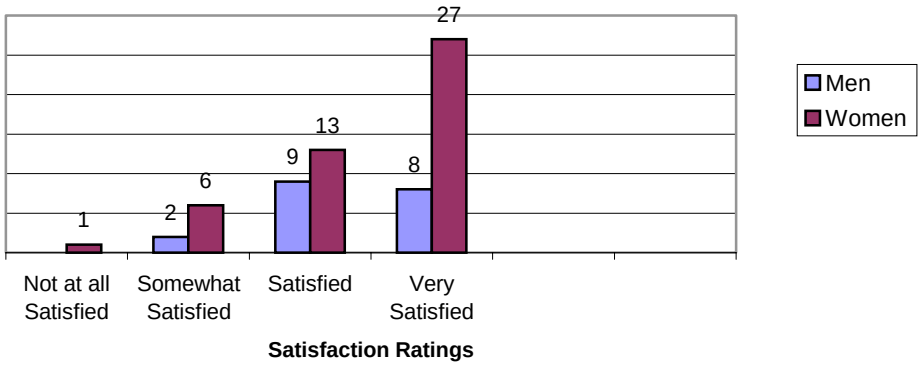
III Analysis

Level of Academic Satisfaction for African American Graduate and Professional Students

As stated above, one of the main purposes of this study is to determine the degree to which African American graduate and professional students are satisfied academically. In general, the data collected from this sample indicate a high level of satisfaction in this regard. Fifty-seven of the 68 survey respondents, approximately 84%, rate themselves as satisfied or very satisfied with the University's academic environment. Although African American male students rate slightly higher satisfaction levels than African American female students, both groups share a high academic opinion of the University. Of the 19 men that responded to this measure, 17 rate themselves satisfied or very satisfied (89%); 40 of the 47 women respondents rate themselves satisfied or very satisfied (85%).[*] Figure 1 depicts this graphically.

[*]These numbers are aggregated totals of the number of respondents that rated themselves as satisfied or very satisfied. Combining these categories in this way provides a more descriptive picture of the overall trends in the students' responses. This technique is used throughout this report to summarize its findings. Please refer to the appropriate graph or chart for the specific number of respondents in each category.

Figure 1: Overall Academic Satisfaction by Gender



Similarly, when separated by school the data again indicates a high level of academic satisfaction. All 23 respondents enrolled in professional schools (Law, Darden, and Medicine) rate themselves as satisfied or very satisfied; 18 of them, 78%, rate themselves as very satisfied. Twelve of the 15, 80%, School of Education respondents classify themselves satisfied or very satisfied; of the 19 respondents enrolled in the Graduate School of Arts and Sciences (GSAS), 15, 79%, rate themselves so. Likewise, three of the four respondents, 75%, enrolled in the School of Architecture, the School of Engineering and Applied Science, the School of Nursing, and the School of Commerce rate themselves as satisfied or very satisfied.

Level of Intellectual Satisfaction for African American Graduate and Professional Students

Like the academic satisfaction levels, this sample generally rates its intellectual satisfaction high. Fifty-four of the 68 respondents, approximately 79%, classify themselves as satisfied or very satisfied in this regard. Yet, when the sample is divided into discernable categories, some differences appear. Whereas 17 of the 19 responding African American men (approximately 89%) rate themselves as satisfied or very satisfied, this satisfaction ratio drops to 37 of 47 (approximately 79%) for the sample's African American women. Figures 2 and 3 illustrate this disparity. Similarly, when divided by undergraduate institution, the data indicates that those students who received

