# Embracing Diversity in Pursuit of Excellence

*Report of the President's Commission on Diversity and Equity*

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## Executive Summary

*Background*

In support of two goals of the University of Virginia—to embrace diversity in pursuit of educational excellence and to be ranked among the leading universities in the world—as well as in response to some disheartening incidents of racial injustice and insensitivity on the University's Grounds, President John T. Casteen III appointed a University-wide Commission on Diversity and Equity in late summer 2003.

On September 5, 2003, the President formally charged the Commission with assessing the quality of the student experience within the University in all of its aspects, with special attention to experiences unique or generally germane to women and minority students. The President also charged the Commission to

- gauge and analyze the condition of equity within the larger community;
- appraise the academic and social cultures as experienced by the University's various populations, with careful attention to matters of special concern to women and minority students; and
- suggest means of identifying and addressing academic and climate problems.

After receiving its charge, the Commission constituted itself into four subcommittees:

1. *Student Life, Climate, Recruitment, and Retention,* which was charged with examining recruitment and retention practices for both undergraduates and graduates, and which was also asked to study the existing climate for diversity.

2. *Curriculum,* which was charged with addressing questions related to how the curriculum can contribute toward creating a culture of inclusiveness and mutual respect; how curricula at peer institutions address issues of diversity; and what if any changes should be made to the current U.Va. curriculum to promote those goals.

3. *Faculty and Staff Recruitment and Retention,* which was charged with assessing the recruitment, retention, and advancement of women and minority faculty; evaluating current processes in order to identify the ways procedures may disadvantage members of target groups; and developing and helping to implement strategies for advancement of subcommittee goals.

4. *Business/Community Relations,* which was charged with examining practices in the broader private and public sectors that encourage a diverse and welcoming workplace,

and investigating and developing ways to deepen the connections between the University and the surrounding community.

For the rationale of our recommendations summarized here, we urge readers to examine the full reports of these committees (as well as the supporting appendices) below. This executive summary cannot capture the range and nuances of our work.

Over the ensuing 12 months, these subcommittees gathered data, sought out "best practices" at U.Va. and elsewhere, engaged in focused discussions and consultations with an extraordinary range of community members, and developed policies and strategies to support and advance the University's diversity goals. The co-chairs of the Commission, Angela Davis and Michael Smith, themselves attended more than 121 commission-related meetings and events in the course of the year.

From the beginning, this Commission resolved that it would do more than write another well-crafted report. Rather, the Commission saw itself as a "working" body, meaning that when it encountered a situation that could be corrected mid-course, it did so at once. There were several instances during the year when the Commission was able to make immediate adjustments to current practices, as well as to provide support and encouragement to individuals and groups with existing good ideas and "best practices."

During its investigations and deliberations, Commission members discovered considerable good will and a desire for change within the University. We also found some uncertainty about how to make change happen. In our full report, we address that uncertainty and provide ideas about how—together—the University community can move forward.

The Commission cautions that there are no magic solutions, and that success in the areas of diversity and equity requires constant and genuine commitment, as well as real resources, both financial and structural. As one of us said during our oral presentation to the University's governing Board of Visitors on June 11, 2004, "Earnest good intentions are not enough."

Progress will depend on a combination of several key factors, namely:

- Commitment to change and success at the highest levels of University leadership.
- Well-designed institutional structures for goal setting and achievement throughout all units of the institution.
- Clearly understood criteria for assessment and accountability for results.
- Clear, consistent policies that apply fairly and equally to all.
- Transparency in the processes by which policies are determined and administered.
- Rewards for innovation and creative thinking; room in existing structures to embrace and adapt to change.

- A community-wide embrace of the principles of inclusiveness, integrity, and mutual respect; acceptance of responsibility for the observance of these principles by all groups and members of the wider community.

Our year of intensive consultations, meetings, and study leads us to conclude that success in the arenas of diversity and equity will require continuing commitment throughout the institution at every level. While there is good work in these areas going on all over the University, much of it does not reach its potential because of a lack of coordination, communication, and transparency, and some of the problems go unnoticed because of a lack of clear criteria of assessment and clear lines of accountability.

The Commission hopes that its ideas will foster new progress and creativity throughout the University of Virginia. While we believe that the key component of its recommendations is the appointment of a Chief Officer for Diversity and Equity (see below), we also wish to emphasize that no one office or officer can do this work on his or her own. This is a job for the entire community.

In conclusion, the Commission challenges everyone—from the Board of Visitors to the newest first-year student, from President and Provost, to the newest assistant professor, from the Vice President for Finance to the newest employee in Facilities Management—to recommit themselves to a vision of an open community, which is inclusive and respectful of one another's differences, and united in its determination to pursue excellence with integrity and determination. With the will and the resources, collectively the members of the University of Virginia community are up to the task.

*Recommendations*

We present a summary of the Commission's recommendations below. These initiatives are to be viewed as an integrated package—a roadmap that the University community can deploy to change the culture and to create a community that embraces the principles of mutual respect, civility, and understanding.

**Overarching Recommendation**

Appoint as soon as practicable, after a national search, a Chief Officer for Diversity and Equity, structured as recommended in the full report of the President's Commission on Diversity and Equity.[1]

[1] During the June 11, 2004 meeting of the University of Virginia's governing Board of Visitors, at which the Commission's co-chairs, Angela Davis and Michael Smith made their oral report on the Commission's preliminary findings, the Board enthusiastically endorsed the Commission's work and, specifically, its plan to establish the Chief Officer position and to develop bold initiatives that would quickly position U.Va. as a leader among public institutions in these areas. Furthermore, President Casteen and Executive Vice President and Chief Operating Officer Leonard Sandridge announced that funds had been set aside in the 2004-2005 fiscal year budget to move forward on the Commission's overarching recommendation—the appointment of a Chief Officer for Diversity and Equity.

**Student Life, Climate, Recruitment and Retention Subcommittee Recommendations**

1. *Broaden and expand the First-Year Experience Program to provide a residential component of the student program called Sustained Dialogue, which was formed to improve race relations at U.Va.*

   Within the Division of Student Affairs, the Office of Residence Life is already planning future collaboration with the student leadership of Sustained Dialogue to develop first-year, residentially based dialogue groups and open forums. In addition to Sustained Dialogue discussion on topics of race and culture, we endorse ongoing efforts to restructure the First-Year Experience Program to include a series of conversations on ethics, honor and integrity, and ethical decision-making. We recommend an integrated approach to all these topics that will include students, faculty, and student facilitators. We support these initiatives and suggest that appropriate staff and support resources be dedicated to this task.

2. *Establish "Community Engagement," an academic program for undergraduate students that will provide an opportunity for extensive exposure to issues of equity and diversity.*

   The program should be optional but available to all undergraduate students. Several models and/or variations of this program are possible:

   - Academic credit, along the lines of study abroad.

   - Collaborative work in the community that is coordinated from the University and that is not necessarily for academic credit; many students already volunteer through Madison House and other community-service organizations. We would seek to coordinate such work within the broader Community Engagement framework.

   - Recognition for sustained work in diversity and equity on the student's transcript.

   - Possibility for research projects like the Harrison Award program.

   The details of this program should be worked out collaboratively, and coordinated by the Chief Officer for Diversity and Equity, the provost, the vice president for student affairs, and appropriate deans. We believe this can be done within a year**.**

3. *Create a clear system for "incident reporting" that allows students to report cases of inappropriate and/or disrespectful behavior and provides a way to address such cases.*

The Committee for Student Advocacy at the Medical School offers one such model for a system; there might also be a particular role here for the rather underutilized position of University Ombudsman.[2]

4. *Restructure graduate student financing.*

Following the December 2002 Faculty Senate report on *Graduate Student Funding at the University of Virginia,* the University should "reform its financing structure so that its programs can compete successfully for the best graduate students in the country….The restructuring must significantly improve tuition coverage and stipends, toward the ultimate goal of providing full support for all graduate students."[3] We cannot address diversity among our graduate students if we cannot compete for the best graduate students because our tuition and stipend offers are simply not competitive with peer institutions.

5. *Improve recruiting of graduate students, especially in the Graduate School of Arts and Sciences, by establishing a central office devoted to diversity recruitment.*

- Establish programs targeted to recruiting minority and under-represented populations

- Expand the Emerging Scholars Program and host a conference of peer institutions to establish a national network of emerging scholars.

A vibrant multicultural climate, and visible support for the Emerging Scholars program will certainly help us to attract minority graduate students.

6. *Build on our success in undergraduate minority recruitment by enhancing the activities of the existing Outreach Office in the Office of Admission.*

Such activities could include:

- Creating positive images about the University of Virginia through increased publicity and targeted publications for admission that promote diversity. The Outreach Office could work more collaboratively with U.Va. public relations officers about images and publications that could ease the admission budget.

- Doing more to establish visibility within the communities of color (African Americans, Asians, and Latinos) to create an interest in attending the University of Virginia.

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[2] The Medical School reporting model can be found here: http://www.healthsystem.virginia.edu/internet/ome/advoc/home.cfm

[3] *Graduate Student Funding at the University Of Virginia: Report of an Ad Hoc Committee of the Faculty Senate* (December 2002).

- Increasing funding for travel and for creating community outreach programs.

- Establishing a regular operating budget for the Outreach Office in the Office of Admission that will continue to promote the efforts of minority recruitment. Concomitant with this dedicated line would be an annual review of performance and sufficiency.

- Exploring the possibility of expanding the range of summer programs to enhance minority success in higher education.

- Creating or supporting programs for high school sophomores and juniors that promote academic excellence and support for the admission process.

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

   These programs include its

   - Peer Advisor Program

   - "Raising the Bar" initiative

   - Faculty Student Mentoring Program

   - Luther Porter Jackson Black Cultural Center cultural programming and exploration

   Related to this, we believe that it is essential to keep the OAAA integrally involved in the planning process for future space allocation, and that the office needs to remain located visibly and centrally.

8. *Support at sustainable levels programs for peer mentorship education, and provide cultural group assistance for the wide range of groups here at the University.*

   Many of these programs already exist but are funded inconsistently or *ad hoc.* Some of these existing programs include:

   - Latino Roundtable Discussion Forum

   - Programs for Hispanic Heritage Month, Hispanic Awareness Week and Asian Pacific American Heritage Month; support for African American History Month

- Asian Leadership Council, involving student leaders of Asian and Asian Pacific American organizations; *La Alianza*, the leadership coalition of Hispanic/Latino related organizations

- Support and supervision for the on-Grounds Lesbian, Gay, Bisexual and Transgender Resource Center, located in Newcomb Hall

- Cultural Programming Board

- Asian Pacific American Peer Advising and Family Network Program

- Hispanic/Latino Peer Mentoring Program

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**Curriculum Subcommittee Recommendations**

9. *Create an exchange program between U.Va. and a historically Black college or university (HBCU), such as Hampton or Howard.*

   This could begin as a student exchange and expand to a faculty exchange. Initial contacts with the exchange institution would be made by the Office of the President; once in place, the program would be administered by staff in the undergraduate schools, with the help of the Office of African American Affairs.

10. *Split the current "non-Western Perspectives" requirement in the College of Arts & Sciences into two parts: Global Diversity and U.S. Diversity.*

    Each part could be satisfied by a range of courses, to be determined by the Committee on Educational Policy and Curriculum, and these courses would count simultaneously toward other College requirements, such as Humanities or Social Sciences. The requirements could also be satisfied by study abroad or at an HBCU (see subcommittee recommendation 11 above). Undergraduate schools other than the College should consider implementing a requirement of this kind that is consistent with their educational goals.

11. *Create grants for faculty to develop new courses or expand their syllabi to include racial/ethnic diversity issues and to explore innovative teaching methods that address a diverse student body.*

    Grants could come in the form of summer grants or release time during the academic year, and could include funding for research projects that involve diverse groups of students working collaboratively. Some examples of effective courses currently offered

at U.Va. that could be used as models are the Common Courses in the College of Arts & Sciences and the Ethical Values Seminars in the School of Law, taught at the homes of professors.

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**Faculty and Staff Recruitment and Retention Subcommittee Recommendations**

12. *Provide University employment data to clearly show race and gender by employment rank or category and department or business unit.*

Existing data are collected less with our institutional goals in mind than with the reporting requirements by government agencies. This has left significant gaps in what we know about our own employees.

13. *Expand and mandate Equal Opportunity Program workshops for hiring officials and search committees; improve communication among hiring officials.*

Currently participation in these programs is not consistent across schools and departments with resulting inconsistency in our hiring procedures and practices.

14. *Develop goals and targets for increasing diversity for each school, department or business unit, and hold hiring officials accountable for reaching the targets.*

This will be a key task for the Chief Officer for Diversity and Equity to coordinate and oversee.

15. *Develop and implement policy for promotion in ranks for General Faculty; develop and implement consistent guidelines for advancement in pay bands for classified staff.*

Classified employees currently must leave their position and apply for a different position in a higher pay band in order to be "promoted." Policies for General Faculty seem inconsistent both in definition and in application.

16. *Improve benefits in areas such as pool of sick leave funding for professional research staff, tuition remission for worker's families, health benefits for domestic partners, etc.*

The University frequently finds itself at a disadvantage with its peer institutions on issues of benefits.

17. *Provide access to all policies (faculty and classified) on a single, central Web site.*

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**Business/Community Relations Subcommittee Recommendations**

18. *Promote mentoring efforts, both for potential job candidates and for local youth.*

The mentoring efforts will focus on two programs:

- "Community Ambassadors" Program, which would provide prospective employees with an opportunity to learn about the community and establish social relationships.

- "Day in the Life" Program, which matches U.Va. students to local at-risk youth and brings them to Grounds to participate together in academic, cultural, social and athletic events.

19. *Link knowledge of the University's resources and opportunities to the community.*

Key components under the umbrella of linking knowledge of the University's programs and services to the community include:

- Promotion of University resources and services through a variety of internal and external communication tools.

- Creation of a full-time Community Outreach Officer to help in such communication efforts.

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**Final Recommendation for Follow-up**

20. *Reconvene Commission committee chairs to monitor progress on the CODE search by January 2005; reconvene the Commission itself to meet with the newly appointed CODE and the President by January 2006.*

This recommendation is aimed at ensuring that the work of the Commission has specific checkpoints on the progress of implementing its recommendations.

# Embracing Diversity in Pursuit of Excellence

*Report of the President's Commission on Diversity and Equity*

## Full Report

### Our Hope and Our Vision

In this report we challenge the entire University community to embrace diversity in pursuit of excellence and as part of our collective goal to be ranked among the leading universities of the world. In 1816 our Founder, Thomas Jefferson, wrote that

> Laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths disclosed, and manners and opinions change with the change of circumstances, institutions must advance also, and keep pace with the times.

We believe that the University is uniquely positioned to "advance" to a position of leadership among public institutions, not merely to "keep pace with the times" but to provide a model of how to educate students both in and out of the classroom. We seek no less than to equip our students for the global challenges of the twenty-first century. Students in the changed circumstances of our rich national and international world can no longer be content to have only the most cursory understanding of other cultures, historical experiences, and communities. They must have the real experience of learning about themselves and others in the challenging context of education and opportunity.

Diversity, as we understand it, encompasses an understanding and appreciation of the depth and variety of how we human beings group ourselves, and find ourselves grouped by others. Of course we begin by affirming, with the Universal Declaration of Human Rights, that "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood." But to achieve genuine mutual respect, we also need to study the idea of human variety in the classroom, and we must experience it in a variety of contexts in our lives—through sustained service to our wider communities, through learning and participation in the rich variety of cultural events in and around the University, and—not least—by engaging in genuine, open, and sustained dialogue. Differences of age, race, gender, ethnicity, national origin, religion, sexual orientation, disability, political affiliation, veteran status—all addressed formally in the University statement on non-discrimination—continue to affect the ways we interact with each other, and, in spite of our official policy, we do not always manage consistently to achieve genuine mutual respect.

We must understand our own history—internationally, nationally, locally—and its legacy with respect to our present challenges. The University of Virginia, founded in an era of slavery, and built with the labor of enslaved people, finally began to accept African-Americans in tiny numbers by the 1960s—nearly 100 years after the end of the Civil War. In 1968 African-Americans made up only 0.4% of the entire university enrollment. Women were not admitted until 1970. Now, in 2003-04, women comprise 55% of the student body; African-Americans,

9%. In addition Asian- and Asian-Pacific-Americans account for 11%; Hispanic and Latino students, 3%. We do not keep statistics on sexual orientation, but in recent years the Queer Student Union has been among the most active and successful of student organizations; one can safely say that this was not the case in the 1950s or '60s.

These percentages did not change automatically. Around 1970, we determined that our future as a university of excellence depended upon our success in diversifying our student body. Under the leadership of then Director of Admissions John T. Casteen III, the University actively sought to persuade African-American families to send their children to this historically white institution. With our collective mind now more deeply "enlightened," the University committed itself to make the necessary structural and institutional changes to make black students feel welcome and safe. This is a continuing task, perhaps never complete in a society in which racism has never entirely been defeated by enlightenment. Yet in January 2004 we were proud, as a community, to recognize the leadership of the Office of African-American Affairs in helping the University of Virginia to achieve, for the tenth consecutive year, the highest rate of graduation for African-Americans of all American public universities.

We must recommit ourselves to this vision of leadership in diversity and equity, not out of a reluctant sense of obligation, but because *only* by enriching ourselves and embracing diversity can we become the leading institution we aspire to be. Only if our students encounter a faculty and staff as diverse as the community we serve, only if they are challenged to move beyond the confines of the familiar, can they be prepared to take their places as leaders in science, technology, business, arts, education, and the humanities. Only if we accept the challenge to become a university known for its unfailing commitment to openness, inclusiveness, fairness, and equity for *all* the members of our community can we expect the respect and loyalty of all our graduates. We must work together to change a culture that too often seems to resist the challenges of a diverse university; instead we must embrace the change of diversity and reach toward the excellence that only that embrace makes possible.

From the time of our founding, we have always been a university that respects history and tradition but embraces the challenge of the new. Sometimes that embrace was reluctant and late, but whether it be the unbridled violence among undergraduates that first led to a student-run honor system, or the call in the 1960s by courageous members of the community, faculty, and students to leave behind the injustice of segregation, we have never allowed a hide-bound tradition to impede our pursuit of excellence. Our founder expected no less. In an early report to the University's Board of Visitors Thomas Jefferson wrote:

> We fondly hope that the instruction which may flow from this institution, kindly cherished, by advancing the minds of our youth with the growing science of the times, and elevating the views of our citizens generally to the practice of the social duties and the functions of self-government, may ensure to our country the reputation, the safety and prosperity, and all the other blessings which experience proves to result from the cultivation and improvement of the general mind.

We believe that only by embracing diversity in the global village of the twenty-first century can we hope to "cultivate" and "improve" our minds; the alternative is an increasingly irrelevant defensive crouch as the world moves on. We can do better than "improve compliance with

existing federal government regulations." We can *lead* in the study—and in the achievement—of genuine diversity in all components of our collective life.

**Issues and Principles**

It is no secret that this Commission was appointed in the aftermath of several disheartening incidents of racial injustice and insensitivity on the Grounds of the University. And it was no secret that other commissions and task forces have worked in this vineyard before. Indeed we began by reading past reports, and have appended to our own report (see *Climate Appendix 1)* a tabulation of past recommendations and actions. Perhaps the first question we confronted, again and again, was "how would this commission be different?" To be candid, we often met with a response that the renowned scholar Albert Hirschman has identified as typical to efforts at change or reform: "It's all pointless. What you propose will make no difference. Thus it is and thus ever shall it be." Hirschman calls this the "futility response," and says it is a common, and debilitating, tactic to avoid adapting to new realities and challenges.

Today's reality is that, all too often, we encounter a negative racial climate at the University and within the Charlottesville community. A chronically covert, and frequently overt, atmosphere of racial insensitivity characterizes this climate. Our greatest challenge is that we simply do not engage one another on equal footing with a demeanor of civility. We need this bare minimum of civility before we can move on to real learning and mutual respect. The "futility response" would urge us to accept this climate as inevitable and beyond repair.

From the beginning we rejected this cynical counsel of despair. A university should *never*, by definition, give up in advance on a project of education. In fact we adopted instead the idea of a "working commission"— specifically not waiting to act until we wrote the perfect report. Rather, we sought to leverage our existence to gain information, and to make corrections in course or policy right away; or, perhaps more happily, by recognizing existing good ideas and seeking to support and encourage them. We had no wish to write another well-crafted, well-meaning report to be added to the long history of such reports. So the Commission report reflects our survey of past efforts here at Virginia, and our look at the practices of other universities. In each area of our report, we present an issue we think needs to be addressed, and we try to identify a principle by which we can begin to address it. We have no magic solutions, and we caution that success in the area of diversity and equity will require constant and genuine commitment—as well as some real resources, both financial and structural. Earnest good intentions are not enough.

We have identified some common themes. Success in diversity and equity results from a combination of several key factors, namely:

- Commitment to change and success at the highest levels of University leadership.

