Towards a Better University

Submitted by
Members of the Black Student Alliance at the University of Virginia

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This proposal is also supported by the following Black student organizations:

African Studies Initiative

Black Commerce Student Network

Black Expression Awareness and Thought Society (B.E.A.T.S.)

Black Law Student Association Undergraduate

Black Leadership Institute

Black Male Initiative

Black Voices Gospel Choir

Black Women's Initiative

Brothers United Celebrating Knowledge and Success (BUCKS)

Collegiate 100 Society of Virginia

Creative, Raw, and Very Edgy (C.R.A.V.E.)

Daniel Hale Williams Pre-Medical Society

Eta Sigma Chapter of Kappa Alpha Psi Fraternity, Inc.

Fashion for a Cause

Get on the Street

Iota Beta Chapter of Alpha Phi Alpha Fraternity, Inc.

Kappa Rho Chapter of Delta Sigma Theta Sorority, Inc.

Lambda Zeta Chapter of Omega Psi Phi Fraternity, Inc.

Memorial for Enslaved Laborers

Minority Rights Coalition

NAACP at U.Va.

National Society for Black Engineers

One Way

Organization of African Students

ReMix A Capella

Tau Theta Chapter of Zeta Phi Beta Sorority, Inc.

Theta Kappa Chapter of Alpha Kappa Alpha Sorority, Inc.

Theta Lambda Chapter of Sigma Gamma Rho Sorority, Inc.

United Sisters

Zeta Eta Chapter of Phi Beta Sigma Fraternity, Inc.

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Section I: INTRODUCTION, PURPOSE, AND GOALS

The 2014-2015 school year has been full of trials and tribulations at the University of Virginia. Issues involving the University's inability to promote student safety and properly handle incidences of sexual assault have garnered local and national attention and have thereby prompted serious and intentional action at the student, faculty, and administrative levels. These troubling issues, coupled with what appears to be a local and national assault on Black bodies, has resulted in serious unrest amongst communities of color at the University and beyond. This unrest has been further amplified by the unfulfilled promises and blind eyes turned towards these issues by the very people who are charged with addressing them. Ignoring this unrest at the administrative level is oppressive and detrimental to the creation and maintenance of a culture of trust, honor, and community at this University. In order for us to move forward as a University and improve the status quo, the administration must seriously commit to addressing the issues and concerns of its Black students, Black faculty, and Black workers.

Meeting these proposals begins with acknowledging the University's horrific history in regards to its treatment of Black people and working diligently to correct these wrongs, which persist in the present. We applaud the University for acknowledging this horror and shame by honoring the formerly enslaved. On this front, naming a dorm after the Gibson family is a step in the right direction. However, we contend that this symbolic effort to remedy the wrongdoings of the past, which persist in the present, is insufficient. As evidenced last week by the letter submitted by hundreds of concerned Black Alumni to President Teresa Sullivan during Black Alumni Weekend (BAW), Black students, faculty/staff, and workers have for decades, more or less, been pushing for the same actions to promote truth regarding the University's bitter legacy, to improve the experiences of all Black people on campus, to enhance the educational experiences of Black students, and most importantly, to make this University an environment in which future generations of Black students, faculty, and workers can feel safe and welcomed.

Before going further, we stress that the inhumane abuse of Martese Johnson at the hands of Virginia Alcohol and Beverage Control mobilized and organized many students, faculty, and community members, as well as the nation at large. While some of these recommendations rightly address the particular attack that took place on March 18th, 2015 outside of Trinity Irish Pub, we must understand that these issues and concerns have existed within this University community long before Mr. Johnson matriculated into this institution.

The University of Virginia must take a lead on issues of diversity, inclusion, and racial equity in order to position itself as a model institution of higher learning. In order to achieve this goal, tangible changes must be implemented. We urge the administration to commit and align with these action items and steps towards transformational change.

We are releasing this proposal for improving this historic University at the very conclusion of Founder's Week and one month from St. Patrick's Day, when Mr. Johnson left his abode. We write and act in order to improve this community. The following document is a further explanation of what we seek in order to improve our community and enhance the community of trust.