Figure 2: Overall Intellectual Satisfaction of African American Men

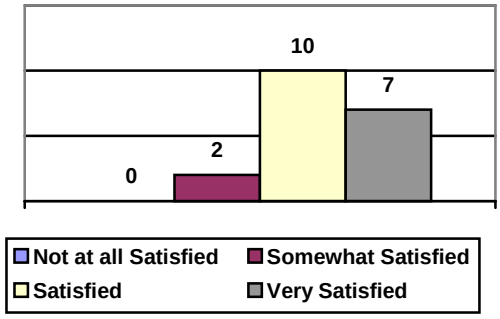
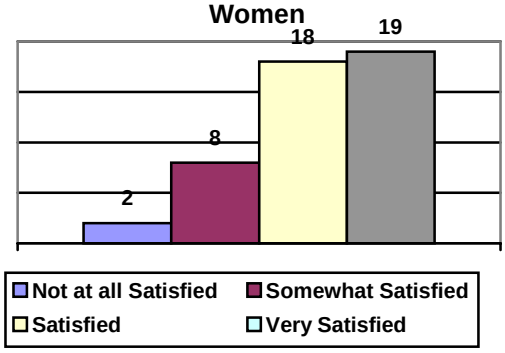


Figure 3: Overall Intellectual Satisfaction of African American Women

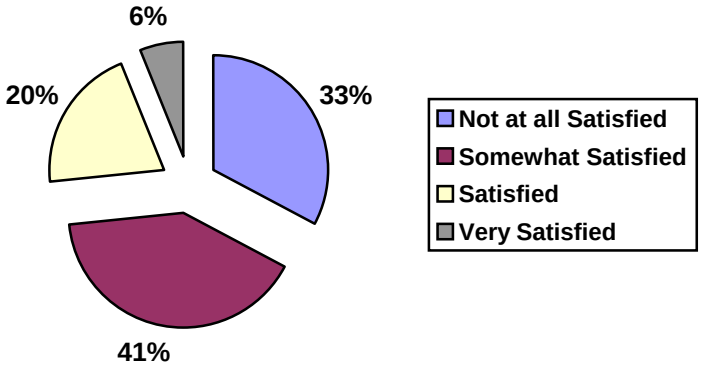


undergraduate degrees from the University are more satisfied than those coming from other institutions. Of the 18 respondents that attended UVA for their undergraduate training, all classify themselves as satisfied or very satisfied; only 36 of 48, 75%, respondents that trained elsewhere rate themselves as satisfied or very satisfied intellectually.

Level of Social Satisfaction for African American Graduate and Professional Students

The level of social satisfaction for this sample is much more mixed than its academic or intellectual satisfactions levels. When asked to evaluate their overall social satisfaction, 47 of the 64 respondents, approximately 73%, rate themselves as less that satisfied. Only four respondents, 6% of the sample, rate themselves as very satisfied in this regard. Figure 4 graphically depicts these responses. Notwithstanding this generally

Figure 4: Overall Social Satisfaction



high level of social dissatisfaction, clear differences emerge when the sample is divided by gender. As Figures 5 and 6 indicate, the level of social dissatisfaction for African American women, 78%, is significantly higher than that of African American men, 61%.

Figure 5: Men's Overall Social Satisfaction

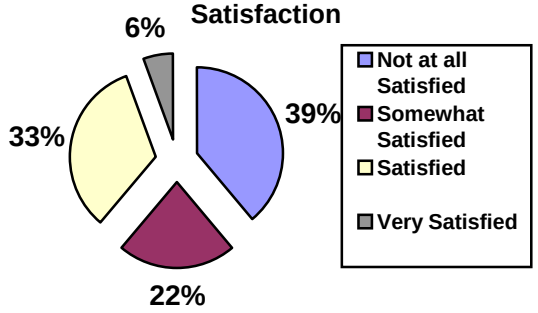
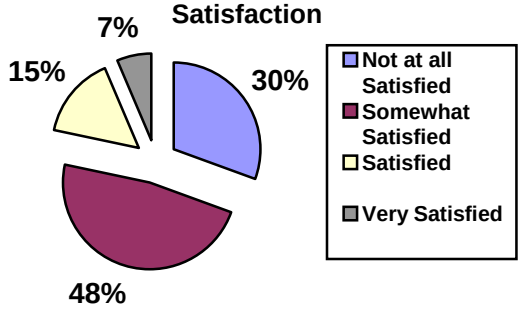


Figure 6: Women's Overall Social Satisfaction



Gender differences appear in other circumstances as well. For example, the sample's female population indicates that it spends more time per week engaged in social activities than men in the sample. When asked to estimate the amount of time devoted to social activities in a typical week, 26% of female respondents indicated that they spent three to four hours per week engaged in social activities; 23% indicated that they spent more than four hours per week engaged in social activities. For men, 17% indicated that they spent three to four hours per week engaged in social activities and 17% indicated that they spent more than four hour per week engaged in social activities.