- Well-designed institutional structures for goal setting and achievement throughout all units of the institution.
- Clearly understood criteria for assessment and accountability for results.

- Clear, consistent policies that apply fairly and equally to all.

- Transparency in the processes by which policies are determined and administered.

- Rewards for innovation and creative thinking; room in existing structures to embrace and adapt to change.

- A community-wide embrace of the principles of inclusiveness, integrity, and mutual respect; acceptance of responsibility for the observance of these principles by all groups and members of the wider community.

In our extensive work this past year, we have learned that there is considerable good will and desire for change, but some uncertainty about how to make it happen. We seek to address that uncertainty and provide some ideas about how—together—we can move forward.

**Chief Officer for Diversity and Equity**

Commission member James Trice, a pioneering U.Va. Engineering School graduate of 1963, undertook for the Commission a survey of "best practices" in the world of business. Among his key findings were these points:

- Diversity and equity must be given equal footing to other goals, and accountability must be part of an organizational strategy.

- Make the diversity and equity strategy an integrated management strategy verses a stand-alone initiative.

- Have the diversity and equity function/office report to a senior level—preferably to the most senior officer.

- Implement the "best practices" together, not one at a time.

- Senior-level employees must model the desired behavior. Diversity and equity must become an ongoing executive passion.

Our own extensive consideration of practices at our peer institutions yielded similar conclusions. Over the past months the co-chairs have met with countless people all across the University, at all levels, to try out our developing ideas and to seek help in defining a way for us to become leaders, not simply responders to events. Consultations with our peer institutions have suggested a series of points that parallel those found by Mr. Trice in his survey of practices in private industry.[4] First, for the following reasons, most universities do have a dedicated office and/or officer to track issues of equity and diversity.

- The need for a central place of coordination and locus of accountability for all divisions of the university.

[4]For a summary of the results of our consultations with peer institutions, see *General Appendix 4*; for the survey of private industry practices, see *Community Appendix 1*.

- A properly staffed and funded office demonstrates the commitment of an institution to the issues.

- The office and/or officer can provide staff help for the institution's President and the leaders of the institution's governing board. We found that many people stressed the importance of a structural connection between the officer and the highest leaders of the institution.

The establishment of a Chief Officer for Diversity and Equity at the University of Virginia makes sense for another reason, as well.

The University needs a visible, visionary, effective leader who can advocate, coordinate, encourage, work with, evaluate, report, and, yes, *inspire* all of us here to reach for higher goals in the area of diversity. As Board of Visitors member Warren Thompson has said, "We need someone who wakes up every morning thinking about this." Those thoughts will include, among others: How can we more effectively leverage our existing efforts? Where will a timely expression of support—preferably tangible—help us to succeed? How can problem areas be addressed, not in a spirit of blame and recrimination but in a constructive way that prevents greater difficulties?

Here we would like to highlight several key points related to establishing such a position.

*Authority*

To lead effectively, the Chief Officer for Diversity and Equity would need to have sufficient authority, that is, and will be

- derived specifically from the President;

- under the supervision of the President and Board of Visitors; and

- will address issues of equity and diversity throughout the University.

In addition, the Chief Officer will be

- allocated a dedicated budget line reviewed annually for sufficiency by the Board of Visitors; and

- seen as more expansive than other existing University diversity/equity-oriented positions; in fact, seen as no less than the President's agent for advocacy, focus, ideas, and accountability in this area.

*Supervision*

To ensure the highest level of accountability, the Chief Officer for Diversity and Equity would need to:

- Directly report to the President, and
- Serve as staff for the Board of Visitors Committee on Diversity, however structured.

Furthermore, all vice presidents would annually need to report progress in their areas related to diversity and equity in matters of hiring, promotion, etc., through the Chief Officer for Diversity and Equity to the President.

*Qualifications*

We believe it is essential for the Chief Officer for Diversity and Equity to have experience working in a major research university and, ideally, to have academic qualifications commensurate with those of a tenured professor. Universities are not interchangeable with even large private companies, and we believe that it is important for the new chief officer to have a proven track record in working effectively within the (admittedly sometimes peculiar) culture of a large educational institution.

*Important Distinctions*

We wish also to stress what the Chief Officer for Diversity and Equity is *not*. We set this out here explicitly because many have expressed to us the understandable concern that the appointment of a Chief Officer for Diversity and Equity may cause other University leaders and officials, in effect, to abdicate responsibility in their own areas. We emphatically reject this idea.

The Chief Officer for Diversity and Equity will *not* replace or take responsibility and authority away from the provost, the vice presidents and the deans. Direct responsibility for hiring and all matters related to diversity and equity will remain in the appropriate units. Achieving progress is *everyone's* job. The Chief Officer for Diversity and Equity will, rather, be a resource to the provost, the vice presidents and the deans, working with them proactively.

But just as important, as the President's advocate and representative, the Chief Officer for Diversity and Equity will also have behind him or her the full authority of the President's office as the "focal point" of accountability throughout the University. Right now there is no such "focal point" in the University on the issues of diversity and equity; there is no one tasked to monitor progress against our own goals (not merely those of legal compliance), and no one whose major focus is to coordinate and leverage efforts throughout the University. This is the piece that is missing: we have the elements of an arch but no keystone.

The Chief Officer for Diversity and Equity will not process legal compliance issues or replace the authority of the Office of Equal Opportunity Programs (EOP). The EOP serves important functions, such as processing complaints of harassment or discrimination, that must remain separate from the active policy-making role we envision for the Chief Officer for Diversity and Equity. Nor will the Chief Officer for Diversity and Equity act as a conduit for legal matters that should go directly to the President or the University Counsel. On legal matters, the EOP would continue to report directly to the President, not through the Chief Officer for Diversity and Equity. The integrity of the legal and educational processes that have been skillfully developed by

the EOP should continue just as they have, though perhaps with some greater and more administratively consistent support from the relevant policymakers. We believe that the Chief Officer for Diversity and Equity should support the work of the EOP, but not supplant it.

Our goal for the chief officer is to make the position part of an integrated package of initiatives, and as the focal point for getting the people with the good ideas who are located all over the University talking together, collaborating. Indeed, were it not so overused in every instance of corporate merger, however dubious, we would even invoke the term of *synergy,* for it is precisely this "cooperative action of discrete agencies such that the total effect is greater than the sum of the two or more effects taken independently"[5] that the University now lacks. Thus, in sum, the President's Committee on Diversity and Equity makes the following overarching recommendation:

***Appoint as soon as practicable after a national search a Chief Officer for Diversity and Equity, structured as we have discussed.***

Once in place, the Chief Officer for Diversity and Equity shall review the list of recommendations made by the subcommittee of this Commission and, working with other University leaders and officials, implement those recommendations in an effective and timely manner.

*A Brief Guide to the Commission's Work and its Subcommittee Reports*

The Commission began with a collective meeting with University President John T. Casteen III to discuss his charge to us.[6] Soon after, we constituted ourselves into subcommittees and prepared for our first retreat.[7] From the beginning we decided to gather data independently within each group on the specific areas of the charge. At our first retreat in October 2003, we heard from all the ex-officio members of the Commission, including Gene Block, provost; Patricia Lampkin, vice president for student affairs; Yoke San Reynolds, vice president for finance; Edward C. Ayers, dean of the College of Arts & Sciences; and William Harmon, senior vice president, about their particular areas of responsibility. President Casteen joined us in the evening for extensive discussion on the issues we faced.

As the subcommittee reports that follow this overview demonstrate, each committee consulted extensively and deeply with an extraordinary range of community members. The co-chairs alone attended more than 121 Commission-related meetings and events over the course of the year. Subcommittees conducted dozens of meetings and consultations as well.[8] We all tried to get out into the community, not necessarily in large public events, but in a series of focused discussions. We found a great deal of interest, curiosity, and commitment to the idea that the University could do more to achieve excellence in diversity and equity, and we tried to tap into the enormous reservoir of experience and ideas in our own community and beyond. As we note above, we adopted the notion of a "working commission," meaning that when we encountered a situation

[5] Definition from *Webster's Third New International Dictionary* (unabridged edition).
[6] For the text of the President's Charge, see General Appendix 1.
[7] Agendas for all of our retreats are collected in General Appendix 2.
[8] For a list of these co-chair meetings, see General Appendix 3; each subcommittee also lists its meetings in appendices following their reports.

that could be corrected mid-course, we tried to do so at once, and there were several instances during the year when we were able to make some immediate adjustments to current practices.

In our subsequent retreats in January and April, the subcommittees reported to the Commission membership as a whole, and we all discussed extensively the recommendations we present in this report. At all these retreats and meetings, our exchanges of views were frank, lively, often even impassioned; it is fair to say that the active members of the group came to feel that our work should and could make a difference. We are united in thinking that the University can strive to achieve excellence by truly embracing diversity.

A separate summary of all our recommendations can be found in Table I; here we would like to emphasize that we regard our subcommittee recommendations *not* as an optional list from which to pick and choose, but as an integrated package of synergistically related initiatives. We are all convinced that there is no *single* component or appointment that can "solve" the issues of diversity and equity; thus, we emphasize again that we believe the University must adopt a holistic approach. Some components and programs will address some subset of our overall situation; but no single program or initiative can be expected to succeed on its own. To a considerable extent, we seek to change the culture here at the University to the point that we can all take pride in its leadership in this arena.

Will this mean the end of incidents of insensitivity or worse? Probably not. Nonetheless, we hope that such incidents will decline until they recede into the unwelcome background noise of any large, diverse community. As with crime on campus, we can learn to *marginalize* and, we hope, *minimize* this kind of activity. At the very least, we can hope that—*as a matter of routine*—someone in the majority community will speak up when he or she hears a slur against a minority member of the community. We can expect to raise our level of mutual respect and understanding so that a departure from our usual standards is treated and isolated and does not become the occasion of a full-blown threat to our overall community of learning.

We were enormously encouraged to learn at our interim, oral presentation to the Board of Visitors on June 11, 2004, that the President and Chief Operating Officer had set aside in the current year's budget funds for our major overarching recommendation—the appointment of a Chief Officer for Diversity and Equity. We believe this to be a vital step in the achievement of our other, equally important recommendations, and urge that this appointment be made with dispatch, albeit with the obvious care required to find the right person.

**Some Caveats**

*First,* we have not presented detailed budget estimates for our recommendations, though we are acutely aware that they will require a commitment of resources. On reflection, we felt a far better procedure would be to present our recommendations and then urge the relevant units to consider how best to operationalize them with staff. For example, we know that even now the Office of the Dean of Students is currently not able to fully staff its work in supporting cultural and minority programs. We hope our report, which includes an assessment of the university climate, will provide evidence that these programs require support and staffing at sustainable levels.

Similarly, we know that funding for graduate students is a matter of continuing concern for the provost and the deans; our report should serve to underline the urgency of addressing these needs. And as envisaged by us, and as described in detail in Appendix 5-4, the exciting new Community Engagement Program will also require resources.

Why have we not assigned numbers to these needs? We believe a better and, indeed, more cost-effective way to do this is to assign these tasks to whomever will create and run the program. We hope and anticipate that this work will be done within, say, the Office of the Provost; the Office of the Vice President for Student Affairs; and the Department of Human Resources.

But to ensure that this work is actually done, we urge that the new Chief Officer for Diversity and Equity be involved in all these arenas, asking how and when the recommendations we make will be put into practice. We are not eager to have our recommendations turn into the blank boxes on some future summary of past reports. Thus, again, it is essential to appoint and empower a Chief Officer for Diversity and Equity. Only if someone is asking the questions and following through on the budget requests will the important recommendations be translated into functioning programs. This seems to us far more important than assigning largely notional numbers to each of our proposals. Happily, a key commitment has already been made to the appointment of the Chief Officer for Diversity and Equity.

*Second,* although Commission members, and especially its co-chairs, have met with many employee groups and with representatives of faculty and employees at the University of Virginia Hospital and throughout the Health System, we have not been able to address in any systematic way the issues that arise there. We have been made aware both of the achievements and of the remaining challenges in this arena of the University, but the Commission as a whole has not considered the University's Health System. Similarly, we have not—mainly because it was not part of our charge—treated the University of Virginia's College at Wise. We note that if the University is to move to address all its components, the Chief Officer for Diversity and Equity will have to work out ways to engage both the Health System and the College at Wise.

**Conclusion**

We present this overview of our work to the President not as something set in stone, nor with the expectation that we can, with one set of proposals, "solve the problem" of diversity and equity. If we have learned anything during our year of intensive consultations, meetings, and study, it is this: success in the arenas of diversity and equity requires continuing commitment throughout the institution at every level. One way to describe our current status is this: the whole of our efforts is considerably *less* than the sum of the parts. We need to change this. Much of the good work going on all over the University does not reach its potential because of a lack of coordination, communication, and transparency, and some of the problems go unnoticed because of a lack of clear criteria of assessment and clear lines of accountability.

We hope that the ideas we present here foster new progress and creativity throughout the University. We believe that the key component of our recommendations is the appointment of a Chief Officer for Diversity and Equity for the reasons we have described. We desperately need a focal point of leadership and responsibility, and a place to find and provide the information and tools the entire University community needs for transformation in these areas. But we also wish

to emphasize that *no one office or officer can do this work on his or her own. This is a job for all of us.*

For now, we end our formal life as a Commission as we began it: with a challenge to the entire University community—from the Board of Visitors to the newest first-year student, from President and Provost, to the newest assistant professor, from the vice president for finance to the newest employee in Facilities Management. Let us, together, recommit ourselves to a vision of an open community—inclusive and respectful of our differences, united in our determination to pursue excellence with integrity and determination. Our year of work has left us convinced that, with the will and the resources, collectively we are up to the task.

All the members of the Commission join in thanking the President for giving us the opportunity to serve in this capacity, and we offer our continued help in translating our recommendations into realities.

Submitted September 10, 2004, by Angela M. Davis and Michael J. Smith, co-chairs of the President's Commission on Diversity and Equity

**Student Life, Climate, Recruitment, and Retention**
**Sub-Committee Report**

## Our Charge

The subcommittee was charged with examining recruitment and retention practices for both undergraduates and graduates. It was also asked to study the existing climate for diversity. After reading past reports on these matters, and meeting with a broad range of students, faculty, and administrators, the subcommittee followed its charge by addressing the following four questions:

1. How to encourage the *majority* of students to examine and explore the opportunities and problems that diverse perspectives create in an increasingly cosmopolitan world;

2. How to narrow the divide between a significant minority of students who feel that racial, gendered and other forms of insults are every day experiences at U.Va. with few outlets for even reporting the problem and other students who do not perceive a problem at all. In short, how do we change the student culture to create a climate that is open and welcoming to all?

3. How to increase and retain the number of *undergraduate* under-represented groups who apply and enroll in the University.

4. How to increase the number of under-represented groups who are enrolled in *graduate* school in the arts and sciences.

## Process of Examination

1. Many members of the committee have served on committees prior to the establishment of this Commission and did not want to again re-create recommendations that have already been suggested and which ended up "on the shelf." It was important for our subcommittee to reexamine those recommendations and conclude which ones were valuable to the charge of this subcommittee. We undertook an exhaustive examination of previous reports and the actions taken on their recommendations. A summary of this examination can be found below in ***Climate Appendix 5-1.***

2. We undertook to explore best practices of climate, recruitment, and retention at our peer institutions. It was also important that we recognize and explore "best practices" here at the University of Virginia.

    a. The Committee made use of extensive material prepared in advance of the Commission's formation by Senior Vice President William Harmon.

    b. A student committee member, with the support of the Commission, conducted a substantive survey of peer institutions, public and private, on the issue of student climate in conjunction with her honors thesis in the Program in Political and

Social Thought. A summary of her findings and tables can be found in ***Climate Appendix 5-2***; the full text of her thesis is available as ***Climate Appendix 5-7***.

c. The Committee met with a range of students, faculty, administrators, and alumni; the list is presented below.

d. The Committee drew on important work from the Office of Institutional Assessment. See ***Climate Appendix 5-3.***

**What was learned/ Results**

1. Establishing a positive change in the student culture and thus the climate will not be easy. Virtually all of our peer institutions have had a series of incidents that have adversely affected the overall climate at their universities. Such incidents may include everything from racial assaults, slurs, and vandalism to blackface incidents; racially insensitive parties; and debates on "self-segregation" and the appropriate role and policies of the student-run newspapers and publications. Universities everywhere are struggling to define the terms of civic engagement on issues of diversity and race in ways that respect the mission of the university as a place of intellectual debate but also as a place that treats all the members of its community with respect and civility.

2. The whole notion of "student climate" is tied up with perceptions and misperceptions that exist between and among the many groups that make up the university community. We need to find ways to keep lines of dialogue open, honest, and respectful, so that these perceptions may be articulated and addressed. This is a task for the entire community—faculty, students, and professional staff. It cannot be delegated to one component of the community.

3. Many of the most effective programs here and elsewhere are led by students and supported by faculty and administration. With an enviable record of student self-governance, we at U.Va. are well placed to support existing programs and to create others. But this too complicates our task: faculty and administrators must seek to *involve* all students, especially those who typically have not participated, in programs for which the students themselves take responsibility. One size will definitely not fit all. We must continue to improve and build on our existing practices of empowering and supporting students in curricular and co-curricular activities.

4. Thus, we believe it essential to support and create a *range* of academic and co-curricular programs for undergraduate students that will provide an opportunity for extensive exposure to issues of diversity and equity. Participation in these programs will be available to all undergraduate students regardless of school or major. We spent considerable time debating the merits of establishing a particular mandatory course or other required program to ensure that our students are exposed but came to the conclusion that the program should offer merits that will encourage students to participate on their own. For greater discussion of our reasoning, see ***Climate Appendix 5-4***, where we set out one possible way of creating a program that would engage the community in diversity-related activities.

5. Increasing the percentage of minority and female graduate students enrolled at the University will improve the overall climate of student life by diversifying the perspectives and life experience represented in the broader academic community. Beyond this important and immediate goal, graduating more minorities and women will increase the national pool from which minority faculty are hired, and will facilitate minority faculty hiring here at U.Va.

6. Recognizing that the University of Virginia has consistently achieved the highest undergraduate retention and graduation rates for African-American students at public institutions nation-wide, it is fitting to acknowledge the retention programs (such as the Office of African-American Affairs' nationally recognized Peer Advisor Program) that are in themselves models for the country. But even these programs have needs that, if addressed, will produce even greater effectiveness in removing the disparity that currently exists between black graduation rates and the rates of other University students. We must not allow our success in this area to become a recipe for complacency.

7. Increasing the percentage of undergraduate students from under-represented groups, who are enrolled at the University, will improve the overall climate of student life by diversifying the perspectives and life experiences represented in the broader academic community. Thus recruitment remains a vital part of our continuing effort to reach for excellence in diversity.

8. The University must be willing to commit the necessary financial resources to achieve the goals of improving our recruitment, retention, and climate. We urge the appropriate administrative units within the University, especially those who work in the area of student affairs, to engage in strategic planning and execution to address the needs we here identify.

Following these general points of "what we have learned," we now offer some specific recommendations divided, to some extent arbitrarily, by area of our charge. We regard all these recommendations as *related* and important: climate affects recruitment, and measures to enhance retention obviously connect with both climate and recruitment. And, of course, if we falter at recruitment, all our other efforts are compromised too.

**Recommendations 1-3: Student Life and Climate**

*Recommendation 1:*

Broaden and expand the University's First-Year Experience Program to include a residential component of the student-run Sustained Dialogue program, which was formed to improve race relations at U.Va. The Office of Residence Life and the Office of the Dean of Students are already planning future collaboration with the student leadership of Sustained Dialogue to develop first-year, residentially based dialogue groups and open forums. We support these and suggest that appropriate staff and support resources be dedicated to this task. In addition to Sustained Dialogue discussion on topics of race and culture, we believe that the First-Year Experience Program should also include a series of conversations on ethics, honor and integrity,

and ethical decision-making. In short, we're recommending an integrated approach to all these topics that will include students, faculty, and student facilitators.

*Recommendation 2:*

Establish an academic program for undergraduate students that will provide an opportunity for extensive exposure to issues of equity and diversity. The program, to be called the "Community Engagement Program," should be optional but available to all undergraduate students.

Several models and/or variations of this program are possible:

- Academic credit, along the lines of study abroad.
- Collaborative work in the community that is coordinated from the University and that is not necessarily for academic credit; many students already volunteer through Madison House and other organizations. We would seek to coordinate such work within the broader Community Engagement framework.
- Recognition for sustained work in diversity and equity on the student's transcript.
- Possibility for research projects *à lá* the Harrison Award program.

The details of this program should be worked out collaboratively, and coordinated by the Chief Officer for Diversity and Equity, the provost, the vice president for student affairs, and appropriate deans. We believe this can be done within a year; we offer our own vision of how this program might be structured in ***Climate Appendix 5-4.***

The program will need to be marketed to students, with a long-range objective of establishing the program as an integral part of student culture. We've learned that credit as such may be less important than sustained, public recognition of participation in the program and a sense among students that this is something definitely worth doing.