Section II: CULTURE OF TRUTH

The University of Virginia prides itself on the "Community of Trust." While building and maintaining trust amongst neighbors is a noble pursuit, we must remember that where there is not honesty, there cannot be trust. We must create a Culture of Truth that permeates every corner of the University of Virginia, the City of Charlottesville, and the greater nation. We must be honest about this country and this University's past and current mistreatment of people of color, acknowledge the culture and institutional structures that have developed from it, and actively work to resolve the problems that have arisen. We must be honest and transparent in our communications with each other when discussing solutions about what has been done, how it has been done, whether it is working, and how situations can be changed. We must hold each other and ourselves accountable for the current state of affairs.

At the University of Virginia, we must be introspective – we must study our University community, our local community and ourselves. We must be truthful about the education we are truly offering to students, and face the harsh reality that the University cannot purport to produce "global citizens of the world" before it prepares its students to understand the complexity of race, sex and gender, economics, and the justice system in Charlottesville. We must also be truthful about what our actual goals are; perhaps the University of Virginia has interests that are in conflict with offering an honest, thorough, and multi-faceted education.

If the University's goals are in line with creating this Culture of Truth, which our University so desperately needs to remain a leader in academia, then it should heed the following suggestions.

1. **President and Dean of Students should deliver statements promoting acceptance and acknowledging the University's deeply troubled history.** These statements must acknowledge past and present racial and gender discrimination, as well as the need for full participation to repair a broken community. Such remarks should not reference Thomas Jefferson, because of his decidedly mixed racial legacy - one with which this University has not yet come to terms. Our administrators, instead, should endorse a progressive mentality in line with the current times; the statements should address inequality, cross-cultural biases, and the very real feeling of isolation by some in the University community. According to President Teresa Sullivan, "scholarship done right is a search for truth. It requires that we examine assumptions and question what we know. It includes the expectation that we can and will change our minds as we learn"[1]. The President's Commission on Slavery is a first step, but few must confront that committee's careful work in their day-to-day experience. Our administrators must encourage the student body to search for truth and to examine our assumptions; that begins when we grapple with a shared history that affects Grounds today, instead of ignoring it. These administrators must also publicly acknowledge that the University's tense racial history did not end with emancipation, or with integration of the University's student body, but continues into today.

2. **To restore meaningful dialogue, administrators and student media outlets must use existing communication channels to start, continue, and deepen our discussion of racism and ethnocentrism**. Posters in First-Year dorms and on Stall Seat Journals, and other educational, promotional tools should focus on prejudice and oppression, and should offer examples of implicit biases in student-to-student, faculty-to-student interactions. and student-to-Charlottesville resident interactions. Student-run University agencies such as The Honor Committee and The Student Council should prioritize the creation of initiatives aimed towards engaging the student body in conversations surrounding race and inclusivity as elements of our University ideals.[2] The Honor Committee, after all, has attempted to take responsibility for the ideal of honor - social behavior, including accepting and embracing cultural pluralism, is very much a part of this ideal.

3. **President Sullivan should order the creation of a mandatory online summer cultural competency training module and a fall orientation presentation.** These trainings should include a University-wide online training module on discrimination and micro-aggressions, akin to the alcohol awareness online course, which is mandatory for incoming first years to complete. A similar training module should be created for all

[1] see Sullivan speech during the Howard University Hooding Ceremony, Spring 2010

[2] Jenna Dickerson, "Large Student Groups Turn to Endowments for Sustainability" 4/28/2014. Cavalier Daily. http://www.cavalierdaily.com/article/2014/04/large-student-groups-turn-to-endowments-for-sustainability

[3] "E1 101 Description" http://www.eon.edu/ge-s-academics/support-e1-on-101.xhtml

incoming faculty. Subsequently, the Vice President for Student Affairs should provide funding for minority groups to develop a mandatory session on race relations on grounds to be held during fall orientation, similar to the discussion on sexual assault held in John Paul Jones Arena. The intent of the module and fall orientation presentation will be to become conscious of behaviors and language that might alienate or isolate other students. Faculty and students should take active roles in developing this module. Resident Advisors should be part of creating these modules. Then, VPSA should require all HRL staff, including professional staff, to both take safe space training and undergo training on facilitating conversations about race, gender, and sexuality. Third, RAs should host discussions on the racial history of U.Va. and Charlottesville. Should a situation arise, students should feel comfortable going to their RA.