Similarly, when divided by undergraduate institution, more variations in the data appear. Although the data indicates that the sample is generally less than satisfied socially, respondents that attended UVA for their undergraduate training are significantly happier than students coming from other institutions. Whereas 41% of the sample that received an undergraduate degree from the University rate themselves as socially satisfied or very satisfied, only 21% of respondents coming from other institutions rate themselves as such. Likewise, the disparity between UVA alumni and other students that place themselves in the lowest satisfaction category, "Not at all Satisfied," is significant. Approximately 24% of the sample's alumni respondents rate themselves as not at all satisfied as compared to 36% of respondents coming from other institutions. Figures 7 and 8 illustrate these differences. Division by school further illustrates differences in re-

Figure 7: Social Satisfaction for UVA Alumni

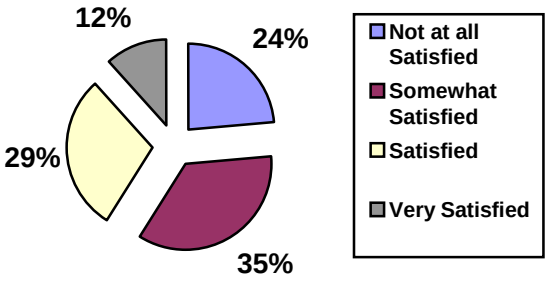
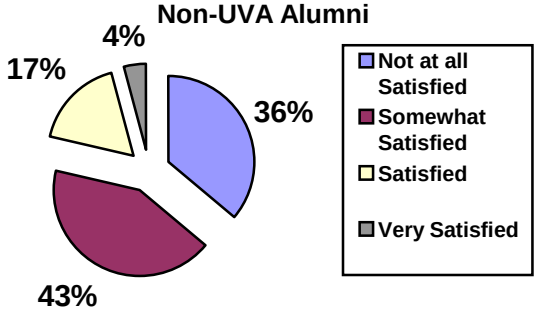


Figure 8: Social Satisfaction for Non-UVA Alumni



Respondent's satisfaction levels. Of those respondents enrolled in the Law School, 63% rate themselves as less than satisfied; 64% of respondents from the School of Education rate themselves as less than satisfied; 78% of respondents from the Graduate School of Arts and Sciences rate themselves as less than satisfied; 80% of those respondents enrolled in the Schools of Commerce, Architecture, Engineering and Applied Science, and Nursing rate themselves as less than satisfied; 83% of those respondents enrolled in the Darden School of Business rate themselves as less than satisfied; 86% of the respondents from the Medical School rate themselves as less than satisfied.

IV Summary and Interpretations

Notwithstanding the relatively small sample size and the unbalanced ratio of women to men in the respondent pool, the data collected in this survey gives a clear picture of the degree to which African American graduate and profession students are satisfied with the University's academic, intellectual, and social environments. It is not surprising to find such a high level of academic satisfaction within the sample given the quality of the University's academic programs and that students make informed choices about where to do their graduate training. What is notable, however, is that academically discontented students tend to identify similar causes for their dissatisfaction. In several instances, these students comment about both racial and gender alienation within in their department. In particular, one student noted that several African American women have left her department and that her experience has been "pretty awful;" another student commented that, excluding academic challenges, the most difficult aspect of graduate student life for her has been "dealing with racism and gender biases." These sentiments seem to reflect the experiences of a portion of students from a variety of schools.

Another common theme among academically dissatisfied respondents is an unsatisfying interaction with department faculty. When asked to rate their interaction with department faculty, each of these students classify themselves as less than satisfied. More specifically, these students comment about department faculty who, as one put it, seem more "preoccupied" with their research interests than "professionally developing their teaching methods." This circumstance appears to exacerbate tensions these students already feel in regard to race and gender.