*Rationale for Recommendations 1 & 2*

As stated above in points 1 and 2, we believe that a *range of programs* is necessary and that we should build on our existing tradition of student leadership and on successful programs. Successful as many of these have been, however, recent episodes have shown that we need to do more to promote understanding and respect for our differences. All components of the community need to engage with one another more actively, and on a sustained and sustainable basis, if we are to move beyond short-term responses to particular events.

*Recommendation 3:*

Create a clear system for "incident reporting" that allows students to report cases of inappropriate and/or disrespectful behavior and provides a way to address such cases. The Committee for Student Advocacy at the Medical School offers one such model for a system;

there might also be a particular role here for the rather underutilized position of University Ombudsman.[9]

*Rationale for Recommendation 3*

The University community needs a clearing house for reporting incidents that undermine the mutual respect and civility that should be the norm of our collective life. We need this not only to provide a means of *communicating* such incidents, but also of providing *accurate* information about both the incident and the response to it.

We believe that all interested parties, including Student Council, the Office of the Dean of Students, the Provost, the Office of Equal Opportunity Programs, the University Counsel, and the appropriate deans should, under the coordination of the Chief Officer for Diversity and Equity, work to create a system that provides a place for the University community to report these incidents that may not meet the criteria of a formal grievance process. Because we recognize that there are complex issues of fairness, due process, and transparency that such a system would encounter—issues that, given the limitations of our time and resources, we could not fully address—we set this as a task to accomplish rather than offering a specific blueprint.

**Recommendations 4-8: Graduate Student Recruitment and Retention**

Despite the best intentions, certain populations are seriously under-represented among U.Va.'s graduate programs. In the Graduate School of Arts & Sciences, 2.8% of the graduate students in the fall of 2003 were African-American, and 1.2% were Hispanic-American. In the School of Architecture, the percentages are 2.3% and 0%, respectively. The actual numbers of students is even more distressing: forty African-Americans in the entire Graduate School of Arts & Sciences; *four* in architecture. The tiny base, though cause for great concern, is also an opportunity of sorts. By identifying and recruiting a handful of additional students from under-represented groups, the University can dramatically change the composition of its graduate population. Thus, in this area we offer *five closely related recommendations.*

*Recommendation 4:*

Following the December 2002 Faculty Senate report on *Graduate Student Funding at the University of Virginia*, the University should "reform its financing structure so that its programs can compete successfully for the best graduate student in the country….The restructuring must significantly improve tuition coverage and stipends, toward the ultimate goal of providing full support for all graduate students."[10] We cannot address diversity among our graduate students if we cannot compete for the best graduate students because our tuition and stipend offers are simply not competitive with peer institutions.

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[9] The Medical School reporting model can be found here: http://www.healthsystem.virginia.edu/internet/ome/advoc/home.cfm

[10] *Graduate Student Funding at the University Of Virginia: Report of an Ad Hoc Committee of the Faculty Senate* (December 2002). Reproduced as ***Climate Appendix 5-5.***

*Recommendation 5:*

Establish programs targeted to recurring minority and under-represented populations.

*Recommendation 6:*

Improve recruiting of graduate students, especially in the Graduate School of Arts & Sciences, by establishing a central office devoted to diversity recruitment.

*Recommendation 7:*

Expand the Emerging Scholars Program and host a conference of peer institutions to establish a national network of emerging scholars.

*Recommendation 8:*

Create a vibrant multicultural climate that will be attractive to minority graduate students.

*Rationale for Recommendations 4-8*

Minority graduate students are under-represented in virtually all of the disciplines within the Graduate School of Arts & Sciences. The most important factor in successfully recruiting minority candidates is funding. The "Audacious Faith" Report (1987) called for increased funding for minority graduate fellowships, but to date, little progress has been made. Progress in this area can only occur in the context of better funding for graduate students overall; at the same time we must make stronger efforts at targeted recruitment.

U.Va. does a good job recruiting and retaining minority students at the undergraduate level and in a number of professional schools. But at the graduate level in the Graduate School of Arts & Sciences and in the School of Architecture, the effort is haphazard because of the departmentally based structure of the schools and because of a general lack of resources. (We emphasize that graduate school recruitment differs significantly from recruitment at professional schools like Law and Medicine; in the latter cases, the competitive environment does not entail significant offers of tuition and stipends to students from the schools; in the case of the Graduate School of Arts & Sciences, U.Va. competes with our peer institutions for the best students.) While inadequate financial aid accounts for many of the problems U.Va. faces recruiting minority graduate students, shortcomings in the overall approach to recruiting are an important contributing factor. The distinguishing feature between successful minority recruitment programs and those that fail to achieve their objectives is full-time staff dedicated to this mission. Several reports have made this point before us.[11]

Concerning the Emerging Scholars Program, we believe that the University is in a unique position to increase the size of the pool of under-represented minority graduate students by expanding a pilot program that the dean of the College of Arts & Sciences started several years ago. This Emerging Scholars Program has identified and nurtured talented minority

[11] An ad-hoc committee chaired by Senior Vice President William Harmon came to this conclusion in 2002-03.

undergraduates, by partnering them with faculty mentors and engaging them in scholarly discourse and research. Though tiny in scale, this program has served as a catalyst for demonstrating the possibilities offered by a career in scholarship. For instance, one emerging scholar is currently enrolled in the Yale American Studies Ph.D. program and holds a Mellon Foundation Fellowship. Another just began study in the Department of History at the University of Michigan and has received a full scholarship. A third emerging scholar is a Ph.D. candidate in political science at Duke University. *None* of these students had planned to be professors when the Emerging Scholars Program first recruited them as second-years. It was their one-on-one work with professors, and the undergraduate research experience that convinced them to consider this career path.

Finally, with respect to the climate for graduate students, we note that minority graduate students are particularly sensitive to the climate of the community in which they study. A significant portion of prospective graduate students, as well as minority students enrolled in Ph.D. programs, have complained about a general climate that, at a minimum, does not seem welcoming and, in some instances, seems hostile. At an institution that prides itself on its teaching and on the way it treats its students, this is clearly unacceptable.

Implementing the numerous suggestions proposed by past studies of this issue should go a long way towards addressing the issue. These suggestions include: 1) creating a Web site for diversity-related graduate student events and comment, 2) a "diversity day" directed toward graduate students, 3) an essay addressing diversity on graduate applications, 4) academic symposia and conferences organized and run by minority graduate students, and 5) addressing the special needs of married and international graduate students. In addition to actually following through on past recommendations, a mechanism for connecting minority graduate students across disciplines—indeed, across schools—is essential to creating a vibrant community receptive to diversity. We note that the Teaching Resource Center, in its workshops for graduate teaching assistants, has consistently addressed issues of diversity in and out of the classroom; these programs could serve as a model for other department and school-based initiatives.

**Recommendations 9-11: Undergraduate Recruitment and Retention**

*Background*

The University of Virginia has made a commitment to increase the enrollment of African-American students and other under-represented groups. In the late 1970s and early 1980s, there was an assistant dean for minority recruitment in the Office of Admission. In 1999, an Outreach Office was created within the Office of Admission with an assistant dean, two admission counselors, and an administrative assistant. Since then, the University has become one of the leaders nationally in its recruitment and retention of students.

As the need for recruitment efforts increases because of an ever more competitive environment, the Office of Admission has continued to work with a small staff; the demands of the general admission process have stretched the staffing and finances of the Office of Admission. This has made it difficult for the Outreach Office, within the general admission office, to devote all its time and efforts to the recruitment of students from under-represented groups. These developments inform our next recommendation:

*Recommendation 9:*

Build on our success in undergraduate minority recruitment by enhancing the activities of the existing Outreach Office in the Office of Admission. Such activities could include:

- Creating positive images about the University of Virginia by increased publicity and targeted publications for admission that promote diversity. The Outreach Office could work more collaboratively with U.Va. public relations officers about images and publications that could ease the admission budget.

- Doing more to establish visibility within the communities of color (African-Americans, Asians, and Latinos) to create an interest in attending the University of Virginia.

- Increasing funding for travel and for creating community outreach programs.

- Establishing a regular operating budget for the Outreach Office in the Office of Admission that will continue to promote the efforts of minority recruitment. Concomitant with this dedicated line would be an annual review of performance and sufficiency.

- Exploring the possibility of expanding the range of summer programs to enhance minority success in higher education.

- Creating or supporting programs for high school sophomores and juniors that promote academic excellence and support for the admission process.

*Recommendation 10:*

Build on the nationally recognized success of the Office of African-American Affairs (OAAA) by continuing to support at sustainable levels the range of programs offered by that office, including the

- Peer Advisor Program,

- "Raising the Bar" initiative,

- Faculty-Student Mentoring Program, and

- Luther Porter Jackson Black Cultural Center cultural programming and exploration.

Related to this, we believe that it is essential to keep the OAAA integrally involved in the planning process for future space allocation, and that the office needs to remain located visibly and centrally.

*Rationale for Recommendation 10*

The Office of African-American Affairs has been a model for the nation in its holistic approach to working with students. It begins with outreach and support for first-year students and extends through graduation. Yet this success should not obscure the imperative to develop and nurture programs aimed not only at maintaining our current high rates of graduation but at removing the disparity that still exists between graduation rates for African-American students and those for all other University students.

*Recommendation 11:*

Support at sustainable levels programs for peer mentorship education, and provide cultural group assistance for the wide range of groups here at the University. Many of these programs already exist but are funded inconsistently or *ad hoc.* Some of these existing programs include:

- Latino Roundtable Discussion Forum
- Programs for Hispanic Heritage Month, Hispanic Awareness Week and Asian-Pacific-American Heritage Month; support for African-American History Month
- Asian Leadership Council, involving student leaders of Asian and Asian-Pacific-American organizations; La Alianza, the leadership coalition of Hispanic/Latino related organizations
- Support and supervision for the on-Grounds Lesbian, Gay, Bisexual and Transgender Resource Center, located in Newcomb Hall
- Cultural Programming Board
- Asian-Pacific-American Peer Advising and Family Network Program
- Hispanic/Latino Peer Mentoring Program

*Rationale for Recommendation 11*

Peer advising programs provide new students with upperclass mentors for guidance; support; and social, education, and career-preparation opportunities; in addition they help to establish connections with faculty, staff, and graduate students. Cultural group assistance from the Office of the Dean of Students and others helps to promote a vibrant climate of inquiry, celebration, and support. All these programs are primarily student-led, but they do require assistance and support of professional staff and faculty. A university that embraces diversity in pursuit of excellence should do all it can to support these groups and programs. Only in this way can diversity flourish.

**Issues for Future Exploration**

1. We must continue to explore and study the effect that financial aid and/or scholarships have on the choices minorities make in attending college, both undergraduate and graduate. How can the University of Virginia become more competitive with our peer institutions in regards to this concern? In what ways will *Access U.Va.*, the institution's innovative financial aid program, affect our capacity to recruit under-represented populations? Will we need additional targeted programs?

2. We must continue to explore and study the culture at the University so that diversity is embraced by *all* who work and attend here. How do we encourage "traditional organizations" such as fraternities and sororities, the Honor Committee, or the *Cavalier Daily*—organizations that have significant influence on climate and student perceptions of the University—to embrace diversity genuinely? How do we change some aspects of the student culture while still respecting the notion of "student self-governance"? We note with great interest a program called "Breaking the Cycle" that sought to engage minority students with student leaders at the *Cavalier Daily.* (The agenda of this program, which occurred with the support of the vice president for student affairs, is reproduced in ***Climate Appendix 5-6***.)

3. We must continue to explore and study ways to engage faculty and staff in diversity initiatives and, in general, with issues of student life and climate.

4. Conversely, we must encourage faculty to engage with the whole University in considering the ways the curriculum addresses issues of difference, diversity in the next century. We would hope for greater synergy between work in the classroom and work in the community and the world.

**Conclusion**

As the University of Virginia strives for excellence in the classroom, the research laboratory, and the playing fields, there is no reason to settle for second best when it comes to creating a diverse and equitable environment in which to live and learn. In fact, there is every reason to build on some of our past success. How do we graduate such a high percentage of African-American undergraduates? Year after year, dozens of universities ask us, "How do you do it?" We are able to answer, not with wishful thinking, but with the evidence of decades of hard work in the Office of Admission and in the Office of African-American Affairs.

Regrettably, we have not set our sights as high when it comes to other elements that contribute to student life and a culture that encourages students to explore difference and engage constructively with views that differ from their own. At the outset of this report, we identified four challenges, that if neglected, will continue to prevent us from changing our climate and truly embracing diversity in our pursuit of excellence. If we address these challenges with the kind of energy that we have devoted to scholarship, teaching, and athletics, we can truly become a leader among our peer institutions, and serve as a model far beyond the Rotunda. We should accept no less.

**Meetings**

*Student life subcommittee meeting dates:*

October 13, 2003
October 14, 2003 (Commission Meeting)
November 20, 2003
December 11, 2003
January 14, 2004
January 24, 2004 (Commission Meeting)
February 6, 2004
March 18, 2004
April 20, 2004
April 24, 2004 (Commission Meeting)
April 30, 2004

*Groups Consulted With:*

University Guides
Peer Advisors Mentor Group
Sustained Dialogue Ambassadors
Mt. Zion First African Baptist Church Community Members
Student Advocacy Committee (Medical School)
Fraternities – Random Members
Members of Residential Life Staff
Black Student Admission Committee
Latino Student Admission Committee

*Individuals Consulted With: **

Ed Ayers, dean of the College of Arts & Sciences
John Jeffries Jr., dean of the School of Law
Bob Covert, associate professor of multicultural education
Ellen Fuller, assistant professor of sociology
Penny Rue, dean of students
Pat Lampkin, vice president for student affairs
Rob Jackson, business manager, Office of the Vice President for Student Affairs

*Many of the faculty and students we talked with wanted to remain anonymous and asked that they not be listed by name in our report.

Submitted August 2004 by the Sub-Committee on Student Life, Climate, Recruitment, and Retention

Brian Balogh, associate professor of history (co-chair)
Tabitha Gray-Enoch, director of orientation and new student programs,
Office of the Dean of Students
Valerie Gregory, assistant dean and director, Outreach Office, Office of Admission (co-chair)

Timothy Heaphy, alumnus
Vicky Jones, undergraduate student, Class of 2004
Priya Parker, undergraduate student, Class of 2004
Sylvia Terry, associate dean and director, Peer Advising Program,
Office of African-American Affairs
Jim Watkins, parent of undergraduate student, head of Richmond Renaissance

**Curriculum**
**Sub-Committee Report**

## Our Charge

A college education should prepare students to be citizens of a world that is socially and culturally diverse, a world shaped in part by historical inequities that have disproportionately affected members of certain racial and ethnic groups. A citizen of the contemporary world needs both knowledge and "life skills," and students acquire these both inside and outside the classroom. Our subcommittee addressed the questions of how curriculum can contribute toward creating a culture of inclusiveness and mutual respect; how curricula at peer institutions address issues of diversity; and what if any changes should be made to the current U.Va. curriculum to promote these goals. At an early stage we decided to restrict the scope of our mandate to the undergraduate curriculum, rather than those of the graduate or professional schools, and after consulting with the Subcommittee on Student Life and Climate, we also restricted our definition of "curriculum" to credit-bearing courses, as distinguished from the broader educational activities included in their proposed Community Engagement program.

## Process of Examination

The Subcommittee on Curriculum consulted a number of background readings, including the *Journal of Blacks in Higher Education* survey of racial diversity at leading U.S. universities, articles such as "Why Race Matters" by Jeffrey Milem (*Academe* 86.5, 2000), the report of the results of the Enrolled Undergraduate Student Relations Survey, and recommendations of earlier diversity-related committees and roundtables with regard to curriculum.

We also investigated the curriculum requirements for undergraduates at several peer institutions: the University of Michigan, the University of California at Berkeley, Ohio State University, Duke University, the University of Maryland, University of North Carolina, Emory University, Iowa State University, and Elon University. Most of this research was done via the Web, but we also interviewed some people at these institutions by phone (for example, Steven Brayes, dean of General Studies at Elon University, who is in charge of their Experiential Learning Program).

In addition, the subcommittee as a group held meetings with Pat Lampkin, vice president for student affairs; Richard Handler, associate dean of the College of Arts & Sciences; Bob Covert, an associate professor at the Curry School of Education who teaches a highly popular course on multiculturalism; and in conjunction with the Subcommittee on Student Life and Climate, we met with a group of faculty members from the Department of Psychology to discuss the potential creation of an on-line exercise on implicit prejudice for incoming first-year students. Individual subcommittee members also held many informal discussions with students and faculty over the course of the academic year. For example, Justin Steele devoted a meeting of a group of student leaders in the Sustained Dialogue program (more on this program below) to the question of curriculum, and Noah Sullivan consulted with other members of Student Council on this topic; Ellen Contini-Morava met with Deandra Little of the Teaching Resource Center to discuss a handbook for faculty that is in preparation, which addresses issues of diversity in the classroom,

and she spoke with Ken Kipps, director of communications for the College of Arts & Sciences, about linking a list of diversity-related courses to the U.Va. diversity Web site.

**Results**

How can curriculum help foster a culture of inclusiveness and mutual respect? One option, recommended by some student groups and prior committees and employed at some peer institutions, is to require that all students take a specific course, on a topic such as Global Experience (as at Elon University) or The Student at the University (University of Maryland). However, after discussions with students and faculty, we concluded that this would not be the best option for U.Va., for several reasons:

1. First, decisions about the content of such a course would generate a great deal of controversy, and we found little support for this proposal among the faculty, who are responsible for the University's curriculum.

2. Second, staffing and administering a single course required of all students on an ongoing basis would be both difficult and costly.

3. Third, forcing all students to take a particular course risks alienating many students, leading to resistance in the form of not taking the course seriously, which would subvert the purpose of the requirement.

It is worth noting that most of the peer institutions we investigated do not require that students take a specific course; rather they allow choices within certain categories, which is what U.Va. currently does. We find this model appropriate, but suggest some changes to the current College requirement in this area in Recommendation 2, below.

An alternative proposal, also considered by the subcommittee, was to develop an interactive computer exercise to be taken by all incoming first-year students as part of their orientation, followed by small-group discussions. Such an exercise, though required, would not bear credit, and the program would be administered by the Student Life staff. We considered two possibilities that had been proposed: an exercise based on scripted scenarios and multiple-choice questions, to be developed by a software company in consultation with a U.Va. committee, and one or more exercises based on psychological research on subconscious prejudice that has been conducted by faculty in the U.Va. psychology department. The chair of our subcommittee, Ellen Contini-Morava, had participated in the committee to review scenario-based proposals from software companies in the summer of 2003 (prior to the formation of the Commission on Diversity and Equity), and as mentioned above, the subcommittee as a group met with the psychology department faculty members who proposed to develop the exercise on implicit prejudice (Brian Nosek, Stacey Sinclair, and Tim Wilson).

One advantage of the computer-based proposal is cost: although the initial cost of developing such a program is high, the annual cost of administering one would be less than what would be required for a traditional course required of all students. Also, computer-based exercises allow the collection of aggregate data on responses, which could be used to detect problem areas and, in conjunction with a follow-up assessment measure, to evaluate the effectiveness of the

program. A third advantage is anonymity: students who feel intimidated or reluctant to voice their perspectives openly in a classroom setting might be more candid in private, when responding to a computer program rather than to other people.

However, in the end the subcommittee did not feel that the benefits of a *mandatory* computer-based exercise would outweigh the disadvantages. If the goal is to learn to interact effectively with people who are different from oneself in race, ethnicity, gender, or other social/cultural characteristics, then it is arguable that this requires experience interacting with real people, in all their individuality and unpredictability, rather than responding to actors in a computer simulation. Furthermore, use of scenarios runs the risk of reifying certain racial/ethnic/gender characteristics and ultimately reinforcing the very stereotypes that the exercise is intended to combat. Exercises aimed to reveal implicit prejudice, while enlightening and useful, would have to be accompanied by a well-planned series of follow-up discussions with trained leaders, which would add to the cost of such a program. Also, if these programs were mandatory but did not carry credit, one can predict student resistance and alienation in direct proportion to the amount of time required to devote to them.

At the same time, it should be noted that our subcommittee recognizes the potential usefulness of computer-based exercises, and these could be developed as one option among many for students, but we do not advocate making such an exercise mandatory for all students.

A third alternative considered by our subcommittee was to expand the highly effective group-discussion program known as Sustained Dialogue, and make it a requirement for all students in their first year. Unfortunately, however, programs like Sustained Dialogue, in which small groups of students meet regularly over the course of the academic year to probe sensitive issues such as race, are effective both because they are voluntary and because they have continuity over time. Making such a program *mandatory* for all students would both be prohibitively expensive and would encounter the same kinds of resistance that any mandatory program faces.

For the above reasons our subcommittee decided to propose a *menu of curricular alternatives* that enhances some of the options already available to students and adds some more, rather than advocating a one-size-fits-all solution. At the same time we recognize that relying entirely on students to make their own educational choices is an abdication of our responsibility as educators. Often it is the students (as well as faculty) who think that diversity issues are irrelevant to them who most need a broader understanding. We therefore opted for a combination of requirements and flexibility in ways of meeting them. We note that this approach fits with the entire philosophy of our whole report, and, in line with this, we heartily endorse the Community Engagement Program proposed by the Student Life subcommittee. Students learn both in and out of the classroom, and we believe that the proposal for encouraging and recognizing sustained community service will bring enormous benefit to all our students.