4. **A required public comment period at Board of Visitors meetings.** The Board of Visitors, including the Board's Financial and Education Policy Committees, have made decisions about tuition hikes and AccessUVA cuts without publically engaging with the students, whom all of their decisions directly affect. A public comment period during such major administrative meetings would provide exactly that opportunity. This public comment period would allow the administration to directly respond to the concerns of affected students and can occur before or after meetings. The City of Charlottesville currently has a defined public comment period, during which City Council members must listen to community concerns and can offer responses. The Board of Visitors should adopt this model.

5. **President Sullivan should order an immediate and recurring in-depth study of the condition of Black people at the University of Virginia at all levels, akin to an the 1987 "An Audacious Faith" commissioned by President Robert O'Neil.** A representative committee should oversee the study, which should examine the condition of Black students, faculty, and staff, as well as the relationship between the University and the local Black community, thoroughly using both quantitative and qualitative measures.

   The Black Student Alliance and Office of African American Affairs (OAAA) should each be able to appoint members to the oversight committee, while all three groups should be able to add items to the official agenda for the report. Topics examined regularly should include student race relations on Grounds, reporting on current and historical conditions, and quantifiable changes to Black student, staff, and faculty conditions on Grounds. The report must offer actionable and quantifiable recommendations to keep the University accountable. Furthermore, these recommendations should be adapted into policy and concrete changes.

6. **Students of the University of Virginia must be knowledgeable and conscious about the history of racial oppression and discrimination in the current and historic U.Va.**

and Charlottesville communities. We offer two potential ways to provide this education:

a. *Work with Faculty Senate and respective school Deans to create a required one-credit course (UVA101) for all First-Year students*. This course would be similar to the Elon 101 course at Elon University. The course would discuss the founding of the University and the development of the University's culture from various perspectives, including but not limited to race, gender, and socioeconomic status. Not only will this course challenge students to think critically about the institution they attend, but it would also give them an additional shared First-Year experience unique to U.Va.[3]

b. *Housing and Residence Life develop a semester long project assigned according First Year Residence during which students are tasked with identifying and addressing an issue related to existing forms of oppression - racism, sexism, classism - in the University and Charlottesville community.*

c. *Incoming First-Years should have a three-credit seminar requirement that analyzes systems of power in regards to race, sex, sexual orientation, and other areas.* The purpose of these courses is to nurture and develop the critical skills necessary to be informed and socially responsible citizens. These courses would have a more comprehensive look into specific topics aiming at eliminating discrimination. Although the seminar is required, students would have the option to choose a variety of topics, similar to the current ENWR requirement.

   The Dean of the College of Arts and Sciences along with the Provost can determine which of the two options are most effective.

7. **Deans of the all Academic Divisions should work with the various Department Chairs and Program Directors to ensure the incorporation of minority perspectives and viewpoints in their coursework.** We ask all faculty to refer to the open letter from students regarding what they need from faculty[4]. Every course should strive to recognize minority perspectives and every department should make it a goal to offer multiple courses that include or focus on minority perspectives within their field each semester. For example, Biology could study genetics across minority communities, or the ethical history of "progress" in relation to eugenics; Systems Engineering could discuss culturally sensitive industrial organization; and Classics could review the writings and lives of ancient minority writers. Students should experience minority perspectives as part of their day-to-day coursework, to ensure the delivery of a holistic and

[3] "Elon 101 Description" http://www.elon.edu/e-web/academics/support/elon101.xhtml

[4] "What We Need from UVA Faculty", 20 March 2015. https://whatwewantfromuvafaculty.wordpress.com/2015/03/20/what-we-need-from-uva-faculty/

comprehensive education for the students at The University of Virginia.

8. **The University should immediately begin a Capital Campaign to benefit the construction of a permanent and proper slave memorial on Grounds.** Currently, there is limited recognition of the efforts enslaved laborers undertook to construct this University. Black students would see the construction of an area within the Academical Village with an explanation of both the past abuses of the University and their current effects on Charlottesville as a step toward proper acknowledgement of and a move toward actively looking to make up for past and current wrongdoing.

9. **Departmental Status for the Carter G. Woodson Institute for African American and African Studies.** The Carter G. Woodson Institute must be given departmental status, an expansive budget to jumpstart the department, and the autonomy to hire faculty independent of other departments, if it so chooses. The requirement of joint appointments is paternalistic and patronizing. If the University truly values diversity of thought and scholarship, then it must begin to support African American and African Studies.