In terms of intellectual satisfaction, the data again reflect a generally high level of satisfaction within the sample. However, as with academic satisfaction, significant disparities emerge when the sample is divided into distinct groups. As noted earlier, the sample's African American men are more likely to rate themselves as satisfied or very satisfied than the sample's African American women. This seems to indicate that the men are having an easier time connecting with colleagues, groups, and activities that nurture their interests. Conversely, the experience of African American women seems quite different. In this regard, it is notable that all of the respondents that classify themselves as not at all satisfied are women. One of these female respondents noted that her experience thus far could have been less of a "hardship and possibly enjoyable" with more events that unite African American students, faculty, and staff across the University and between related academic departments. In like fashion, students that received their undergraduate degree from UVA are substantially more satisfied intellectually than students coming from other institutions. Like the sample's male respondents, UVA alumni enrolled in graduate and professional programs have a significantly easier time connecting with groups, events, and activities that nurture their interests.

The social satisfaction findings are much more disturbing. Nearly three-quarters of survey's respondents are less than satisfied in this regard. The common sentiment expressed by survey respondents, including those that classify themselves as satisfied, is that there are too few social opportunities for African American graduate and professional students. As one student notes, "Charlottesville is not the best place in terms of a social life." While social activities and events are not the University's primary interest, the data indicate that the lack of such outlets contributes to feelings of isolation for these students. To this end, one UVA alumna respondent noted that she felt "much more isolated" as a graduate student than he did as an undergraduate. Another student touched on this theme in response to the question about the most difficult aspects of graduate student life at the University by answering, "alienation: [the] lack of diversity and [the] complete lack of a social life."

Here, too, gender is an important determiner of students' satisfaction levels. Although dissatisfaction level for both men and women are notably high, women are significantly more dissatisfied than men. While one might reasonably assume that the unbalanced ratio of men to women can, to some degree, account for this difference in satisfaction levels, it does not seems to be the sole factor involved. Women comment more frequently on their desire to interact with students outside their respective departments. This theme seems to corroborate the aforementioned difficulty African American women have in connecting with colleagues, groups, and, activities that nurture their interests. The comment of one student underscores this point. She noted that, since the average graduate student is a 36 year old women, the Office of African American Affairs should take this in account in planning events that appeal to "more mature women rather than 23 yr. old "bourgie" boys (or young women, for that matter)."

Not surprisingly, significant differences in social satisfaction levels exist between UVA alumni graduate and professional students and those coming from other institutions. As returning alumni, these students seems better equipped to connect with groups, activities, and events that nurture their interests. In many cases, these students have moved straight into another degree program and much of their undergraduate social network is still intact. For student new to the University, it is much more difficult to develop such social networks. Hence, students in this group are far less likely to classify themselves as socially satisfied.

V. Conclusions

Although the findings presented above are based on a small sample size, they demonstrate that African American graduate and professional students are generally satisfied academically and intellectually, but notably dissatisfied socially. Under further scrutiny, the data show that academically dissatisfied students consistently cite racial and gender alienation within their respective programs as the fundamental cause of their discontent. Moreover, in terms of intellectual satisfaction, the data highlight a clear difference between the satisfaction levels of men and women. Notwithstanding the generally high intellectual satisfaction levels for both groups, African American men are significantly more satisfied than African American women in this regard. Likewise, gender impacts social satisfaction levels in important ways. While nearly three-quarters of all African American graduate and professional students are less than satisfied socially, African American women are significantly more dissatisfied than African American men.

These findings indicate a need for greater attentiveness to the social adjustment issues with which African American graduate and professional students struggle. While some degree of dissatisfaction is expected because of the rigorous nature of graduate training generally, the social dissatisfaction levels found in this sample are extreme. In addition to the expected complaints of not knowing one's way around Grounds, not enough financial assistance, and too much work, these students consistently report

that the level of social isolation that they encounter is difficult to overcome as well as exaggerates other challenges of graduate student life.