**Recommendations**

1. **Create an exchange program between U.Va. and a Historically Black College or University (HBCU)**, such as Hampton University or Howard University. This could begin as a student exchange and expand to a faculty exchange. Initial contacts would be made with the exchange institution by the Office of the President; once in place the program would be administered by staff in the undergraduate schools with the help of the Office of African-American Affairs.

*Rationale:* This would both diversify the academic experience of U.Va. students and faculty and enrich the U.Va. community; potentially it would enhance the pool of students of color who would apply to our graduate programs.

2. **Split the current "non-Western Perspectives" requirement in the College of Arts & Sciences into two parts: Global Diversity and U.S. Diversity**. Each part could be satisfied by a range of courses, to be determined by the Committee on Educational Policy and Curriculum, and these courses would count simultaneously toward other College requirements, such as Humanities or Social Sciences. The requirements could also be satisfied by study abroad or at an HBCU (see recommendation 1 above). Undergraduate schools other than the College should consider implementing a requirement of this kind that is consistent with their educational goals.

*Rationale:* Students need greater awareness of the historical, social, and cultural contexts in which diversity issues arise, both in the United States and elsewhere. Studies show that students who take courses with diversified curricular content show greater growth in critical thinking skills than those who do not.[12] The current non-Western Perspectives requirement is too broad and needs to be sharpened in focus.

3. **Create grants for faculty to develop new courses or expand their syllabi to include racial/ethnic diversity issues** and to explore innovative teaching methods that address a diverse student body. Grants could come in the form of summer grants or release time during the academic year, and could include funding for research projects that involve diverse groups of students working collaboratively. Some examples of effective courses currently offered at U.Va. that could be used as models are the Common Courses in the College of Arts & Sciences and the Ethical Values Seminars in the School of Law, taught at the homes of professors.

*Rationale:* Currently, courses addressing diversity are narrowly concentrated within certain departments/programs, and tend to be taught by faculty of color. This leads to compartmentalization when in fact diversity should be broadly addressed throughout the curriculum. Even where diversity as a topic is not germane to a course's content (for example, in a Calculus course), one can still consider how the course is taught and whether the subject is presented in a way that makes students from under-represented groups feel welcome. Majors that do not attract these students should be challenged to ask why and to seek ways to change the situation.

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[12] See "Why Race Matters," by Jeffrey F. Milem, *Academe* 86.5, September-October 2000, pp. 27-33.

4. **Expand diversity resources/workshops for instructors, advisors, and teaching assistants,** to make the classroom climate more welcoming to students from under-represented groups.

*Rationale:* As evidenced in the Enrolled Student Relations Survey of April 2004, students from under-represented groups are often subjected to insensitive remarks, being expected by an instructor to serve as a "typical" representative of their racial/ethnic group, etc. Instructors need to create a classroom environment that is open to learning, non-discriminatory, and respectful of different perspectives. Currently the Teaching Resource Center offers workshops for new faculty and teaching assistants on teaching diverse classrooms, and they are developing a brochure on this topic. These workshops should be marketed to all faculty, not just new faculty, and each department and all those who advise undergraduate students should get a copy of the brochure. Participation in a diversity-oriented workshop should be noted on a faculty member's performance evaluation and should be addressed in department chairs' annual reports to the deans.

5. **Expand financial aid to encourage study abroad by a broader range of students**.

*Rationale:* As pointed out in the U.Va. 2020 Report on International Activities, study abroad leads to intellectual growth and enrichment, and students often describe it as a life-changing experience. Students of limited means—which include many students of color—tend not to avail themselves of study-abroad opportunities because of the expense.

**Meetings**

[Note that only meetings of the full subcommittee or those of the chair are included in this list; we did not record the dates/times for individual or informal meetings held by other members of the subcommittee.]

2003

| | |
|---|---|
| 10/13-10/14 | Diversity Commission Retreat |
| 10/23 | Meeting with Pat Lampkin, vice president for students affairs, and Richard Handler, associate dean of the College of Arts & Sciences |
| 10/24 | Subcommittee meeting |
| 11/14 | Subcommittee meeting |
| 11/21 | Meeting with chairs of subcommittees |
| 12/10 | Subcommittee meeting; planning for retreat |

2004

| | |
|---|---|
| 1/3 | Diversity Commission subcommittee chairs meeting |
| 1/14 | Joint meeting with Student Life/Climate Subcommittee and faculty from the psychology department (Brian Nosek, Stacey Sinclair, Tim Wilson); attendance at presentation of Different Voices, Common Threads student orientation program |
| 1/16 | Diversity Commission subcommittee chairs meeting; planning for retreat |
| 1/22 | Subcommittee meeting; planning for retreat |
| 1/24 | Diversity Commission retreat |

| | |
|---|---|
| 2/6 | Joint meeting with Student Life/Climate Subcommittee to divide our respective areas of focus |
| 2/22 | Telephone interview with Steven Brayes, dean of General Studies at Elon University, about their Experiential Learning Program (Ellen Contini-Morava) |
| 2/24 | Subcommittee meeting with Bob Covert, Curry School of Education, to discuss his course on multiculturalism |
| 3/2 | Subcommittee meeting |
| 4/16 | Subcommittee meeting |
| 4/20 | Subcommittee meeting |
| 4/21 | Meeting with Deandra Little of Teaching Resource Center to discuss diversity-related workshops and materials produced by the TRC (Ellen Contini-Morava) |
| 4/24 | Diversity Commission retreat |
| 5/8 | Subcommittee meeting; planning for meeting with Board of Visitors |
| 5/12 | Subcommittee meeting; finalizing recommendations |
| 5/14 | Meeting with chairs of Student Life/Climate Subcommittee to coordinate proposals |
| 5/17 | Commission meeting; preparation for meeting with Board of Visitors |
| 6/11 | Meeting with Board of Visitors; presentation of Commission report |
| 6/14 | Consultation with Commission chairs on content and format of final report |

**Subcommittee Membership**:

Ellen Contini-Morava, Department of Anthropology, chair
Rosa Brooks, School of Law
Justin Steele, student, School of Engineering and Applied Science, Class of 2004
Noah Sullivan, student, College of Arts & Sciences, Class of 2006
M. Rick Turner, dean of Office of African-American Affairs

Submitted by Ellen Contini-Morava, August 16, 2004

## Faculty and Staff Recruitment and Retention Sub-Committee Report

### Our Charge

Goal:

To develop recommendations to increase significantly the recruitment and retention of women and under-represented racial and ethnic groups on the faculty and staff at the University of Virginia.

Objectives:

- To assess the recruitment, retention, and advancement of women and minority faculty.
- To evaluate the current processes in order to identify the ways procedures may disadvantage members of the target groups.
- To develop and help implement strategies for advancement of sub-committee goals.

### Process of Examination

- Obtained University data from George Stovall, director of Institutional Assessment and Studies at U.Va. (White) (***See Appendices 6-1, 6-2, 6-3***)

  This data was not readily available on the University's Web site in the format needed to analyze the diversity of U.Va.'s employees. Stovall was very accommodating once he understood the depth of the data we needed. The second request resulted in useful data. The Subcommittee on Faculty and Staff Recruitment and Retention strongly believes that this data should be made easily available on our Web site.

- Obtained data from peer institutions: University of North Carolina, University of Michigan, Cornell University (White) (***See Appendix 6-4)***

  The data from peer institutions was only marginally better than U.Va.'s own data. In addition, there was difficulty translating the University's "General Faculty" into equivalent positions at other universities as the term overlaps administrators, professionals, instructional faculty, and upper level staff at these universities.

- Analyzed Office of Equal Opportunity Program (EOP) reports (Padrón/Bryant) (See ***Appendices 6-5, 6-6***)

  We carried out a careful reading of EOP reports produced between 1998 and 2003 in an attempt to identify the top and the bottom performing departments in the recruitment and retention of women and minorities. This effort taught us more about the purpose of EOP's work, and about its relationship with broader diversity efforts, than it did about individual departments.

- Reviewed previous Office of Equal Opportunity Program reports' recommendations on recruitment and retention and analyzed (Palmer/White) (See ***Appendices 6-7, 6-8, 6-9***)

  This may have been the most disheartening part of our process. In reviewing the five reports for recruitment and retention recommendations, we were astounded at the number of times the same or similar recommendations were made, none of which were ever implemented.

- Surveyed vice presidents and deans regarding recruitment and retention practices at the University of Virginia with the goal of finding exemplars (Louis/Palmer) (See ***Appendices 6-10, 6-11, 6-12***)

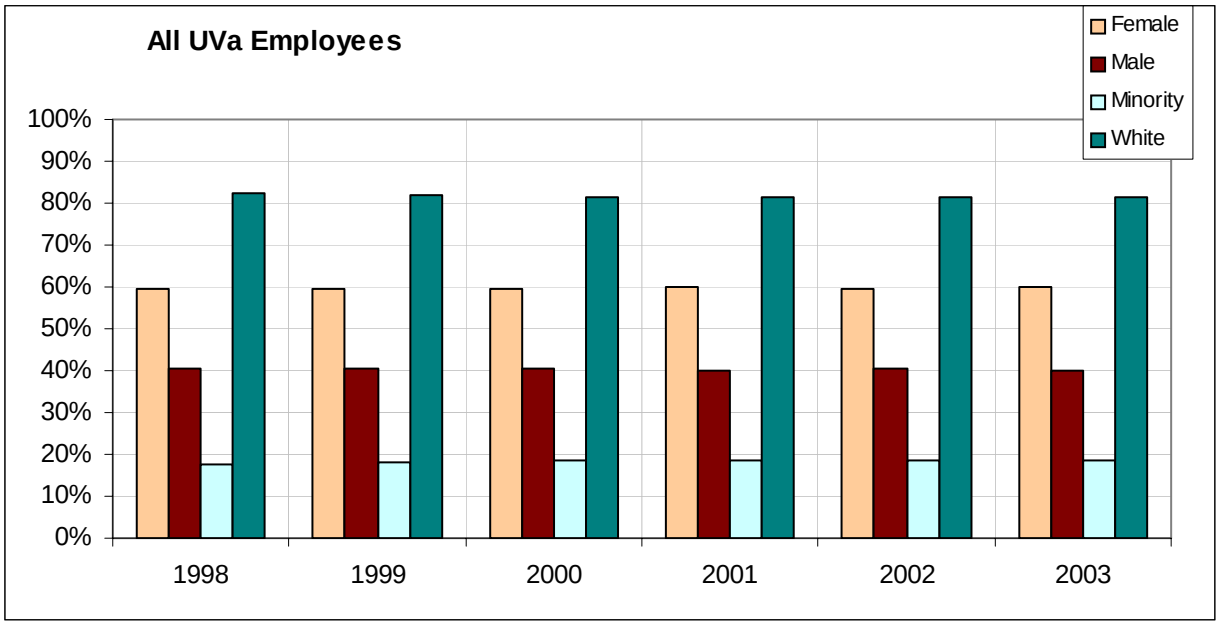
  We have identified recruitment best practices, efforts to maximize under-represented populations in the applicant pool, retention best practices, promotion/advancement best practices, and other best practices and suggestions from among fifteen management units.

- Communicated via email with Employee Council officers (Padrón/White) (See ***Appendix 6-13***)

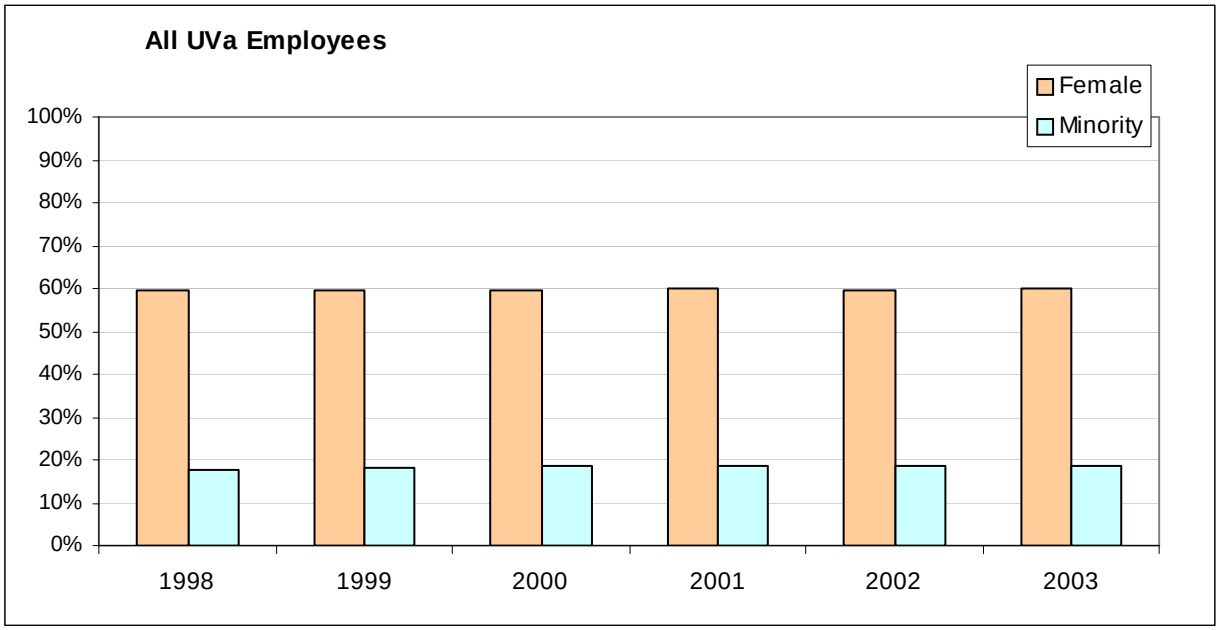
  These electronic conversations mirrored the results of the survey of vice presidents and deans in the variety of viewpoints presented.

**What was Learned/Results**

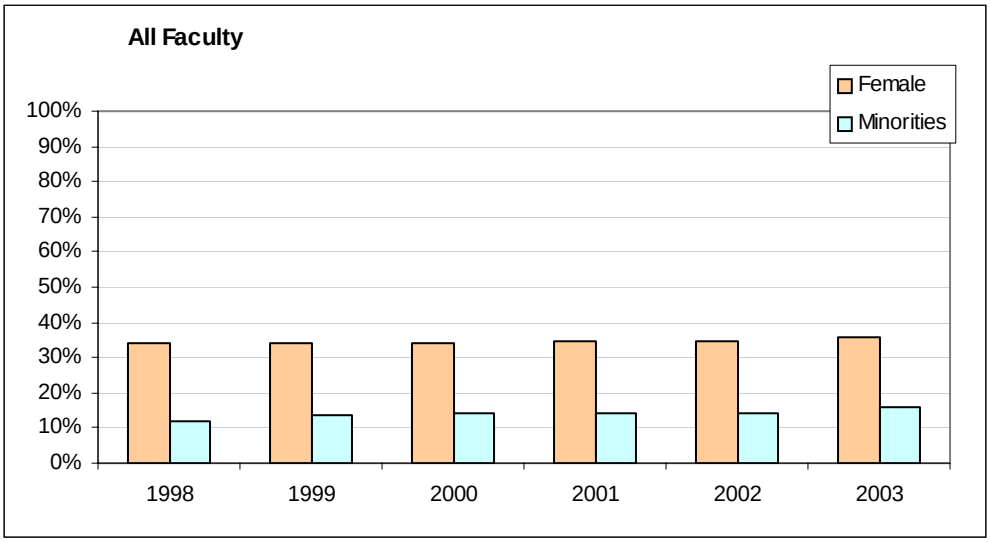
A statistical overview of U.Va.'s employee population tells a deceptive story. Simply put, we are overwhelmingly white and 60% female.



This hides the fact that the upper echelons of the University's faculty and administration are overwhelmingly white and male, while females and minorities are aggregated in lower paid areas such as clerical and custodial positions.[13] This has been the case for many years, despite the increasing attention that has been given to matters of diversity.

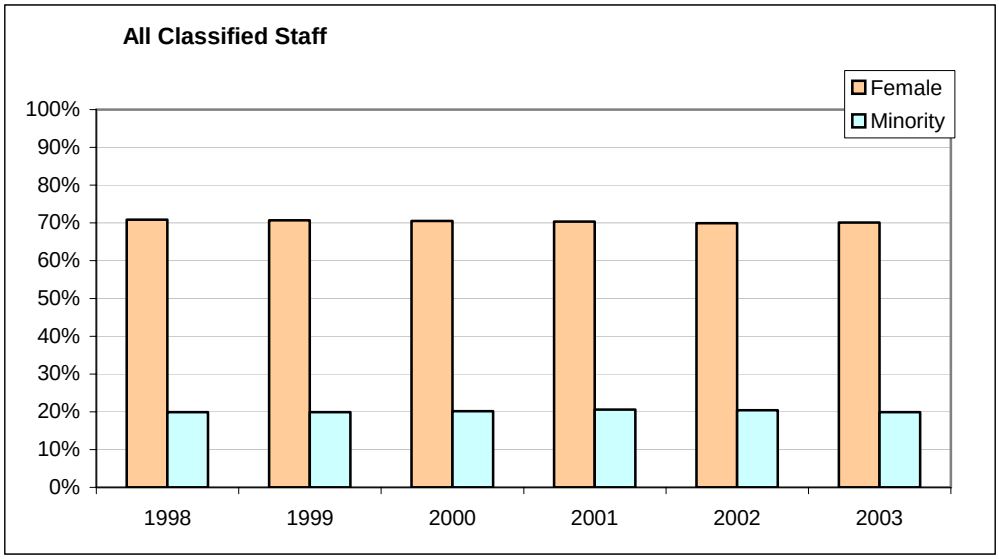



The percentage of women among the U.Va. faculty is flattened out at roughly 30% of the total, while the percentages of Blacks, Asians, Native Americans and Hispanics among the faculty have remained distressingly low.

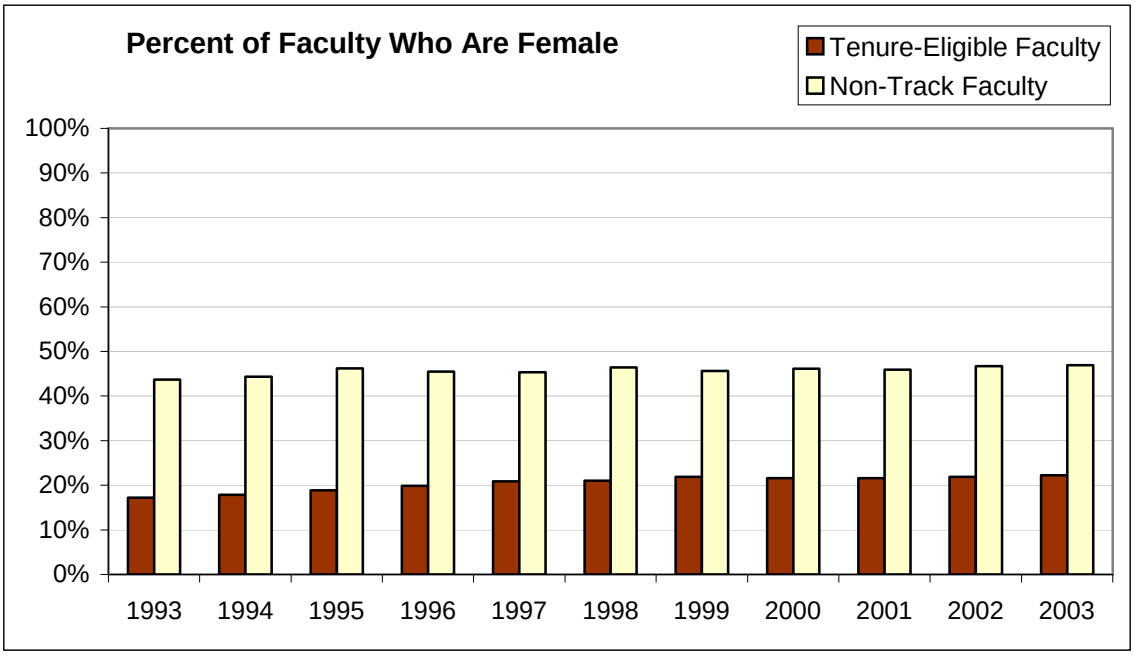



[13] The 1996 "Muddy Floor" report analyzes the predominance of minorities among those employees in the lowest pay scales.