10. **Quality Assurance and Accountability for Administration.** Considering the robust infrastructure that the University of Virginia has built in regards to racial equity, we must turn a critical eye towards the institutions that, in theory, should already be tackling the issues presented in this document. Although institutions like the Office of African American Affairs and the Office of Diversity and Equity exist, many of the same problems that were present before their establishment still remain. This is certainly in part due to an underfunding and understaffing of these offices, and to a flippant disregard to which issues of race are often subject. Still, this document would be remiss if we did not also critique and make recommendations for the institutions that are most directly a result of the plights of the students and are meant to serve students of color.

    a. *Clarity of Purpose.* The Office of African American Affairs and Office of Diversity and Equity must have clear, objective mission statements and tangible, measurable goals.

    b. *Increase Student Access.* The Office of African American Affairs must increase student access. At present, the OAAA has only 9 to 5 hours, hardly conducive to college study habits**.** They must increase services to students, including more tutoring and advice for various subjects beyond medicine, commerce, and law; and a career services component.

c. *Tenured Faculty.* The Office of African American Affairs should include tenured faculty as members of its staff. This will give students direct access to professors and their colleagues for guidance in navigating academia.

d. *Centralization of Efforts.* The Office of Diversity and Equity must oversee the centralization of minority faculty recruitment efforts and funding to increase minority faculty representation at the University.

e. *OAAA & ODE Student Advisory Boards.* There must be an establishment of a Student Advisory Board to offer advice and the student perspective in the operation of student programs. Black Students must be able to exercise student self-governance when dealing with their own affairs. This Advisory Board will also be instrumental in closing the ever-widening gap between administration and the majority of students of color. Furthermore, in order for this board to be effective and transparent in it's purpose and existence, these students should not be appointed by the Deans, but by the students themselves.

f. *Both the Head Dean of OAAA & the Director of LPJ must establish and maintain a bi-weekly newsletter that will present Black students, alumni, and parents with updates as to the happenings and progress, or lack thereof, of the office and LPJ Cultural Center.*

g. *Inclusion of Students.* Administrators should include black students when selecting administrative and staff appointments at the Office of African American Affairs. Among other things, students should sit on the selection committees, participate in group interviews, and discuss potential candidates with hiring administrators. This ensures that the potential hire understands that OAAA's top priority is students.

h. *Quantifiability.* There must be a stated goal and quantifiable course of action across all administrative offices, not just the Office of African American Affairs and the Office of Diversity and Equity, to increase Black administrators.

Section III: ELIMINATION OF ABUSES

To establish a "Community of Trust," it is not enough to just begin a culture of truth. We cannot just acknowledge that wrongs have been done, but seek to correct those wrongs. There must be an Elimination of Abuses at multiple levels if we are to prevent incidents like what Martese endured from occurring again. Abuses can be and often are physical, like that which

happened to Martese, but we must remember the economic and psychological abuses that are often at play. Law enforcement must fundamentally change its orientation from simply seeking criminals to protecting citizens. Law enforcement agents must return to the golden rule: treat others how you would like to be treated.

It would be easy to write off Martese's abuse as a one time event, or as a problem specific to Alcoholic Beverage Control, but we must remember that abuse of power and over militarization is a problem endemic to law enforcement in this city, in this state, and in this country. Less than 24 hours after Martese's violent arrest on the Corner by ABC officers, a white female resident of the Charlottesville community was placed in a chokehold by a member of the University Police Department, demonstrating how the University also contributes to this physical abuse. As taxpayers and tuition payers, our dollars should not be used by this state or this University to fund inhumane treatment.

The University of Virginia is also a perpetrator of economic abuses on the city of Charlottesville. U.Va. is by far the largest employer in Charlottesville.[5]While Charlottesville has an unemployment rate that is lower than the national average at 4.2 percent[6], 27.5 percent[7] of the city's residents live below the poverty line. Comparatively, only 11.3[8]percent of Virginians live below the poverty line. It is all of these forces and more that inflict abuse on Charlottesville, and it is the intersection of over-militarization, racial animus, poverty, and unclear boundaries of law enforcement, that lead to such volatile situations as that which occurred last month on the Corner. In order to eliminate these abuses, we propose the following must be implemented:

1. Governor McAuliffe and the VA State Legislature abolish the law enforcement mandate of Alcoholic Beverage Control (ABC). On March 25th, 2015, Governor Terry McAuliffe issued an executive order that attempts to improve the operations of ABC Law Enforcement by addressing several concerns surrounding ABC. The order mandates that ABC officers are retrained in diversity and use of force by September 1, 2015; that a review panel investigates the agency and completes recommendations to be delivered to the Governor by November 1, 2015; and that Memorandums of Understanding (MOUs) between ABC and police departments operating in college towns are created immediately[9]. After reviewing the recommendations in November, Gov. McAuliffe and the State Legislature must reconsider the need for and

[5] "Charlottesville MSA's Leading Employers (2nd Quarter 2013)"
http://www.charlottesville.org/Index.aspx?page=578
[6] United States Department of Labor, Bureau of Labor Statistics, "Economy at a Glance: Charlottesville, VA"
http://www.bls.gov/eag/eag.va_charlottesville_msa.htm
[7] United States Census Bureau, "State and County Quick Facts: Charlottesville City, Virginia"
http://quickfacts.census.gov/qfd/states/51/51540.html
[8] United States Census Bureau, "State and County Quickfacts: Charlottesville City, Virginia"
http://quickfacts.census.gov/qfd/states/51/51540.html
[9] "Governor McAuliffe Signs Executive Order to Improve Law Enforcement at Virginia ABC"
https://governor.virginia.gov/newsroom/newsarticle?articleId=8030

dimensions of ABC officers' authority to police individuals, and whether or not there remains a need for ABC as a criminal law enforcement agency at all.

Several states have already gone through the process of transferring alcohol control enforcement to other departments and agencies. In Pennsylvania, the Bureau of Liquor Control Enforcement was made part of the state police force in 1987[10]. Idaho similarly makes alcohol law enforcement a specialized state police function[11] while sale of alcohol, licensing, and other issues are part of a separate division[12]. Delaware has separate enforcement of alcohol rules[13] and promulgations of rules and regulations[14], both of which are not a part of the state police department. States, as has been famously noted, can serve as laboratories of democracy; The Commonwealth of Virginia should take seriously these models from peer states and The U.Va. Student Council[15], the Black Student Alliance, University administrators, concerned students, and local officials should call for meaningful changes.

2. University Police Department, Charlottesville Police Department, and Albemarle Police Department should implement additional, thorough implicit biases and discrimination training. Community Members; professors; students with relevant knowledge and backgrounds; and outside consultants should be integral to the creation, continuous improvement, and delivery of this training, which must be available to the public. While recent law enforcement training programs have not been empirically evaluated using rigorous statistical methods, the social psychological findings informing some of these innovative training programs have been. The Charlottesville Police Department and the University Police Department have the opportunity to be at the forefront of the transformational change to introduce evidence-based bias and discrimination training interventions into their training practices. A training program developed by Fair and Impartial Policing, a consultant group, has been implemented in cities including Chapel Hill, Baltimore, and Los Angeles.[16] [17] [18]

Further still, the Camden Police Department provides a useful example of how local police departments can use community engagement to bring their forces closer to local

[10] "Liquor Control Enforcement" http://www.psp.pa.gov/LCE/Pages/default.aspx#.VRyiHIv9zE1

[11] "Alcohol Beverage Control" https://www.isp.idaho.gov/abc/

[12] "Idaho State Liquor Division" http://www.liquor.idaho.gov

[13] "Division of Alcohol & Tobacco Enforcement" http://date.delaware.gov/ATE/index.shtml

[14] "Delaware Office of Alcoholic Beverage Control Commissioner" http://date.delaware.gov/OABCC/index.shtml

[15] University of Virginia Student Council, "SB15-6: A Resolution Regarding the Enforcement Powers of the Department of Alcoholic Beverage Control" http://www.nbc29.com/story/28617520/uva-student-council-passes-resolution-to-address-abc-law-enforcement?clienttype=mobile

[16] "Center for Policing Equity: What We Do" http://cpe.psych.ucla.edu/

[17] "Fair and Impartial Policing Clients" http://www.fairimpartialpolicing.com/

[18] Lorie Fridell, "This is Note Your Grandparents' Prejudice: The Implications of the Modern Science of Bias for Police Training" http://fairandimpartialpolicing.com/docs/not-your-granparents-prejudice.pdf

community members[19]. UPD and especially CPD and APD should make themselves more available to students and Charlottesville community members. Open and intentional dialogue and subsequent action involves not just telling citizens about policing policies, but also police departments listening to student and community concerns and reforming their policies in response. The White House Task Force on 21st Century Policing[20] endorsed this type of transparency and the recognition of racial and class undertones to police-community relations.