The University, through the Office of African-American Affairs, the Office of the Dean of Students, and the Dean's Office of the respective schools, needs to be more attentive to the ways in which the social isolation African American graduate and professional students experience impacts their academic performance. Moreover, the aforementioned units need to extend further their programmatic and counseling efforts to help these students overcome this isolation. To this end, the University should coordinate and encourage academic departments to participate in events designed to help new graduate and professional adjust to graduate student life at the University. Like Spring Fling, the annual African American undergraduate admitted students' weekend, such events would served to orient new students to the University and facilitate the early development of important social networks with other African American graduate students. Such initiatives are particularly important for the smooth adjustment older students and those with families.

Moreover, the University should investigate ways to make communication between African American graduate students in different schools easier. For instance, this year the Office of African-American Affairs initiated an African American graduate student e-mail list to communicate information about events and issues of particular interest to this group of students. In their surveys, many students commented on the usefulness of this idea. They indicated that being more informed about such events and issues helped them feel more connected to the University generally and less isolated personally. The University should try to broaden this sentiment by supporting regular social events that help African American graduate students cultivate a cohesive sense of communal life at the University. To this end, the Office of African-American Affairs should be responsible for organizing regular African American graduate student mixers. Such events would provide meaningful opportunities for students in different disciplines to meet other African American graduate students and begin forming the kinds of relationships that effectively counterbalance the social isolation many of these students experience.

Lastly, further research into these issues is needed. While this study uncovered meaningful trends in the experiences of African American graduate and professional students, it is limited by its small sample size. By exploring further the issues raised in this report, the University will be better prepared to meet the needs of this group of students in the future.

Attachment E

Notes
Presentation on the Meyerhoff Program
February 5, 2001 Visit

Presenters: Dr. Lisa Morgan, Graduate and Professional Program Coordinator
Students: Kafui Dzirasa and Yasmine Ndassa

Meyerhoff Program run by UMBC is a science-based program created to encourage minority students to pursue PhD's in the fields of science, engineering, mathematics, and computer science. The RERGRT invited representatives to come to the University of Virginia so that it might learn more about the program operation. The interest was sparked by the success of the program and a desire to possibly see a development of a similar non-science based program for the University of Virginia.

Criteria for the Meyerhoff Program:

- Out of 600 applicants, only 200 are invited to come for the selections weekend in late February
- Merit-based program
- The following factors are considered:
    - 1200 SAT (must have 600 in Math)
    - GPA
    - Stated career goals and a desire to conduct research
- If the student is accepted the program will pay for out-of-state tuition (not many out-of-state applicants are accepted, since this is a costly endeavor)

Aspects of the program:

- Demographics of program: 75% African American, with the rest of the population composed of multiple ethnicities (including Caucasian and Asian-pacific)

Before entering the 1st year of college:
- Require students to come for six weeks during the summer before entering the University of Maryland to participate in a summer bridge program
    - While there during the summer students take two courses for credit
    - Students participate in academic field trips (e.g. trip to NIH)
    - Scientists are invited to speak to students

After entering college:
- Students in the program must maintain a 3.0 GPA
- Freshman and sophomores meet with an advisor once a month to review the student's grades, study habits, personal development, etc.
- During the freshman year students in the program must live together and in years beyond the freshman year, students must live on campus, but not necessarily in the same facility together

- Students attend scientific conferences (are able to continually present research)
- Study groups are formed (help students to realize that they cannot reach their goals alone)
- Students attend cultural events
- A community mentor who works in the science field is paired with each student
- The selection process interview involves current students in the program
- During the summers, students must be in summer school or participating in some type of internship
- Students not initially accepted in the program are allowed to transfer into the program after their 3rd year, having completed 32 credit hours of math and science with at least a 3.5 GPA
- If students are in good standing they can petition for 5th year funding

After leaving college:

- Wherever students choose to study for graduate school they are usually fully funded
- Students know how to form a strong support system

Funding:

- Endowment (initially $500,000)---total has been $6 million
- Mostly outside funding:
    - NIH
    - NASA
    - Corporate donors
    - Private donors

Obstacles of the program:

- The program has not always been in favor with everyone on campus, but now there is much more support
- There are complaints from other students not in the program (but the scholarship office is open for all students to receive support)
- There continues to be a struggle to direct students involved in the program to complete graduate school at the University of Maryland instead of other institutions of higher education
- The problem has not been solved of encouraging students to participate in academic medicine once they have received their professional degree (s)
- Working on encouraging computer science majors to go on to receive their graduate degrees, although many of these majors are offered high paying positions by companies after undergraduate graduation