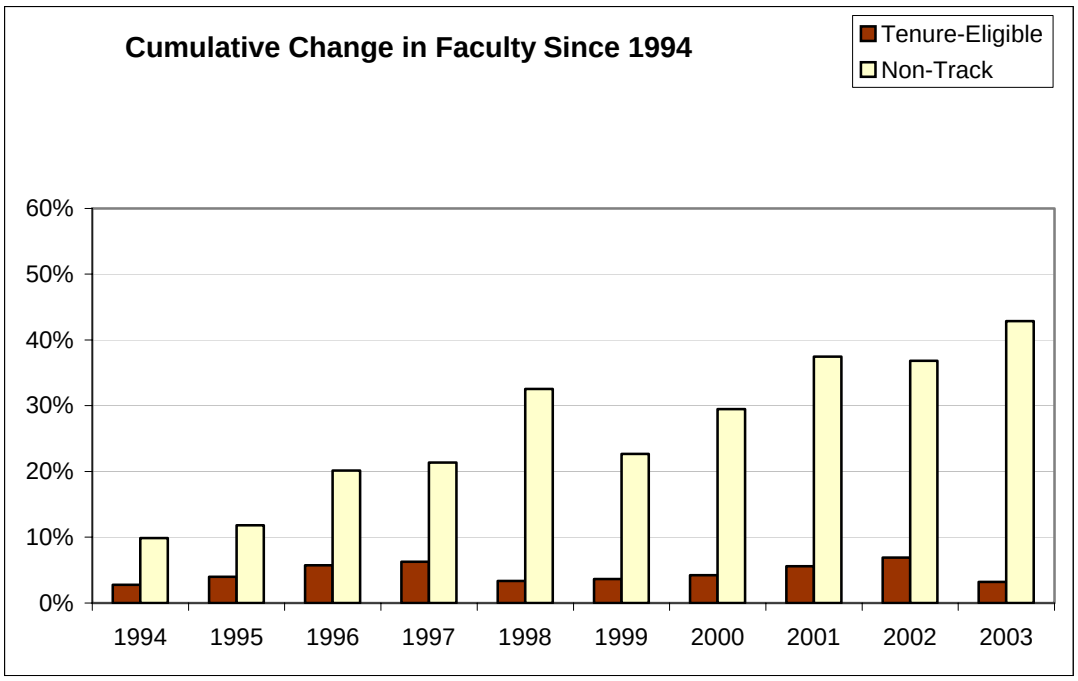
Among the classified staff, the picture remains flat over time but women outnumber men by more than 3 to 2. Minorities remain under-represented as well at about 20% but nonetheless are better represented than among faculty.




An interesting trend is evident among faculty. There are more males among all types of faculty, but in particular, most tenured faculty are male. Tenured female faculty numbers have grown somewhat.




Most of the growth in faculty numbers over the last decade has been from increased numbers of non-tenure track faculty—those with lesser benefits and pay and with no job security. (***See Appendix 6-14***)



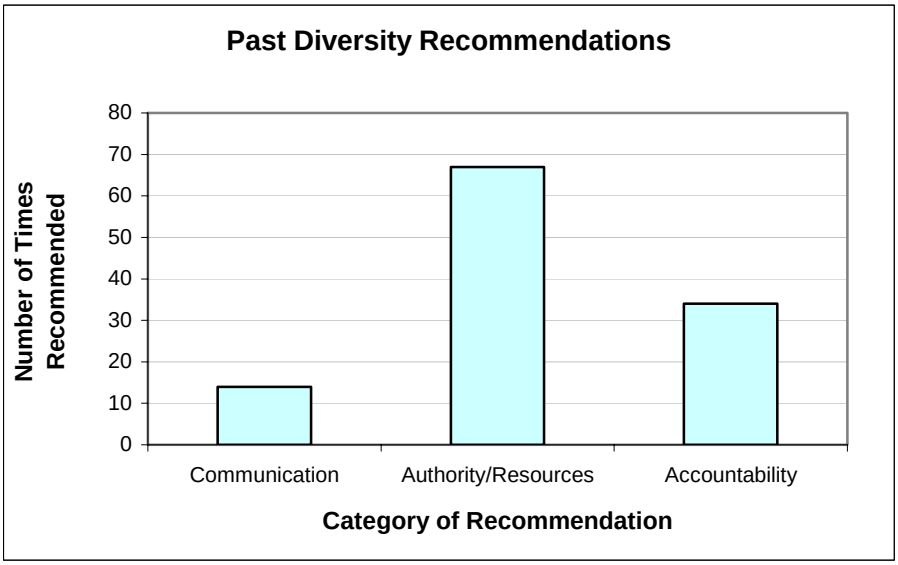

None of these realities are a surprise, nor are any of the solutions that this Commission will propose to address them. During the last seventeen years, the University has revisited time and again the demographics of its employee population, and each time has discovered anew what everyone already knew, and what has just been presented in summary fashion.

The various committees that have reported on the gender, racial and ethnic diversity—or lack thereof—of U.Va.'s employee population have developed a long list of strategies meant to correct the situation. These strategies have included proposals to sharpen the University's edge in the often heated national competition for talented female and minority professors. They have also included reforms to make hiring committees more attuned to the challenges of recruiting female and minority hires, and to make supervisors at various levels accountable for their efforts on this count. The issue, then, is not that we as an institution have failed to find the ways that we can achieve greater diversity among our faculty and staff. The issue is that we have not effectively implemented the policies that have been recommended to us by our own investigations. The problem is not one of collective know-how, but of collective will.

We would like to reiterate some of these past proposals, and to suggest some new ones, within the larger framework of our Commission's thinking about diversity and equity, a framework that emphasizes the three closely related themes of accountability, authority, and communication. We would like to emphasize, however, that the proposals are not a series of discrete or isolated policy reforms, but rather are an overall program meant to foster commitment to diversity in hiring and retention throughout the culture of our University.

If we group the recommendations of past diversity reports into the three themes of our Commission's thinking, and if we cluster those recommendations that identify the need for enhanced authority with those that make the case for the specific resources needed to make that

authority effective, then the collective message of these reports becomes quite clear. There must be people in charge of diversifying the University's employee population, whether in their capacity as deans and department heads, as search committee chairs, or as officers directly responsible for diversity issues. These people must appreciate that fostering diversity represents an important responsibility. They must be empowered to make diversity policy stick, and they must have the knowledge and the resources they need in order to do this job effectively. Communication and accountability, respectively, occur less frequently as themes in the reports of these commissions, but, as we shall see, they are nonetheless crucial for making diversity real.




**Recommendations**

To begin with, these authorities in charge of diversifying the University's employee population cannot do their job if they cannot tell who we as an institution are. They might turn to the various sources of available data, such as the Office of Equal Opportunity Programs or the Office of Institutional Assessment, but they may find that the available data is often organized in a different way than needed to provide a clear picture of who we are at a given point in time, or does not yield the sort of nuance needed to assess the current situation with regards to racial and/or gender diversity, or to track changes with any precision. The University should reorganize its census data so that it clearly displays the race, gender, ethnicity, and rank or status of University employees. It should also make the recruitment and retention policies of individual units available on the University's Web site in order to facilitate the dissemination and adoption of best practices among the disparate units of our decentralized institution. It should also enhance communication among hiring officials in order to ensure that the implementation of those practices is uniform across Grounds. Recruitment and retention, furthermore, need to be more broadly conceived. A minority scholar, for example, is more likely to accept a position at a department that has established a relationship with her or him through such things as guest lectures given outside the hiring process, than from a department full of people with whom she or he is little acquainted. The University should encourage departments to build relationships with under-represented applicants in their disciplines before the recruiting process begins.

However much we may enhance communication, we will not achieve our objectives unless everyone involved in hiring and retention has the knowledge and the authority necessary to put diversity at the forefront. In order to ensure that this happens, we recommend that the University expand the scope of EOP workshops and mandate participation in these workshops by all personnel involved in hiring. We also recommend that the University arm hiring officials with the resources they need to attract and keep highly sought-after female and minority personnel. Too often, a female or minority job candidate chooses not to come to U.Va., or chooses to leave, because the University has failed to compete with the salary and benefits packages offered by rival institutions. We must also be willing to mentor female and minority hires. Junior faculty must get the mentoring they need to succeed in the promotion process. Classified staff must have access to the developmental programs they need to move up the pay scale. That staff, along with the general faculty, must also have somewhere to go within U.Va. We cannot expect people to make careers at the University if their jobs do not offer possibilities for advancement or equitable salary increases. Finally, we must contribute our share to the larger project of enhancing the pool of female and minority scholars available for hire by recruiting more women and minorities into our graduate programs.

Clearly, when we speak of authority, we are not just talking about the Commission's proposed Chief Officer for Diversity and Equity. We are also talking about all of the people, at many levels of the University, who are involved in making decisions about hiring and retention. Ultimately, it is the culture of these people that must change, and it will only change if they are held accountable for their commitment to diversity. We recommend that the University develop goals and strategies for increasing the diversity of each department, and that supervisors be held accountable for their diversity efforts by assessing their success in this area in their performance evaluations. Finally, we recommend that all of the previous reports on diversity be reviewed, and that measures be taken to effectively implement those recommendations.

In the end, we hope that these specific reforms will produce a change in the culture of our institution, and that they will help us achieve the goals that we have often talked about, but have not had the will to pursue. We hope that they will produce a culture dedicated to diversity in every aspect of its hiring and retention practices, and an institution equipped with the resources necessary to make diversity among its faculty and staff a reality.

To recap, our recommendations are intended to address:

- Data Transparency: Provide University employment data to clearly show race and gender by employment rank or category and department or business unit.

- Inconsistently applied hiring guidelines: Expand and mandate EOP workshops for hiring officials and search committees; improve communication among hiring officials.

- Lack of advancement opportunities for Administrative & Professional General Faculty: Develop and implement policy for promotion in ranks for General Faculty.

- Lack of advancement opportunities for classified staff: Develop and implement consistent guidelines for advancement in paybands for classified staff.

- Inconsistent communication of recruitment and hiring policies: Provide access to all policies (faculty and classified) on a single central Web site.

- Lack of improvement in diversifying the U.Va. workforce: Develop goals and targets for increasing diversity for each school, department or business unit.

- Not enough qualified minorities to feed into applicant pools: Improve recruitment of minorities into the college and graduate schools.

- Previous diversity reports' recommendations not implemented: Implement previous recommendations related to recruitment and retention.

- Benefits deficiencies: Improve benefits in areas such as pool of sick leave funding for professional research staff, tuition remission for worker's families, health benefits for domestic partners, etc.

***See also Appendix 6-15*** for additional details.

***See Appendix 6-16*** for additional sub-committee recommendations. Coloring all of the recommendations are issues of cultural/working climate and mentoring, as these strongly affect retention at any employment level. Face-to-face exit interviews are strongly encouraged.

**Issues for Future Exploration**

1. The University should compile a census of its employees, delineating them by rank, race, ethnicity, and gender for all operational and academic units.

2. Classified staff issues were not fully addressed by this Commission. It is among classified staff that the biggest diversity and equity issues reside. Here is U.Va.'s largest employment group, and where the greatest numbers of female and minority workers are employed. We strongly urge that further study be given to this group.

3. We could not begin to address climate issues in the time allotted. This should be explored, along with salary equity issues, by an outside consultant. The Climate Study considered several years ago, before the 2002 budget cuts, needs to be implemented and completed.

**Meetings**

*Individuals met with (who and when)*

| | |
|---|---|
| Nov. 7 | Ricardo Padrón attended meeting of College of Arts & Sciences Minority Recruitment Committee |
| Dec. 10 | Lynda White with Lynn Williford online re: University of North Carolina data |
| Dec. 16-18 | Lynda White with Margaret Webster online re: Cornell University data<br>Ricardo Padrón with George Stovall online re: U.Va. data |
| Dec. 17-18 | Lynda White with William Keene (General Faculty Council) online |

| | |
|---|---|
| December | Lynda White with Garrick Louis online several times re: peer data |
| Jan. 7 | Lynda White with Garrick Louis online re: peer data |
| Jan. 8 | Lynda White with M.W. Matier online re: Cornell University data: no response |
| Jan. 15 | Lynda White with Garrick Louis online re: peer data |
| Jan. 27 | Lynda White with George Stovall online re: U.Va. data |
| Feb. 2 | Lynda White with George Stovall online re: U.Va. data |
| Feb. 5 | Ricardo Padrón with Scot French online re: meeting w/ Gertrude Fraser |
| Feb. 10 | Robbie Greenlee with Gertrude Fraser re: faculty data |
| Feb. 13-16 | Lynda White with Doug Moseley online (Employee Council representative) |
| April 8 | Lynda White with Tom Gausvik phone re: diversity and classified staff |
| April 12 | Lynda White with George Stovall online re: longitudinal U.Va. data |

*Groups consulted with (how many, when, and who)*

General Faculty Council: 18; Dec. 16, 2003 (White)
University Library Planning Day Committee on Diversity: 7 (White became member, February 2004)
Vice presidents and deans: 24; March 2, 2004 (Louis, Palmer)
Employee Council officers: 9; July 1, 2004 (Padrón, White)

*Subcommittee meetings*

| | |
|---|---|
| Oct. 13 | Retreat I; Sub-Committee on Faculty and Staff Recruitment and Retention Break Out – Getting Started |
| Oct. 13 | Retreat I; Sub-Committee on Faculty and Staff Recruitment and Retention Break Out – Strategy |
| Oct. 14 | Retreat I; Sub-Committee on Faculty and Staff Recruitment and Retention Break Out – Preparing to Report |
| Nov. 15 | Sub-Committee on Faculty and Staff Recruitment and Retention meeting |
| Dec. 13 | Sub-Committee on Faculty and Staff Recruitment and Retention meeting |
| Jan. 24 | Retreat II; Sub-Committee on Faculty and Staff Recruitment and Retention Break Out |
| Feb. 3 | Sub-Committee on Faculty and Staff Recruitment and Retention meeting with George Stovall re: data request |
| Feb. 11 | Sub-Committee on Faculty and Staff Recruitment and Retention meeting |
| Feb. 19 | Sub-Committee on Faculty and Staff Recruitment and Retention online with George Stovall |
| March 5 | Sub-Committee on Faculty and Staff Recruitment and Retention meeting with Gertrude Fraser re: faculty recruitment/retention |
| March 22 | Change in sub-committee chairs: Louis resigned; Padrón and White became co-chairs |
| April 12 | Sub-Committee on Faculty and Staff Recruitment and Retention meeting re: BOV presentation |
| April 24 | Retreat III; Sub-Committee on Faculty and Staff Recruitment and Retention Break Out |
| June 8 | Sub-Committee on Faculty and Staff Recruitment and Retention meeting |
| July 15 | Sub-Committee on Faculty and Staff Recruitment and Retention meeting |

*Meetings held by a smaller group of the committee*

| | |
|---|---|
| Nov. 21 | Sub-committee chairs meeting (Louis) |
| Dec. 12 | Ricardo Padrón w/ Ronda Bryant to discuss EOP Reports |
| Dec. 22 | Sub-Committee chairs meeting (Louis) |
| Feb. 2 | Turner's State of African-American Affairs Community address (White) |
| Feb. 3 | University Library Diversity Committee (White) |
| Feb. 6 | Sub-Committee chairs luncheon with BOV (Louis, Palmer) |
| Feb. 6 | Road to Brown presentation, Clemons Library (White) |
| March 5 | Sub-Committee chairs met with Gertrude Fraser (Louis, Palmer) |
| March 23 | Sub-Committee on Faculty and Staff Recruitment and Retention co-chairs meeting |
| March 31 | Co-chairs met w/ Garrick Louis |
| April 1 | Co-chair (White) met with Smith, Davis, Palmer |
| April 6 | Co-chairs met w/ Natalie Giannelli re: data charts |
| April 9 | Sub-committee chairs meeting (Padrón, White) |
| April 13 | University Library Diversity Committee (White) |
| April 14 | Casteen's State of the University Address (White, Palmer) |
| May 11 | Library Diversity Committee (White) |
| May 14 | Sub-Committee on Faculty and Staff Recruitment and Retention co-chairs meeting |
| May 17 | Smith & Davis previewed BOV report to President (Padrón, White, Palmer) |

Submitted July 30, 2004, by the Sub-Committee on Faculty and Staff Recruitment and Retention

Ronda Bryant, Curry School doctoral student, Commerce School graduate intern
Natalie Giannelli, student, School of Engineering and Applied Science, Class of 2004
Robbie Greenlee
Garrick Louis, assistant professor of systems and information engineering, former chair
Ricardo Padrón, assistant professor of Spanish (co-chair)
Kelli Palmer, President's assistant to the Commission and doctoral intern, Curry School of Education, Class of 2004
Lynda White, associate director, Management Information Services (co-chair)

**Business/Community Relations**
**Sub-Committee Report**

## Our Charge

Goal:

> To development recommendations for building a stronger University-community relationship. In order to reach this goal, the University of Virginia must develop a diversity outreach strategy aimed at the greater Charlottesville community.

Objective:

> To examine practices in the broader private and public sectors that encourage a diverse and welcoming workplace.
> To investigate and develop ways to deepen the connections between the University and the surrounding community.

## Process of Examination

- Subcommittee members shared perceptions they had heard from community members or gained through their own experiences. The recommendations below were developed in response to the validity subcommittee members attached to those perceptions or experiences.

- Subcommittee members researched business best practices for achieving a diverse and welcoming workplace. (**See *Appendix 7-1***)

## What was Learned/Results

There is a perception within the larger community that the University's resources and programs are not easily accessible and/or available to non-University members. In fact, the University provides a wide array of programs and services to the larger community though its public service and outreach programs. However, these programs and services need to be publicized more effectively and accessed more easily to enhance University-community relations.

The University must be proactive in reaching out and building relationships with the community. The University is a leader in many areas; it is the subcommittee's hope that the University also will become known as a model of best practices for its outreach efforts and "town-gown" relationship.

In short, the subcommittee endorses the idea of creating a "roadmap" into the University that is clear, user-friendly, accurate, and accessible.

Enhanced University-Charlottesville/Albemarle relations will provide reciprocal benefits for all. One of our findings is that racial minorities and women are more likely to experience isolation

both at the University and within the larger community. By providing specific opportunities for such employees to connect with local resources and more diverse community members, the University will increase the likelihood of smoother transitions to the area and on-going positive quality-of-life.

**Recommendations**

To promote an integrated effort that links the University to the larger community, we recommend a two-pronged effort that focuses on building sustainable relationships. That two-pronged effort encompasses:

1. Promoting mentoring efforts, both for potential job candidates and for local youth. The mentoring efforts focus on two programs:

    - "Community Ambassadors" Program that would provide prospective employees with an opportunity to learn about the community and establish social relationships. (**See *Appendix 7-2***)

    - "Day in the Life" Program, which matches U.Va. students to local at-risk youth and brings them to Grounds to participate together in academic, cultural, social and athletic events. (**See *Appendix 7-3***)

2. Linking knowledge of the University's resources and opportunities to the community. Key components under the umbrella of linking knowledge of the University's programs and services to the community include:

    - On-going promotion of University resources and services through a variety of internal and external communication tools. (**See Appendix *7-4***)

    - Creation of a full-time Community Outreach Officer to help in such communication efforts. (**See Appendix *7-5***)

**Meetings**

The subcommittee met on six occasions.

Submitted August 2004 by the Business/Community Relations Sub-Committee

Charlene Green, equity and diversity specialist, Albemarle County (chair)
Timothy Hulbert, president and CEO, Charlottesville Regional Chamber of Commerce
Bill Kehoe, professor of commerce
Maurice Jones, public information officer, City of Charlottesville
James Trice, alumnus
LaMont Wells, parent of undergraduate student, senior vice president for corporate development, American Systems Corporation
Ida Lee Wootten, director, U.Va. Office of Community Relations

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*President's Commission on Diversity & Equity*

**Committee on Student Life, Climate, Recruitment & Retention**
**Climate Appendix I**

## Executive Summary of Prior Report/Task Force/Committee Recommendations---*1*

| Recommendation | Report | Date | Current Status |
|---|---|---|---|
| ***I. Undergraduate Student Recruitment and Retention Recommendations***<br><br>**A. Identify and increase the undergraduate applicant pool through information and outreach.** | | | |
| Enhance activities to increase black students attending U Va/ Support for black alumni, black students and funds for Minority Students Admissions Committee | AF | 1987 | Office of Admission has been working to develop outreach programs with minority students. |
| Develop links between University and target public school systems | AF | 1987 | EOP states that in 2001-2002, numerous in-state and out-of-state high schools were contacted by visits from U.Va. admissions officers coordinated by the Outreach Office to recruit talented minority students. |
| Support incorporation of an Afro-American perspective in public presentations/ Organize and coordinate weekend cultural events | AF | 1987 | See organization of events below. |
| Provide a more welcoming social environment for black students | AF | 1987 | Fall Blast, Fall Fling organized which includes an open house for African-American junior and seniors, and Hispanic/Latino students in 2001. The Spring Fling and the Days on the Lawn activities are available for all accepted students. A Multicultural Reception for students of color is organized to show accepted students the cultural side of the University.<br><br>The Office of African-American Affairs (OAAA) offers a Spring Fling Family Reception for the families of prospective students who have been offered admission to U.Va. There is a welcoming reception and Program with OAAA deans and Peer Advisors, and U.Va. administrators/faculty/staff. OAAA Peer Advisor Program offers Harambee, a welcoming program encouraging academic and extracurricular involvement. The OAAA's Parents Advisory Association Cookouts in the Northern Virginia/Washington DC, and Richmond, VA areas also welcome families to the U.Va. community. |
| Conduct minority student outreach visits | RRBP | 2000 | EOP reports the Office of Admissions Outreach Office minority outreach to selected in-state and out-of-state high schools and several college fairs that were geared to minority populations. |
| Develop outreach materials and Web sites on programs, funding opportunities, and university and | RRBP | 2000 | The Outreach Office has developed and uses publications, such as "Many Voices" and "Tips Sheet" to show opportunities at U.Va. for minority |

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**EFS**: Envision Focus Subcommittee, 4/2003

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| community resources | | | students. A Web page for students has been created by the Outreach Office. |
| Organize on-Grounds visits of prospective students | RRBP | 2000 | See activities listed above. |
| Develop a network of minority alumni as recruiting resource | RRBP | 2000 | The Outreach Office uses minority alumni as resources in recruiting, attending out of state receptions, and participating in independent college fairs. The Ridley Scholarship Board played a role in the success of these events. |
| Personalized email/mail contact with standardized entrance examinees about U,Va. opportunities | RRBP | 2000 | The Admission Office and Outreach Office follow up in recruiting students, where an e-mail, letter, or telephone call comes from the office to students during the admission process. Mass mailings to students of color, made possible by the Web page, has been instituted. |
| Hold admitted student weekend with diversity programs | RRBP | 2000 | See above information. |
| Develop network of contacts of current students and alumni to identify potential applicants and serve as local resource | RRBP | 2000 | See alumni information above. The School of Architecture has a program where prospective students can contact existing students on the Web to communicate about U.Va. opportunities and atmosphere. |
| **B. Provide academic, programmatic and faculty support for admitted students.** | | | |
| Enhance effort to retain and graduate black students (advising, transition, tutorial services) | AF | 1987 | Several groups work with black students, including the Office of African-American Affairs, which sponsors the Outreach Program, Peer Advisor Program, the Mentoring Program, Culture Programming and academic services (for example, the OAAA Tutoring Program, Raising the Bar Initiative). Class Outreach and the Parents Advisory Association offer on-Grounds services to admitted students. |
| Improve academic advising and develop mentoring program/ make academic advising significant part of faculty responsibility | AF | 1987 | OAAA provides academic advising informally through its Deans' Outreach and through the Faculty-Student Mentoring Program (which include faculty academic advising beyond faculty/student luncheons). OAAA students receive formal advising at various schools. |
| Offer time management, study and testing skills, and stress management workshops for minority students | RRBP | 2000 | See above. |

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**Committee on Student Life, Climate, Recruitment & Retention**
**Climate Appendix I**

**Executive Summary of Prior Report/Task Force/Committee Recommendations---***3*

| | | | |
|---|---|---|---|
| Provide academic and tutoring support for minority students | RRBP | 2000 | See above. |
| Provide academic and financial support including career goals and practices information | RRBP | 2000 | See above. The EOP plan calls for increased need-based financial support, particularly among middle income out-of-state students. |
| **C. Develop and implement social and cultural recruitment, orientation, and welcoming activities.** | | | |
| Fall orientation for new students on financial aid, student organization, student life and diversity resources | RRBP | 2000 | See the addendum report from the Office of Student Financial Services. This year, the Office is following up on contacts with each student with an incomplete application by phone call to complete the process fully. OAAA also offers the Welcoming Program and Reception to expose and refer students to available opportunities and resources. |
| Assign admitted students Peer advisors | RRBP | 2000 | The Peer Advisor Program offers this program. There has been considerable success by this program, and it has been nationally recognized as an innovative, important diversity recruiting and retention effort. The benefits of this program, however, need to be specially emphasized within all intra-University diversity points of contact, including the EOP, Financial Services Office, Office of Admission and during any minority student recruitment activities.[i] |
| Strengthen the use of U.Va. students to promote and attract prospective students | RERGRT | 2001 | The Black Student Admissions Committee works to encourage prospective students and help prospective students with U.Va. resources. Peer Advisors contact admitted students the summer before their fall admission. |
| Use student organizations and the Peer Advisor Program to host students and visit high schools | RERGRT | 2001 | Student organizations actively participate in on-Grounds and recruitment activities, coordinated by the Office of African-American Affairs, and independent minority student organizations. |
| Provide parents of prospective students with information about U.Va. | REGRRT | 2001 | OAAA provides parents who contact the office newsletters and brochures as well as information on the OAAA Web page. OAAA Parents Advisory Association also provides information during informal contacts and informal hosting sessions. |
| Educate students and parents about the wide course offerings and opportunities including career options and opportunities | RERGRT | 2001 | |
| Hold information sessions about | RERGRT | 2001 | See above information about public school and |

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| U.Va. within minority communities at libraries, community centers, athletic programs | | | college recruitment efforts. No information that this has been expanded outside of the public school, or college fair setting. |
| Utilize alumni and parents of U.Va. graduates to assist in recruiting efforts through special programs, letters, interested parties and events | RERGRT | 2001 | See above EOP report. |
| ***II. Graduate/Professional Student Recruitment and Retention*** | | | |
| **A. Identify and increase the graduate student applicant pool through information and outreach.** | | | |
| Extend outreach to historically black schools through on-campus recruiting, semester-long guest faculty exchanges, and summer research opportunities | EFS | 2003 | See above Outreach Office efforts. |
| Offer opportunities for prospective students to interact with current students and faculty of color | EFS | 2003 | See above School of Architecture efforts (detailed specifically, and other schools generally) and on-Grounds diversity events. |
| Extend programmatic and counseling efforts to help minority students overcome feelings of isolation | Bynum | 2001 | |
| Orient new students to the University and facilitate the early development of social networks | Bynum | 2001 | |
| Support regular social events that help minority students cultivate a cohesive sense of communal life at U.Va. | Bynum | 2001 | See above efforts on Fall Blast, Fall Fling, Spring Fling and Days on the Lawn. |
| Promote diversity events and information through a universal e-mail distribution list for all minority students | Bynum | 2001 | |
| Implement through the various University schools aggressive | EFS | 2003 | Some schools and offices have begun contacts through e-mail, direct mail, and telephone contacts. |

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| recruitment strategies for minority students with personalized letters, e-mail, and publications | | | |
| Provide faculty/administrator and graduate peer support for students | EFS | 2003 | |
| Summer research programs for undergraduate and pre-matriculation students to prepare students for graduate school | RRBP | 2000 | |
| Attend conferences of minority graduate students to conduct outreach | RRBP | 2000 | |
| Send university representative to graduate and career fairs to attract minority students | RRBP | 2000 | Efforts to attend career fairs, college fairs and historically minority colleges have been instituted. |
| Hold information sessions for 2nd and 3rd year minority students about graduate/professional career opportunities | RRBP | 2000 | While Fall Fling is not directed to graduate students, Fall Fling annually sponsors an open house for African-American juniors and seniors to advise them of the opportunities in the University graduate system. |
| Create a University-wide pre-application program for graduate and professional students at large in the fall of each year and invite students to attend all expenses paid programs about U.Va. graduate and professional programs, funding opportunities, and community resources | EFS | 2003 | |
| Offer pre-enrollment program for accepted graduate and professional school students to allow students a venue to explore academic and co-curricular offerings, including sessions on race, gender, Charlottesville, financial aid | EFS | 2003 | |
| **B. Provide services to the graduate student body with cultural and academic programs.** | | | |
| Organize on-Grounds academic and social events for existing and prospective graduate/professional students | RRBP | 2000 | The current events do not appear targeted toward existing graduate or professional students. The OAAA does host a Graduate Student Cookout to acquaint students with each other and to inform |

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| | | | them of U.Va. opportunities and events. |
| Create a Graduate Students Affairs Web site as a clearinghouse for diversity-related University events | RRBP | 2000 | The OAAA has a Graduate Student listserve through which it provides information about graduate academics, job and research opportunities, and events. |
| Organize "Diversity Days" for graduate students by student organizations | RRBP | 2000 | |
| Include essay question on the graduate student admissions application about increasing diversity | RRBP | 2000 | |
| Organize academic symposiums for minority graduate/professional students | RRBP | 2000 | |
| Pay attention to the special needs of married and international graduate/professional students | EFS | 2003 | |
| ***III. Financial Aid, Fellowship and Funding Issues*** | | | |
| **A. Establish permanent fellowships and funding opportunities for minority undergraduate students.** | | | |
| Increase fundraising for scholarships/fellowships for minority students | RRBP | 2000 | The University has recently instituted new programs for minority/need based financial aid and scholarships. |
| Promote financial support for minority students | RRBP | 2000 | See above. |
| Provide academic and financial support including career goals and practices information | RRBP | 2000 | The Student Financial Services Office provides tutoring on resources and filing requirements for all students. |
| Provide prospective students with more attractive financial aid packages | EFS | 2003 | This proposal related to graduate students. The recent financial aid initiative does not deal with graduate students. |
| **B. Establish permanent fellowships and funding opportunities for minority graduate students.** | | | |
| Increase black graduate students | AF | 1987 | See above. |

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| who attend U.Va./Fellowship Funding/Develop individual school plans for recruitment | | | |
| Develop sources of state funding for graduate student preparation | RRBP | 2000 | |
| Join universities in the Responsive Ph.D. program sponsored by the Woodrow Wilson National Fellowship Foundation | RRBP | 2000 | |
| ***IV. Minority Faculty Recruitment, Retention and Resources*** | | | |
| **A. Increase minority faculty outreach and recruiting.** | | | |
| Provide incentives to academic units to hire black faculty | AF | 1987 | EOP reports in summaries provided by various Schools (Architecture, Arts and Sciences, Continuing and Professional Studies, Curry School of Education, Darden Graduate School of Business Education, Engineering and Applied Sciences, Hereford Residential College, Law School, McIntire School of Commerce, Medical and Nursing School, and the Summer Session Office and Library System) all reported efforts at hiring minority and women positions. |
| Enhance effort to recruit black faculty | AF | 1987 | Recently conducted extensive job search for American Studies positions completed in 2003 |
| Implement aggressive recruiting strategies to attract faculty of color and use existing faculty of color in recruiting, mentoring and outreach strategies | EFS | 2003 | The College of Arts and Sciences has an advisory committee to study and promote minority faculty recruiting in the college. |
| Foster outreach to faculty of color | EFS, RERGRT | 2003 | . |
| ***V. Administrative and Department Recommendations*** | | | |
| **A. Create a position of Assistant Provost for Graduate** | | | |

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| **and Professional Students of Color.** | | | |
| Establish position of Advisor to the President on Minority Affairs | AF | 1987 | |
| Create Office of Associate Provost for Student Academic Affairs, Director of Educational Support Programs, and Director of Tutorials | AF | 1987 | In 1988, Ron Simmons was appointed Associate Dean for Academic Support. During his tenure (approximately 2 years), academic tutoring was moved from OAAA to his office. The position existed for 2 or 3 years. |
| Establish monitoring mechanism to ensure action/ Standing Committee on Integration of Recommendations | AF | 1987 | |
| Implement discrimination complaint procedures | AF | 1987 | EEO has instituted appropriate procedures and provides annual reporting for discrimination complaints. |
| Designate individual to be in charge of recruitment and retention of graduate and professional students | RRBP | 2000 | |
| Implement a position for Associate Provost for Graduate and Professional Students of Color | EFS | 2003 | |
| Promote the development by the Office of New Student Orientation of an orientation program for all incoming graduate and professional students, including specialized sessions of ethnic, gender- and community based programs | EFS | 2003 | |
| Implement a position for Associate Provost for Graduate and Professional Students of Color | EFS | 2003 | |
| Create a central graduate/professional office for students of color to coordinate all efforts at recruitment and retention | EFS, RERGRT | 2003 | |
| **B. Coordinate and enhance use of existing academic and** | | | |

**Executive Summary of Prior Report/Task Force/Committee Recommendations---*9***

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|---|---|---|---|
| **cultural resources to promote a university-wide ethos on diversity programs.** | | | |
| Coordinate and evaluate special education programs | AF | 1987 | The EOP provides information on, but not evaluation of, special education programs. |
| Establish a committee to assure full use of the Luther P. Jackson Cultural Program by all Departments, Institutes and Programs | AF | 1987 | The Dean of African-American Affairs oversees the Luther P. Jackson Black Cultural Center, which co-sponsors many cultural activities. No committee was formed due to the restructuring of OAAA in the late 1980s. |
| Study Honor System to determine if it provides equal treatment for all racial groups | AF | 1987 | Several studies of the Honor System, including the use of outside consultants have been done, most recently in the 1999-2000 academic year. |
| Coordinate and evaluate tutorial programs | AF | 1987 | Done for a period of time pursuant to this request at the appointment of Ron Simmons. |
| Coordinate and Enhance Diagnosis and Remediation of Learning Disabilities | AF | 1987 | |
| Initiate a thorough public examination of the philosophical basis and practical realization of affirmative action | AF | 1987 | EOP discusses the recent University of Michigan rulings, and their potential affect on minority recruitment and hiring. The consequences of the ruling are uncertain. OAAA has held forums about Affirmative Action, and devoted the Fall 1999 issue of Visions (the parent newsletter) to the subject. |
| Redefine mission of Office of African-American Affairs/ increase personal contact, advice and services to students and university community | AF | 1987 | Prior to the appointment of M. Rick Turner as dean of the Office of African-American Affairs, some changes were made in OAAA. The restructuring removed the formal academic responsibilities from OAAA which were moved to the Associate Provost for Academic Support position created in 1988. |
| Devote faculty positions to recruitment efforts | RRBP | 2000 | |
| Encourage coordination between Dean of Students Office and Office of African-American Affairs over efforts to monitor and address isolation among minority students | Bynum | 2000 | |
| Coordinate and encourage academic departments to participate in events designed to | Bynum | 2000 | |

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| help new graduate and professional students adjust to graduate student life at U.Va. | | | |
| Improve cross-communication among the Office of African-American Affairs for graduate students in all departments | Bynum | 2000 | The Office of African-American Affairs is involved in numerous activities across the University, according to the EOP. The Bynum Report dealt with graduate students. The OAAA and the College of Arts and Sciences host a graduate/professional school cookout, and an e-mail outreach program. An assessment of the extent and success of coordination among all departments should be completed to identify overlap or areas of improvement. |
| Help Departments establish and promote recruitment goals | RRBP | 2000 | |
| Conduct an assessment of presently enrolled minority students to evaluate "selling points" | RERGRT | 2001 | The Office of Institutional Assessment and Studies has conducted several surveys from which we can draw race specific information pertaining to "selling points." Recently, it conducted a "Student Race Relations" survey, which provides a baseline of recent attitudinal information about race relations at U.Va. |
| **C. Recruit and appoint minority applicants to high level administrative positions.** | | | |
| Appointment of blacks to high-level administrative positions[ii] | AF | 1987 | Some progress made in this area with several senior-level appointments. |

[i] The Peer Advising Program has been organized and improved through the efforts of Dean Sylvia Terry. In the early stages of this report, it was learned that the EOP report did not mention the program. Since that time, Dean Terry has worked with the EOP to inform them more fully of the program, and insure that the nationally recognized Peer Advising Program is featured in the EOPlan of the University. Committee members commented that the program ought to be more prominently featured in intra-University diversity programs, and in all outreach and on-campus recruitment and retention events as an example of a best practice at the University.

[ii] The compilation of studies includes the following: Audacious Faith Task Force Report (**AF**), 6/1987; Recruitment/Retention Best Practices Report (**RRBP**), 2000; Charting Diversity Roundtable Report (**RERGRT**), 3/2001; the Bynum Study (**Bynum**), 2001; and the Envision Focus Subcommittee (**EFS**), 4/2003.

ii Brad Holland, Director of the Equal Opportunity Office met with me and provided a copy of the Equal Opportunity Plan (**EOP),** dated May 16, 2003. The plan provided the most comprehensive summary of University wide recruitment efforts for undergraduate, graduate students, and faculty. The summary of goals, however, focused on minority faculty recruitment and hiring, and did not address minority student recruitment. (p. 106). The summary of on-going University-wide activities is attached as an addendum to this report, and where appropriate, reflected in the Draft Summary. (p. 82-105)

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iii Attached are separate summaries, for Draft purposes only and not for distribution, accumulated through personal interviews with Bruce Dotson, Associate Dean for Academics, School of Architecture, and Yvonne Hubbard, Director of the Office of Student Financial Services.

Reports such as the Muddy Floor Report on employees, and reports from the Medical or Law school are not incorporated in this summary. Only where the committee report or task force made a recommendation that included persons accountable, deadlines or cost estimates was that information included. Information about status of recommendations was obtained from a variety of sources, including the Commission members, who were given an opportunity to review and comment on this report. Where the assessment is blank, the researcher could not find available data or information on the implementation of the program, and no Commission members provided comment about the recommendation.

***Report prepared by Kurt Hohenstein, Ph.D., May 2004, Corcoran Department of History, and Research Assistant to the President's Commission on Diversity and Equity, University of Virginia, Charlottesville, Virginia.***

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# Past Retention and Recruitment Recommendations

AF: Audacious Faith Report, 1987
MF: Muddy Floor Report, 1996
GE: Gender Equity Report, 1999
CD: Charting Diversity Report, 2001
ED: Envision Diversity Report, 2002

| *Recommendation* | *AF 1987* | *MF 1996* | *GE 1999* | *CD 2001* | *ED 2002* |
|---|---|---|---|---|---|
| **OFFICERS FOR DIVERSITY, EQUITY, CLIMATE** | | | | | |
| Establishment of the position of advisor to the President on minority affairs | X | | | | |
| 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 U.Va.) appoints an Equity Administrator with many of the responsibilities listed above, and serves on a council under the direction of the EEOC Office. | | | | X | |
| Establish an office devoted to the recruitment of minority staff and faculty | | | | | X |
| Appoint a new standing committee to consult with, counsel, and inform the president and other University officials on gender climate, gender equity, and women's issues, and to help monitor and assess implementation of this action plan. | | | X | | |
| 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. | | | | X | |
| | | | | | |
| **TRAINING OF SUPERVISORS/MANAGERS** | | | | | |
| 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. | | | X | | |
| Train managers and hold them accountable for creating an environment that supports diversity. | | | | | X |
| Make sensitivity camps mandatory for department chairs and supervisors | | | | | X |
| 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. | | | | X | |
| | | | | | |
| **DIVERSITY/SENSITIVITY TRAINING** | | | | | |
| Provide diversity training –including opportunities to experience discrimination—for all employees of the University. | | | | | X |
| Develop new terms for describing diversity that treat people as human beings rather than members of a racial or gender category. | | | | | X |
| | | | | | |
| **ACCOUNTABILITY FOR DIVERSITY** | | | | | |

| *Recommendation* | *AF 1987* | *MF 1996* | *GE 1999* | *CD 2001* | *ED 2002* |
|---|---|---|---|---|---|
| Improve monitoring of and accountability for affirmative-action faculty-recruitment efforts | X | | | | |
| 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. | | | | X | |
| In their annual evaluations, hold deans and supervisors accountable for the implementation of the two previous recommended actions (training and evaluation). | | | | X | |
| Require that all leadership recruitments and appointments (Deans and other high level positions) not be passively supportive of diversity efforts, but to have shown demonstrated leadership and commitment in their previous positions. | | | | X | |
| Add a component measuring "commitment to equal opportunity" to 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, and climate. | | | X | | |
| Include in annual reports assessments of gender climate, representation of women, and salary equity, and set forth in the annual reports goals in these areas for future years. | | | X | | |
| 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. | | | | X | |
| 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. | | | | X | |
| Direct each dean, department chair, and major unit head to develop and institute appropriate mechanisms for ensuring gender equity in salary, climate, and representation and to communicate these to the faculty and staff of his or her school, department, or unit. | | | X | | |
| Instruct each dean, department chair, and major unit head to report on salary equity as well as gender climate in annual reports to appropriate vice president. | | | X | | |
| Hold managers accountable for creating an environment that supports diversity. | | | | | X |
| Replace managers who are unwilling to provide a welcoming and supportive atmosphere for minorities. | | | | | X |
| Ensure that there is a commitment to diversity at the highest level of the university's administration—ncluding the Board of Visitors—and that this commitment filters down into all departments and programs | | | | | X |
| Take action that mirrors our rhetoric—live up to the ideals we express. | | | | | X |
| Yearly review and statistical analysis of performance reviews for each race by major business unit, in order to determine whether a problem is institutional or "if particular areas are skewing the numbers for the whole | | X | | | |