Advice for developing a similar program:

- Need the support of the University's high administration
- Need money
- Need a supportive environment

Appendix 2. Roundtable Participants

Charting Diversity Roundtable Members
2000-2001

Mashal Afredi (Physical Space and Environment)
Shoaib Afridi (Physical Space and Environment)
Caroline Altman (Student Development)
Pete Anderson (Physical Space and Environment)
Beth Bailey (Recruitment, Enrollment, Retention, and Graduation)
Thomas A. Bednar (Policy, Procedure and Practice)
Rosalyn Berne (Community)
Mildred Best (Community)
Jack Blackburn (Recruitment, Enrollment, Retention, and Graduation)
Louis Bloomfield (Curriculum and Pedagogy)
Warren Boeschenstein (Physical Space and Environment)
Bill Bohn (Physical Space and Environment)
Dena Bowers (Recruitment, Hiring, Retention, and Promotion), (Policy, Procedure and Practice)
Melissa Bowles (Recruitment, Enrollment, Retention, and Graduation)
Reginald Butler (Recruitment, Enrollment, Retention, and Graduation)
Neil Bynum (Student Development)
Carolyn Callahan (Leadership & Governance)
Raymond Caro (Leadership & Governance)
Theresa Carroll (Student Development)
Marcia Day Childress (Leadership & Governance)
Ellen Contini-Morava (Recruitment, Enrollment, Retention, and Graduation)
Cheaka Correa (Community)
Robert Covert (Curriculum and Pedagogy)
Tracy Critzer (Recruitment, Enrollment, Retention, and Graduation)
Martin Davidson (Leadership & Governance), (Policy, Procedure and Practice)
Sharon Davie (Physical Space and Environment)
Angela Davis (Physical Space and Environment)
Pablo Davis (Recruitment, Enrollment, Retention, and Graduation)
Bob Dillman (Physical Space and Environment)
Franklin E. Dukes (Recruitment, Hiring, Retention, and Promotion)
Kimberly C. Emery (Policy, Procedure and Practice)
John Evans (Physical Space and Environment), (Student Development)
Jessica Feldman (Curriculum and Pedagogy)
Chantale Fiebig (Recruitment, Enrollment, Retention, and Graduation)
Abby Fifer (Leadership & Governance)
Elizabeth Fortune (Leadership & Governance)
Cindy Frederick (Community)
Nancy Gansneder (Community)
Lynden Garland (Leadership & Governance)
Martha Garland (Policy, Procedure and Practice)
Paul Gaston (Recruitment, Enrollment, Retention, and Graduation)
Kyra Gaunt (Leadership & Governance)
Brett C. Gibson (Policy, Procedure and Practice)
Joe Gieck (Recruitment, Enrollment, Retention, and Graduation)
David Gies (Curriculum and Pedagogy)