| Recommendation | AF 1987 | MF 1996 | GE 1999 | CD 2001 | ED 2002 |
|---|---|---|---|---|---|
| University." In addition, yearly review and statistical analysis of written notices and terminations for cause, with respect to race and major business unit should also be done. African-American employees are receiving disciplinary action at disproportionate rates. | | | | | |
| 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. | | | | X | |
| | | | | | |
| **PUBLIC ANNUAL REPORTS ON PROGRESS** | | | | | |
| Issue public reports annually on institutional progress toward equity in hiring, retention, and appointments to leadership positions. | | | | X | |
| 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. | | | | X | |
| 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. | | | | X | |
| Issue public reports annually on institutional progress toward gender equity. | | | X | | |
| | | | | | |
| **VENUES FOR DISCUSSION AND INTERACTION** | | | | | |
| Initiation of a thorough public examination of the philosophical basis and practical realization of affirmative action. | X | | | | |
| Implementation of discrimination complaint procedures. | X | | | | |
| Create an ombudsman position to be actively involved in addressing problems that do not rise to the level of discrimination as defined by Title VII, thus working on "climate" issues. | | X | | | |
| Stimulate on-going debate of the philosophical issues that underpin our notions of diversity. | | | | X | |
| Provide venues to ensure that women and minority faculty and staff can meet and talk confidentially at least once each year. | | | | X | |
| Ensure that women faculty and staff can meet and talk confidentially at least once each year. The director of the Office of Equal Opportunity Programs, or her or his 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. | | | X | | |
| Establish a buddy system that provides opportunities for regular racial interaction among faculty and staff, both professionally and socially. | | | | | X |
| Many of the collaborations with faculty and students from other schools are simply ad-hoc, based on personal relationships, because there are perceived to be administrative barriers to this type of cross-functional work (between schools, and sometimes between departments as well). The University should work to lower these barriers and provide financial incentives (or at least remove disincentives) to collaboration. | | | | | X |

| *Recommendation* | *AF 1987* | *MF 1996* | *GE 1999* | *CD 2001* | *ED 2002* |
|---|---|---|---|---|---|
| Provide opportunities for associate deans at all the schools to meet together monthly, to exchange information about what they're doing and opportunities for joint work. | | | | | X |
| Develop a regular publication in which staff members can express their views. | | | | | X |
| Offer team-building retreats for classified staff like those available to faculty. | | | | | X |
| 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 a friendly and accommodating setting. | | | | X | |
| | | | | | |
| **PHYSICAL ENVIRONMENT** | | | | | |
| Create an environment that is physically accessible and safe from hazards for all. | | | | X | |
| 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. | | | | X | |
| Change the architecture of the University—to some, red brick and white columns stand as symbols of the old order | | | | | X |
| Identify shared space that could be used for collaborative work between faculty from different schools; also for faculty to meet with students in an informal way. In addition, it would be useful to reserve parking at each school for faculty doing these types of cross-school activities. | | | | | X |
| | | | | | |
| **COMMUNICATION/PUBLICLY STATED SUPPORT FOR DIVERSITY/EQUITY** | | | | | |
| 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. | | | | X | |
| Advocate for racial, gender, and ethnic equity at the University in public statements and in leadership presentations and speeches in public forums. | | | | X | |
| Articulate vision and goals regarding women and diversity at the first large meeting of school or department faculty and/or staff held each academic year. | | | X | | |
| Issue strong statements annually and instruct deans and department chairs to communicate with faculty and graduate students about sexual harassment and conflict-of-interest relationships with students whom they are grading, coaching, or otherwise evaluating, making clear that abuses will not be tolerated. | | | X | | |
| Broadcast a clear statement from the president –in the Faculty Senate and in the media—on the importance of diversity and what diversity means. | | | | | X |
| Express a commitment to cultural change at every level of the organization. | | | | | X |
| Be more honest in our rhetoric about Jefferson and about the role of African-Americans in the University's history. | | | | | X |
| Create an atmosphere of openness and respect in which the Golden Rule prevails. | | | | | X |
| As the Virginia 2020 Commission on International Activities works to create a more international presence, let this commission take leadership in | | | | X | |

| Recommendation | AF 1987 | MF 1996 | GE 1999 | CD 2001 | ED 2002 |
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| 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. | | | | | |
| | | | | | |
| **RECRUITMENT EFFORTS** | | | | | |
| Enhance efforts to recruit Black faculty members. | X | | | | |
| Appoint Blacks to high-level administrative positions. | X | | | | |
| Increase the representation and visibility of women and minorities in positions of governance, including in senior administrative and academic positions. | | | | X | |
| Require that all hiring processes include significant qualified minority applicants in their pools, possibly necessitating an alteration in current recruitment processes. | | | | X | |
| As for faculty recruitment, participants voiced concern over using loan lines for such purposes. These positions should be funded with permanent investments, allowing the University to recruit faculty who can effect change. Also one of the things that makes faculty recruitment more difficult is that many schools are "right on the edge" in covering their class sections in core areas. That forces schools to recruit faculty in mainstream disciplines; minority candidates may not always fit this mold. | | | | | X |
| Put resources into strengthening the Edgar F. Shannon Center, for recruitment and retention of the best faculty. | | | | | X |
| Provision of incentives to academic units to promote the hiring of Black faculty. | X | | | | |
| Provide incentives to hire faculty with cross-disciplinary expertise so that schools could share faculty and maximize resources. | | | | | X |
| Create a "true" employment center where people can not only apply but also be thoroughly interviewed and find out what skills are needed for certain positions and how to obtain those skills. Selected members of the University outside community who are concerned about diversity and the image of the University can be asked to identify individuals who appear to have strong potential as outstanding U.Va. employees. This center would be located in a facility that is easily accessible, and where parking is free and plentiful. | | | | X | |
| Ensure that persons of color are well represented in key leadership positions, from the Board of Visitors on down. | | | | | X |
| | | | | | |
| **LOAN LINES** | | | | | |
| 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 a means of ensuring greater diversity in schools and departments through strategic hiring and retention. | | | | X | |
| Make loan lines available to departments to promote the hiring of women and minorities at all levels. 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 | | | X | | |

| Recommendation | AF 1987 | MF 1996 | GE 1999 | CD 2001 | ED 2002 |
|---|---|---|---|---|---|
| deans and department chairs. | | | | | |
| As for faculty recruitment, participants voiced concern over using loan lines for such purposes. These positions should be funded with permanent investments, allowing the University to recruit faculty who can effect change. Also one of the things that makes faculty recruitment more difficult is that many schools are "right on the edge" in covering their class sections in core areas. That forces schools to recruit faculty in mainstream disciplines; minority candidates may not always fit this mold. | | | | | X |
| 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. | | | | X | |
| | | | | | |
| **RETENTION EFFORTS** | | | | | |
| Enhancement of efforts to retain Black faculty. | X | | | | |
| Exit interviews with all African-Americans who leave Health Care Provider, Executive/Managerial, or Professional faculty positions. | | X | | | |
| Be able to make effective counteroffers to minority faculty who are recruited by other institutions. | | | | | X |
| Increase salaries and benefits so that classified staff can better afford to live in Charlottesville. | | | | | X |
| Offer sabbaticals for classified employees. | | | | | X |
| Do more to retain minority staff members and help them through their transition if they choose to go elsewhere. | | | | | X |
| Provide better counseling and other outlets that enable minority staff to work through their concerns and frustrations. | | | | | X |
| Assure appropriate institutional support for Studies in Women and Gender, the Women's Center, and the Office of Sexual Assault Education, especially to implement new programs, provide additional space, facilitate joint appointments, fund full- and part-time staff, and increase operating funds. | | | X | | |
| Foster outreach to faculty of color. | | | | X | |
| 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. | | | | X | |
| Create a better alignment between responsibilities and authority so that staff members feel ownership of what they do. | | | | | X |
| Department chairs and administrative leaders in each school should be encouraged to go beyond the "usual suspects" syndrome and distribute the administrative workload among faculty, to help expand participation in the overall life of the University. | | | | | X |
| | | | | | |
| **MENTORING/ASSISTANCE WITH ADVANCEMENT** | | | | | |
| More extensive training programs. In addition, African-Americans should be actively encouraged to take advantage of the training programs and supervisory classes that are available. | | X | | | |

| *Recommendation* | *AF 1987* | *MF 1996* | *GE 1999* | *CD 2001* | *ED 2002* |
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| 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. | | | | X | |
| 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. | | | | X | |
| Advertise in an aggressive and timely manner on- and off-site professional development programs for women faculty and staff so that the maximum number of women candidates can benefit from these opportunities. Consider alumnae of these programs as institutional resources and consult them as appropriate. | | | X | | |
| Develop a new program in Executive Education at the Darden School or the School of Continuing and Professional Studies specifically to prepare women for senior administrative positions. | | | X | | |
| Capitalize on existing professional development/leadership programs for women, including American Council of Education Fellowships, the Bryn Mawr Summer Institute for Women in Higher Education, and the Commonwealth Management Institute. | | | X | | |
| Create a competitive fellowship program to help qualified women attend Executive Education courses at the Darden School. Support several women each year. | | | X | | |
| Expand the Administrative Internship Program, provided the number and quality of applicants continues to be high. | | | X | | |
| Assure equity in salary and promotional opportunity for all faculty and staff. | | | X | | |
| Provide more opportunities for advancement—a fair and clearly defined career ladder. | | | | | X |
| Reward staff members who develop new skills by placing them in higher or more challenging position—in other words, hire from within. | | | | | X |
| Allow staff members to pursue degrees at the University without losing their positions or their salaries | | | | | X |
| Create a mentoring program to groom current African-American supervisors for upper level management positions (perhaps a similar model to the Office of African-American Affairs Peer Mentoring Program). | | X | | | |
| At all levels, create and/or strengthen mentorship programs for women and minorities for faculty and staff, to ensure that both under-represented groups are afforded equality of opportunity to advance. | | | | X | |
| 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. | | | | X | |
| Institute mentoring programs to help increase representation of women and improve the climate for women. Offer mentoring across the University, with school-specific programs as appropriate. Continue to mentor fellows/interns beyond the term of their fellowship/internship experience. | | | X | | |
| Resurrect the Presidential Fellows Program as an annual program. Maximize the positive mentoring relationship between the fellows and the | | | X | | |

| Recommendation | AF 1987 | MF 1996 | GE 1999 | CD 2001 | ED 2002 |
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| senior administrators with whom they are matched. | | | | | |
| Encourage mentoring and sharing of information so that new staff can develop the knowledge and networks they need to perform well. | | | | | X |
| Provide resources for faculty who want or need help reaching diverse audiences. | | | | X | |
| | | | | | |
| **SALARY EQUITY** | | | | | |
| Address issues from the Living Wage campaign, if possible through the state Commission on Classified Reform. | | | X | | |
| Conduct salary equity studies every five years, with gender as one among several categories of analysis, and with adjustments made on a case-by-case basis. Such studies should include the academic general faculty and should use comparative data from the College and University Personnel Association or other sources. | | | X | | |
| | | | | | |
| **BENEFITS** | | | | | |
| 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**.** | | | | X | |
| Create healthcare benefits for non-spousal partners. | | | | X | |
| According to the University, salary and benefits for temporarily disabled research faculty (up to 6 months duration) must be charged to sponsored grants and contracts. Upon returning from disability, those faculty would still be held responsible for completing a corresponding amount of sponsored work (i.e., what was not done when they were sick) without pay because the funds for salary/benefit that had originally been allocated to support that work had already been paid out when the faculty member was disabled and not working. The University does not have a formal policy concerning this. | | | | | |
| | | | | | |
| **CHILDCARE** | | | | | |
| Expand and subsidize U.Va.'s childcare programs so that they are an economically viable option for low-paid staff and junior faculty. | | | | X | |
| Make available twelve weeks of paid leave for both natural childbirth and adoption, such leave to be taken by either parent. | | | X | | |
| Urge the Coordinating Council of University-Wide Groups to respond to the widespread perception that University-based childcare does not meet the needs of University employees or students. | | | X | | |
| Provide subsidies for childcare. | | | | | X |
| | | | | | |
| **SPOUSE/PARTNER JOB ASSISTANCE** | | | | | |
| Develop strategies for facilitating partner placement, with attention both to successful strategies being used internally in various schools of the University, and those being used successfully by other institutions. Develop central administrative support to replace current ad hoc activities, | | | X | | |

| *Recommendation* | *AF 1987* | *MF 1996* | *GE 1999* | *CD 2001* | *ED 2002* |
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| if indicated. | | | | | |
| Establish an office devoted to finding jobs for spouses of University faculty and administrators. | | | | | X |
| In order to aid faculty and graduate student recruitment, establish an office to assist in finding employment opportunities for "trailing" spouses. | | | | | X |
| | | | | | |
| **TUITION REMISSION** | | | | | |
| Provide tuition benefits for faculty and staff. | | | | | X |
| Provide financial aid or free tuition to children of staff who attend the University. | | | | | X |
| Provide tuition remission for family members; all full-time workers have personal access to tuition waiver and reimbursement, but that is not helpful to those with terminal degrees. U.Va. is an outlier among our peers in not offering education benefits for workers' family members. | | | | | |
| | | | | | |
| **OTHER** | | | | | |
| 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. | | | | X | |
| Place an employee representative on the Board of Visitors. | | | | | X |
| The University needs to recognize who the general faculty are in its data and documentation. The policy revisions from 1997 need to be released. | | | | | |
| Many times new general faculty have no idea that a) they are faculty or b) their faculty status is different. Close the communication gap with Human Resources and the departments/management units, and general faculty. | | | | | |

## Summary of Retention and Recruitment Recommendations

| *Recommendation* | *AF 1987* | *MF 1996* | *GE 1999* | *CD 2001* | *ED 2002* | *SoFaRR 2004* |
|---|---|---|---|---|---|---|
| OFFICERS FOR DIVERSITY, EQUITY, CLIMATE | 1 | | 1 | 2 | 1 | |
| | | | | | | |
| TRAINING OF SUPERVISORS/MANAGERS | | | 1 | 1 | 2 | 1 |
| | | | | | | |
| DIVERSITY/SENSITIVITY TRAINING | | | | | 2 | |
| | | | | | | |
| ACCOUNTABILITY FOR DIVERSITY | 1 | 1 | 5 | 6 | 4 | 2 |
| | | | | | | |
| PUBLIC ANNUAL REPORTS ON PROGRESS | | | 1 | 3 | | |
| | | | | | | |
| VENUES FOR DISCUSSION AND INTERACTION | 2 | 1 | 1 | 3 | 5 | |
| | | | | | | |
| PHYSICAL ENVIRONMENT | | | | 2 | 2 | 1 |
| | | | | | | |
| COMMUNICATION/PUBLICLY STATED SUPPORT FOR DIVERSITY/EQUITY | | | 2 | 3 | 4 | |
| | | | | | | |
| RECRUITMENT EFFORTS | 3 | | | 3 | 4 | |
| | | | | | | |
| LOAN LINES | | | 1 | 2 | 1 | 1 |
| | | | | | | |
| RETENTION EFFORTS | 1 | 1 | 1 | 2 | 7 | 3 |
| | | | | | | |
| MENTORING/ASSISTANCE WITH ADVANCEMENT | | 2 | 6 | 5 | 4 | 1 |
| | | | | | | |
| SALARY EQUITY | | | 2 | | | 2 |
| | | | | | | |
| BENEFITS | | | | 2 | | 5 |
| | | | | | | |
| CHILDCARE | | | 2 | 1 | 1 | |
| | | | | | | |
| SPOUSE/PARTNER JOB ASSISTANCE | | | 1 | | 2 | |
| | | | | | | |
| TUITION REMISSION | | | | | 2 | 1 |
| | | | | | | |
| OTHER | | | | 1 | 1 | 2 |

**An Audacious Faith**
Report of the Task Force on Afro-American Affairs
University of Virginia
June 1987

## Summary of Recommendations

### Recruitment and Retention of Black Faculty

Recommendation 1:
Provision of incentives to academic units to promote the hiring of Black faculty
Objective:
To increase the number of Black instructional faculty in all schools and departments by maintaining a University pool of faculty positions to be allocated to academic units that successfully recruit Black scholars.

Recommendation 2:
Enhancement of efforts to recruit Black faculty members
Objective:
To increase the number of Black faculty candidates interested in the University of Virginia by all departments and schools undertaking more aggressive and innovative recruitment efforts.

Recommendation 3:
Improved monitoring of and accountability for affirmative-action faculty-recruitment efforts
Objective:
To develop a mechanism to ensure that active measures are being undertaken by all divisions of the University to attract Black faculty members.

Recommendation 4:
Enhancement of efforts to retain Black faculty
Objective:
To retain Black faculty members who have been successfully recruited.

Recommendation 5:
Expansion of the number of Black graduate students at the University of Virginia
Objective:
To increase the number of Black graduate students who attended the University of Virginia in all fields.

Recommendation 6:
Enhancement of activities to increase the interest of Black students in attending the University of Virginia
Objective:
To increase the number of Black students attending the University of Virginia.

Recommendation 7:
Development of sustained links between the University and target public school systems
Objective:
To increase the pool of Black students in Virginia who wish to attend college in general and the University of Virginia in particular and to enhance the academic preparation of those students.

Recommendation 8:
Enhancement of financial aid for Black students
Objective:

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

Recommendation 9:

Enhancement of efforts to retain and graduate Black students

Objective:

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

## Retention Recommendations from the "Muddy Floor" Report

June 1996

Main emphasis of report:

- More emphasis on recruitment of African-Americans into upper level jobs and also the development of programs to provide more African-Americans with the means and opportunity to achieve upward mobility in order to reduce the University's "muddy floor."

- Work on retraining and making African-American employees feel welcome in order to reduce turnover.

Recommendations include:

1. Mentoring program to groom current African-American supervisors for upper level management positions (perhaps a similar model to OAAA [Office of African-American Affairs] Peer Mentoring Program).
2. More extensive training programs. In addition, African-Americans should be actively encouraged to take advantage of the training programs and supervisory classes that are available.
3. Yearly review and statistical analysis of performance reviews for each race by major business unit, in order to determine whether a problem is institutional or "if particular areas are skewing the numbers for the whole University." In addition, yearly review and statistical analysis of written notices and terminations for cause, with respect to race and major business unit, should also be done. African-American employees are receiving disciplinary action at disproportionate rates.
4. Exit interviews with all African-Americans who leave Health Care Provider, Executive/Managerial, or Professional faculty positions.
5. Create an ombudsman position to be actively involved in addressing problems that do not rise to the level of discrimination as defined by Title VII, thus working on "climate" issues.

Ronda M. Bryant

December 13, 2003

**Report on Gender Equity at the University of Virginia**
1999 Task Force on the Status of Women
University of Virginia
August 2, 1999

**Summary of Recommendations**

**Leadership**

- Make loan lines available to departments to promote the hiring of women and minorities at all levels. 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.
- Add a component measuring "commitment to equal opportunity" to 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, and climate.
- Ensure that women faculty and staff can meet and talk confidentially at least once each year. The director of the Office of Equal Opportunity Programs, or her or his 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.
- 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.
- Issue public reports annually on institutional progress toward gender equity.
- Articulate vision and goals regarding women and diversity at the first large meeting of school or department faculty and/or staff held each academic year.
- Include in annual reports assessments of gender climate, representation of women, and salary equity, and set forth in the annual reports goals in these areas for future years.
- Appoint a new standing committee to consult with, counsel, and inform the president and other University officials on gender climate, gender equity, and women's issues, and to help monitor and assess implementation of this action plan.

**Education**

- Institute mentoring programs to help increase representation of women and improve the climate for women. Offer mentoring across the University, with school-specific programs as appropriate. Continue to mentor fellows/interns beyond the term of their fellowship/internship experience.
- Advertise in an aggressive and timely manner on- and off-site professional development programs for women faculty and staff so that the maximum number of women candidates can benefit from these opportunities. Consider alumnae of these programs as institutional resources and consult them as appropriate.
- Capitalize on existing professional development/leadership programs for women, including American Council of Education Fellowships, the Bryn Mawr Summer Institute for Women in Higher Education, and the Commonwealth Management Institute. Explore some new University-based initiatives, as follows:
    - Create a competitive fellowship program to help qualified women attend Executive Education courses at the Darden School. Support several women each year.
    - Develop a new program in Executive Education at Darden or the School of Continuing Education specifically to prepare women for senior administrative positions.
    - Resurrect the Presidential Fellows Program as an annual program. Maximize the positive mentoring relationship between the fellows and the senior administrators with whom they are matched.
    - Expand the Administrative Internship Program, provided the number and quality of applicants continues to be high.

- Assure appropriate institutional support for Studies in Women and Gender, the Women's Center, and the Office of Sexual Assault Education, especially to implement new programs, provide additional space, facilitate joint appointments, fund full- and part-time staff, and increase operating funds.

**Community: Work/Life Issues**

- Assure equity in salary and promotional opportunity for all faculty and staff. Recognizing that a perception of inequality exists, we recommend that University administrators:
    - Conduct salary equity studies every five years, with gender as one among several categories of analysis, and with adjustments made on a case-by-case basis. Such studies should include the academic general faculty and should use comparative data from CUPA [College and University Personnel Association] or other sources.

    - Address issues from the Living Wage campaign, if possible, through the state Commission on Classified Reform.
- Address issues of climate, equity, and representation of women in the schools of the University, as follows:
    - Direct each dean, department chair, and major unit head to develop and institute appropriate mechanisms for ensuring gender equity in salary, climate, and representation and to communicate these to the faculty and staff of his or her school, department, or unit.
    - Instruct each dean, department chair, and major unit head to report on salary equity as well as gender climate in annual reports to appropriate vice president.
    - Issue strong statements annually and instruct deans and department chairs to communicate with faculty and graduate students about sexual harassment and conflict-of-interest relationships with students whom they are grading, coaching, or otherwise evaluating, making clear that abuses will not be tolerated.
- Create more equitable work/life arrangements, as follows:
    - Make available twelve weeks of paid leave for both natural childbirth and adoption, such leave to be taken by either parent.
    - Urge the Coordinating Council of University-Wide Groups to respond to the widespread perception that University-based childcare does not meet the needs of University employees or students.
    - Develop strategies for facilitating partner placement, with attention both to successful strategies being used internally in various schools of the University, and those being used successfully by other institutions. Develop central administrative support to replace current ad hoc activities, if indicated.

**We've Come a Long Way, We Have a Long Way to Go**
Charting Diversity
Reports of the Diversity Roundtables of the University of Virginia
May 4, 2001

## Summary of Recommendations

### Community Roundtable

Recommendations:

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

- A "true" employment center where people can not only apply but also be thoroughly interviewed and find out what skills are needed for certain positions and how to obtain those skills. Selected members of the University and outside community who are concerned about diversity and the image of the University can be asked to identify individuals who appear to have strong potential as outstanding U.Va. employees. This center would be located in a facility that is is easily accessible, and where parking is free and plentiful. **Human Resources**
- Continue to support Madison House and outreach to the community by our students; involve faculty and staff and enhance service-learning initiatives.

### Curriculum and Pedagogy Roundtable

Recommendations:

- Create incentives to encourage faculty to develop new courses that speak to the intellectual issues that multicultural diversity presents to their disciplines.
- Provide resources for faculty who want or need help reaching diverse audiences.

### Government and Leadership Roundtable

Recommendations:

- 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.
  - Because we want to hire and retain only the best faculty and administrators, we recommend the following:
    1. 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.
    2. 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.
    3. Expand and subsidize U.Va.'s childcare programs so that they are an economically viable option for low-paid staff and junior faculty.
    4. Create healthcare benefits for nonspousal partners.
  - At all levels, create and/or strengthen mentorship programs for women and minorities for faculty and staff, to ensure that both under-represented groups are afforded equality of opportunity to advance.
  - Assess and publish annually the data on the institution's progress in hiring and retention, comparing the hiring and retention of women and minorities to that of [their] white male

counterparts. Include in annual reports assessments of gender climate, representation of women and minorities in leadership positions, salary equity, and retention statistics, and set forth in the annual reports goals in these areas for future years.

**Policy, Procedures, and Practice Roundtables**

Recommendations:

- 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 shown 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 U.Va.;
- 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.

**Envision Diversity**
Office of the Vice President and Provost
University of Virginia
2002

## Summary of Recommendations

### Academic Faculty

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

### General Faculty

- Broadcast a clear statement from the president—in the Faculty Senate and in the media—on the importance of diversity and what diversity means
- Train managers and hold them accountable for creating an environment that supports diversity
- Provide diversity training –including opportunities to experience discrimination—for all employees of the University
- Establish an office devoted to finding jobs for spouses of University faculty and administrators
- Express a commitment to cultural change at every level of the organization
- Change the architecture of the University—to some, red brick and white columns stand as symbols of the old order
- Establish a buddy system that provides opportunities for regular racial interaction among faculty and staff, both professionally and socially
- Be able to make effective counteroffers to minority faculty who are recruited by other institutions
- Provide subsidies for childcare
- Provide tuition benefits for faculty and staff
- Take action that mirrors our rhetoric—live up to the ideals we express

**Classified Staff**

- Ensure that persons of color are well represented in key leadership positions, from the Board of Visitors on down
- Be more honest in our rhetoric about Jefferson and about the role of African-Americans in the University's history
- Make sensitivity camps mandatory for department chairs and supervisors
- Replace managers who are unwilling to provide a welcoming and supportive atmosphere for minorities
- Provide more opportunities for advancement—a fair and clearly defined career ladder
- Increase salaries and benefits so that classified staff can better afford to live in Charlottesville
- Offer sabbaticals for classified employees
- Create an atmosphere of openness and respect in which the Golden Rule prevails
- Reward staff members who develop new skills by placing them in higher or more challenging positions—in other words, hire from within
- Encourage mentoring and sharing of information so that new staff can develop the knowledge and networks they need to perform well
- Establish an office devoted to the recruitment of minority staff and faculty
- Develop new terms for describing diversity that treat people as human beings rather than members of a racial or gender category
- Create a better alignment between responsibilities and authority so that staff members feel ownership of what they do
- Do more to retain minority staff members and help them through their transition if they choose to go elsewhere
- Provide better counseling and other outlets that enable minority staff to work through their concerns and frustrations
- Provide financial aid or free tuition to children of staff who attend the University
- Allow staff members to pursue degrees at the University without losing their positions or their salaries
- Offer team-building retreats for classified staff like those available to faculty
- Develop a regular publication in which staff members can express their views
- Place an employee representative on the Board of Visitors

- Ensure that there is a commitment to diversity at the highest level of the University's administration—including the Board of Visitors—and that this commitment filters down into all departments and programs

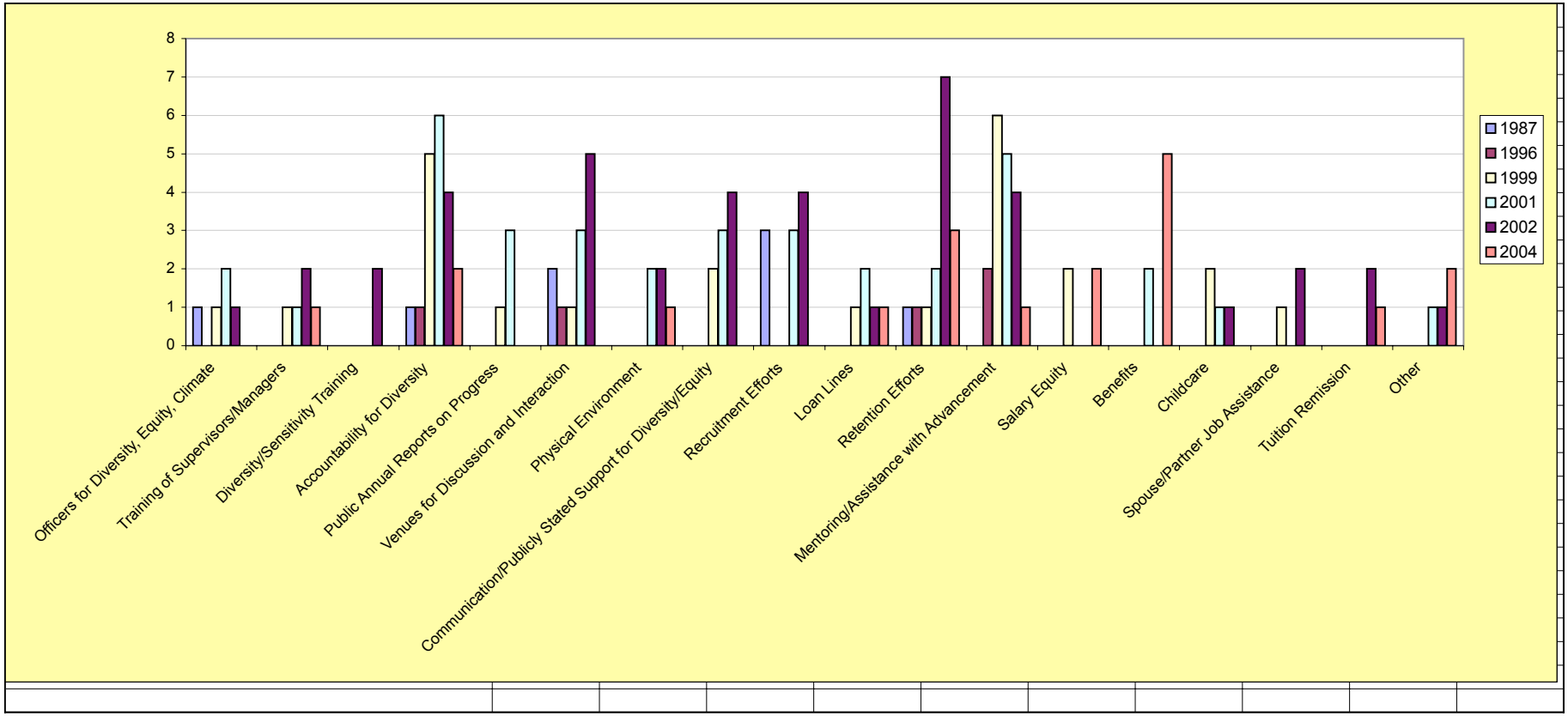
**Suggested Approaches to Major Challenges**

- Provide incentives to hire faculty with cross-disciplinary expertise so that schools could share faculty and maximize resources
- Identify shared space that could be used for collaborative work between faculty from different schools; also for faculty to meet with students in an informal way. In addition, it would be useful to reserve parking at each school for faculty doing these types of cross-school activities.
- Many of the collaborations with faculty and students from other schools are simply ad-hoc, based on personal relationships, because there are perceived to be administrative barriers to this type of cross-functional work (between schools, and sometimes between departments as well). The University should work to lower these barriers and provide financial incentives (or at least remove disincentives) to collaboration.
- In order to aid faculty and graduate student recruitment, establish an office to assist in finding employment opportunities for "trailing" spouses.
- Provide opportunities for Associate Deans at all the schools to meet together monthly, to exchange information about what they're doing and opportunities for joint work.
- Department chairs and administrative leaders in each school should be encouraged to go beyond the "usual suspects" syndrome and distribute the administrative workload among faculty, to help expand participation in the overall life of the University

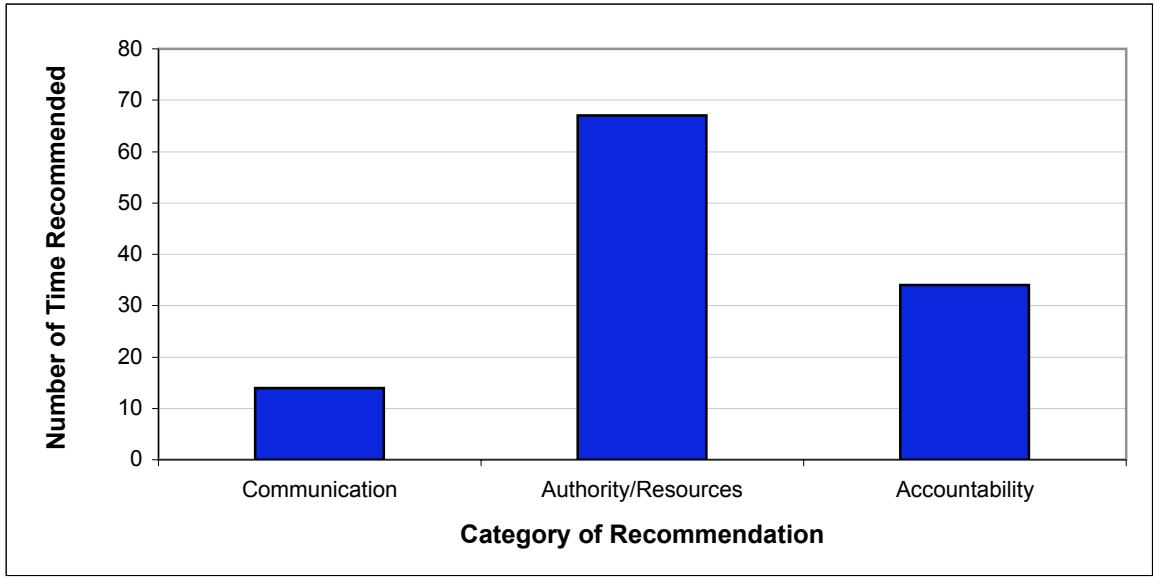
**Transformational Ideas**

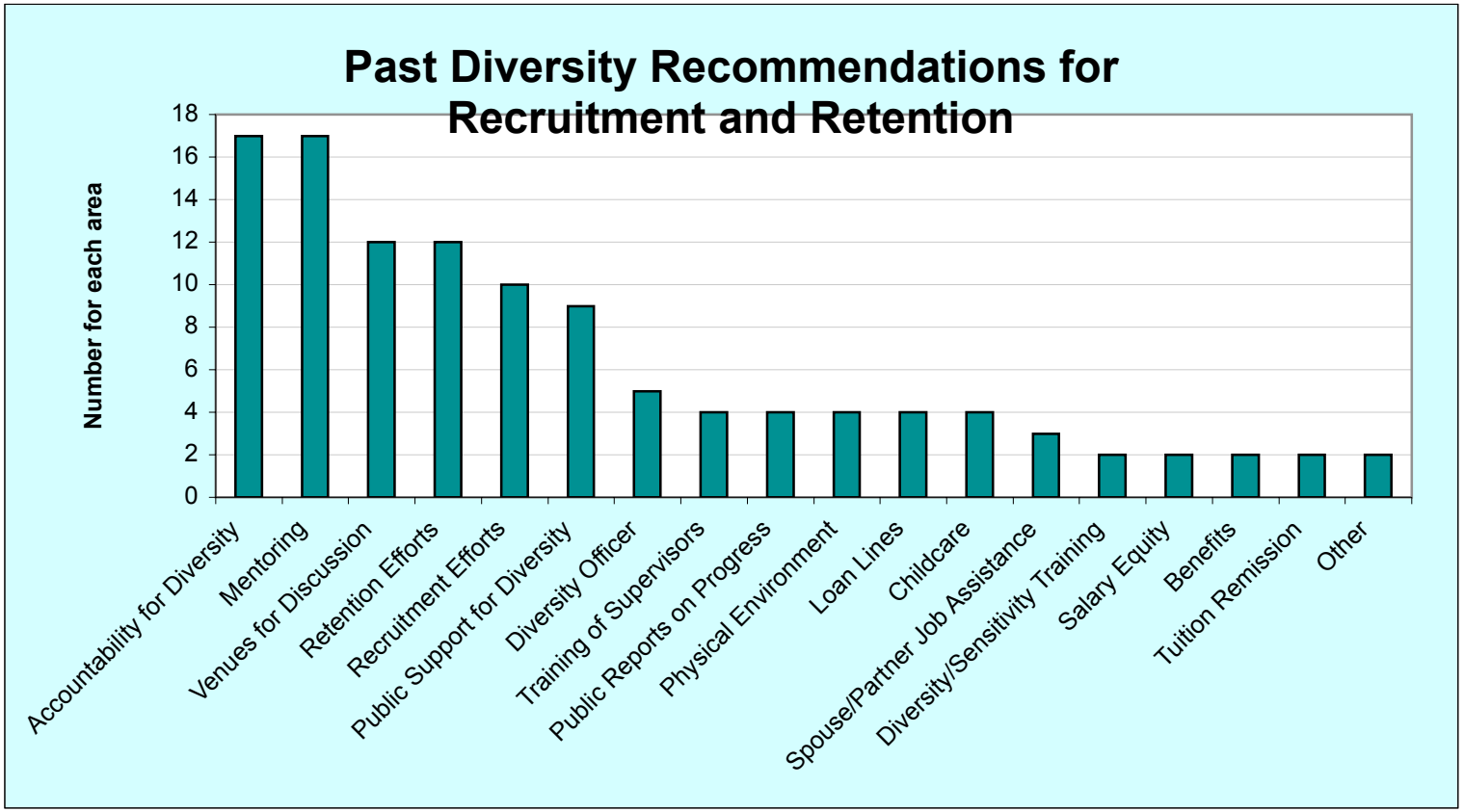
- The University should have a public policy major or course of study. We already have top-notch resources available in the Politics department, the Law School, the Miller Center, the Center for Governmental Studies, the Institute for Practical Ethics, and other areas. Our Jeffersonian heritage also makes this initiative a natural one for the University.
- Biotechnology; Interdisciplinary BIO-V complex—a new facility to hold faculty working in a variety of overlapping disciplines (biomedical engineering, chemical engineering, materials science and engineering) from SEAS [School of Engineering and Applied Science], College of A&S [Arts & Sciences], and School of Medicine.
- The University has excellent resources in a number of schools, including Architecture, Engineering and Arts and Sciences, that can be brought to bear on issues of development of the Southeast Corridor (Atlanta though DC to Baltimore) –transportation, community and commercial development, traffic planning, etc. Perhaps these strengths could be combined into a research center.
- Establish a Leadership Center or curriculum to build on the University's Jeffersonian foundations and its emphasis on nurturing student leadership. The Center could involve faculty from all of the schools of the University, and create a curriculum requiring courses in ethics, medicine, law, history, business, government and other areas of strength at the University.
- Create a Commonwealth-wide School of Medicine, with branches based in cities and other institutions around the state.
- Establish a "Science and Society" Institute to address the intersection of biology, information and values.
- Create a "Have/Have-Not" Center to act as the world's leading researcher and commentator on managing this disparity.
- Put resources into strengthening the [Edgar F.] Shannon Center, for recruitment and retention of the best faculty.
- Establish a Rural Health Resource Center to address health promotion, disease prevention, early detection and chronic illness.
- Create a University-wide Institute on Aging, with contributions from many schools including Medicine, Nursing, Engineering, Commerce, Business, Law, Architecture, etc.

| | *AF* | *MF* | *GE* | *CD* | *ED* | *SoFaRR* | *Total* | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *1987* | *1996* | *1999* | *2001* | *2002* | *2004* | | | | |
| **Officers for Diversity, Equity, Climate** | 1 | | 1 | 2 | 1 | | **5** | | | |
| **Training of Supervisors/Managers** | | | 1 | 1 | 2 | 1 | **5** | | | |
| **Diversity/Sensitivity Training** | | | | | 2 | | **2** | | | |
| **Accountability for Diversity** | 1 | 1 | 5 | 6 | 4 | 2 | **19** | | | |
| **Public Annual Reports on Progress** | | | 1 | 3 | | | **4** | | | |
| **Venues for Discussion and Interaction** | 2 | 1 | 1 | 3 | 5 | | **12** | | | |
| **Physical Environment** | | | | 2 | 2 | 1 | **5** | | | |
| **Communication/Publicly Stated Support for** | | | 2 | 3 | 4 | | **9** | | | |
| **Recruitment Efforts** | 3 | | | 3 | 4 | | **10** | | | |
| **Loan Lines** | | | 1 | 2 | 1 | 1 | **5** | | | |
| **Retention Efforts** | 1 | 1 | 1 | 2 | 7 | 3 | **15** | | | |
| **Mentoring/Assistance with Advancement** | | 2 | 6 | 5 | 4 | 1 | **18** | | | |
| **Salary Equity** | | | 2 | | | 2 | **4** | | | |
| **Benefits** | | | | 2 | | 5 | **7** | | | |
| **Childcare** | | | 2 | 1 | 1 | | **4** | | | |
| **Spouse/Partner Job Assistance** | | | 1 | | 2 | | **3** | | | |
| **Tuition Remission** | | | | | 2 | 1 | **3** | | | |
| **Other** | | | | 1 | 1 | 2 | **4** | | | |
| | | | | | | | | | | |
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1987
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Officers for Diversity, Equity, Climate
Training of Supervisors/Managers
Diversity/Sensitivity Training
Accountability for Diversity
Public Annual Reports on Progress
Venues for Discussion and Interaction
Physical Environment
Communication/Publicly Stated Support for Diversity/Equity
Recruitment Efforts
Loan Lines
Retention Efforts
Mentoring/Assistance with Advancement
Salary Equity
Benefits
Childcare
Spouse/Partner Job Assistance
Tuition Remission
Other

| | *Total* | Communication | Authority/Resources | Accountability | |
|---|---|---|---|---|---|
| **Accountability for Diversity** | **17** | 14 | 67 | 34 | 115 |
| **Mentoring** | **17** | | | | |
| **Venues for Discussion** | **12** | | | | |
| **Retention Efforts** | **12** | | | | |
| **Recruitment Efforts** | **10** | | | | |
| **Public Support for Diversity** | **9** | | | | |
| **Diversity Officer** | **5** | | | | |
| **Training of Supervisors** | **4** | | | | |
| **Public Reports on Progress** | **4** | | | | |
| **Physical Environment** | **4** | | | | |
| **Loan Lines** | **4** | | | | |
| **Childcare** | **4** | | | | |
| **Spouse/Partner Job Assistance** | **3** | | | | |
| **Diversity/Sensitivity Training** | **2** | | | | |
| **Salary Equity** | **2** | | | | |
| **Benefits** | **2** | | | | |
| **Tuition Remission** | **2** | | | | |
| **Other** | **2** | | | | |
| | 115 | | | | |




Past Diversity Recommendations for Recruitment and Retention
Number for each area
18
16
14
12
10
8
6
4
2
0
Accountability for Diversity
Mentoring
Venues for Discussion
Retention Efforts
Recruitment Efforts
Public Support for Diversity
Diversity Officer
Training of Supervisors
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Other