Faye Giles (Recruitment, Enrollment, Retention, and Graduation)
Cheryl Gomez (Physical Space and Environment)
Tabitha A. Gray (Policy, Procedure and Practice)
Robbie Greenlee (Recruitment, Hiring, Retention, and Promotion)
Valeria Gregory (Community)
Doris Greiner (Recruitment, Hiring, Retention, and Promotion)
Thomas Hall (Student Development)
Richard Handler (Curriculum and Pedagogy)
Laura Hawthorne (Community)
Cole Hendrix (Leadership & Governance)
Diane Gartner Hillman (Policy, Procedure and Practice)
Brad Holland (Community)
M. Terry Holland (Policy, Procedure and Practice)
Alec Horniman (Student Development)
Angela K. Hucles (Policy, Procedure and Practice)
Patrice Hughes (Student Development)
Satyendra Huja (Community)
Miya Hunter (Community)
Sharad Jhunjhunwala (Student Development)
Dearing Johns (Policy, Procedure and Practice), (Recruitment, Hiring, Retention, and Promotion)
Jenny Johnson (Recruitment, Enrollment, Retention, and Graduation)
Keira Kant (Student Development)
Sam Le Tom Kennedy (Student Development)
Michael Kidd (Recruitment, Enrollment, Retention, and Graduation)
George King, III (Recruitment, Hiring, Retention, and Promotion)
Laurie Koehler (Student Development)
Patricia Lampkin (Leadership & Governance)
Tom Leback (Physical Space and Environment)
Phyllis K. Leffler (Policy, Procedure and Practice)
Allison Linney (Student Development)
Craig Littlepage (Community)
John Lord (Leadership & Governance)
Judy Mallory (Recruitment, Hiring, Retention, and Promotion)
Melvin Mallory (Recruitment, Hiring, Retention, and Promotion)
Marcus Martin (Community)
Mary Masta (Community)
William McDonald (Recruitment, Enrollment, Retention, and Graduation)
Selena McKnight (Leadership & Governance)
Farzaneh Milani (Leadership & Governance)
Barbara Millar (Student Development)
Pamela Miller (Recruitment, Hiring, Retention, and Promotion)
Janis Millette (Leadership & Governance)
Nayanya Mitchell (Leadership & Governance)
Tonja E. Moore (Policy, Procedure and Practice)
Christina Morell (Recruitment, Enrollment, Retention, and Graduation)
Kathryn Neeley (Curriculum and Pedagogy)
Monica Nixon (Student Development)
Barbara Nolan (Curriculum and Pedagogy)

Catalina Ocampo (Curriculum and Pedagogy)
Moji Olaniyan (Community)
Gail Oltmanns (Recruitment, Hiring, Retention, and Promotion)
Duane Osheim (Recruitment, Enrollment, Retention, and Graduation)
Barbara Parker (Community)
Jennifer Parker (Community)
Nealin Parker (Community)
Shirley Payne (Recruitment, Hiring, Retention, and Promotion)
Jane Penner (Recruitment, Hiring, Retention, and Promotion)
David Perrin (Policy, Procedure and Practice)
Josie Pipkin (Community)
Donna Plasket (Leadership & Governance)
Elizabeth Powell (Leadership & Governance)
Dolly Prenzel (Community)
Brian Pusser (Policy, Procedure and Practice)
Katherine Ranson-Walsh (Leadership & Governance)
Nancy A. Rivers (Policy, Procedure and Practice)
Mildred Robinson (Policy, Procedure and Practice)
Penny Rue (Community)
Sharlene Sajonas (Recruitment, Enrollment, Retention, and Graduation)
Judy Sands (Curriculum and Pedagogy)
Jane Schubart (Physical Space and Environment)
Charlotte Scott (Curriculum and Pedagogy)
Mike Sheffield (Community)
Jerry Short (Curriculum and Pedagogy)
Shamin Sisson (Student Development)
Eleanor Sparagana (Recruitment, Enrollment, Retention, and Graduation)
Sheri States (Physical Space and Environment)
Gordon Stewart (Curriculum and Pedagogy)
Wynne Stuart (Student Development)
Benjamin Sturgill (Leadership & Governance)
Nancy Takahashi (Physical Space and Environment)
Sylvia V. Terry (Recruitment, Enrollment, Retention, and Graduation)
Sally Thomas (Community)
Sharon Utz (Community)
Carolyn Vallas (Recruitment, Enrollment, Retention, and Graduation)
Juli Verma (Leadership & Governance)
Beverly Wann (Leadership & Governance)
Anda L. Webb (Policy, Procedure and Practice)
Patricia Werhane (Leadership & Governance)
Gweneth West (Curriculum and Pedagogy)
Jylinda White (Student Development)
Leslie Williams (Recruitment, Enrollment, Retention, and Graduation)
Chelsea Willie (Recruitment, Enrollment, Retention, and Graduation)
Lori A. Willy (Student Development), (Policy, Procedure and Practice)
Karin Wittenborg (Physical Space and Environment)
Betty Wooding (Recruitment, Hiring, Retention, and Promotion)
Ida Lee Wootten (Physical Space and Environment)

Carol Yeakey (Leadership & Governance)
Peter Yu (Recruitment, Enrollment, Retention, and Graduation)