3. CPD, UPD, and APD should introduce stricter and more uniform regulations informing during what situations a police officer can make any physical contact with a citizen. These regulations should be easily accessible to the public, by way of each department's website and promotional, educational tools for community members and students. CPD, UPD, and APD should develop and maintain Use of Force policies according to nationally accepted best practices. Key elements of effective use of force policies include: clearly defining terms (deadly force, less-lethal force, force), developing an appropriate use of force continuum, and using use of force reporting forms. Police officers who will implement the policies, as well as concerned students and community members, and police department officials should cooperatively develop these policies. The development process should be transparent, and the policies should be both unambiguous - to the greatest extent possible - and well written.

The interim report of President Obama's Task Force on 21st Century Policing has called for similar policies, with data collection, police and community engagement, supervision, and accountability at its core[21]. The report notes that de-escalation strategies and non-punitive peer review can both improve police use of force. Austin, TX, provides one example of these policies in action.[22] Use of force policies should also be available on each department's website. Currently, such policies are not available or otherwise easily accessible. The implementation of these policies is a necessary investment into the safety and protection of everyone who lives in the Charlottesville-Albemarle area.

4. The University should conduct an internal AND external review as well as an intentional study on the cost and effect of institutionalizing a living minimum wage for its direct employees. The University's current minimum wage for its direct employees is $11.76[23], which

[19] Kate Zernike, "Camden Turns Around with New Police Force" 8/31/2014. The New York Times. http://www.nytimes.com/2014/09/01/nyregion/camden-turns-around-with-new-police-force.html?_r=0

[20] "Interim Report of the President's Task Force on 21st Century Policing" http://www.cops.usdoj.gov/pdf/taskforce/Interim_TF_Report.pdf

[21] "Interim Report of the President's Task Force on 21st Century Policing" http://www.cops.usdoj.gov/pdf/taskforce/Interim_TF_Report.pdf

[22] Rolando A. Delgado, "An Ideal Use of Force Model for Law Enforcement: An Assessment of the Austin Police department" https://digital.library.txstate.edu/bitstream/handle/10877/3472/fulltext.pdf?sequence=1

[23] University of Virginia's Competitive Compensation Issues, "Compensation at the University of Virginia" http://www.virginia.edu/wages/

is below the City of Charlottesville's current Living Wage of $13 per hour, as of 2012[24]. The University should, at the very least, bring its own direct employees up to the minimum level the City of Charlottesville has required. As of April 2011, Aramark paid its employees the same minimum level as the University's employees[25], lessening the final cost of this proposal. Executive Vice-President Pat Hogan should calculate and publish the additional cost of institutionalizing a living wage for all direct University employees, and the University's strategic plan to fairly compensate its own employees. To have the most accurate information, the University should audit its contractors in order to determine their pay and treatment of contracted employees working at the University.

[24] Graham Moomaw, "Charlottesville OKs Living-wage Bump to $13" 7/17/2012. Daily Progress. http://www.dailyprogress.com/news/charlottesville-oks-living-wage-bump-to/article_517f5027-b28b-51d9-96f5-a589a33b4788.html

[25] University of Virginia's Office of the President, "Commitment to Lowest-Paid Employees" http://president.virginia.edu/commitment-employees

5. Executive Vice-President Pat Hogan, on behalf of the University of Virginia, should request that Attorney General Mark Herring reconsider former Attorney General Ken Cuccinelli's ruling in regards to mandating certain wages for contracted employees. The University of Virginia currently says it is not permitted to force its employers to pay a living wage based on a 2006 non-binding opinion from then- Deputy Attorney General David E. Johnson[2627]. The opinion says government entities cannot force their contractors to pay a wage above the federal minimum. However, the City of Charlottesville has forced contractors to pay at least a certain wage level since 2001[28]. Current Virginia Attorney General Mark Herring has not yet delivered his opinion on this issue, and Executive Vice President Pat Hogan should request an updated opinion from Attorney General Herring.

6. Supplemental skills training during the summer months when employees of the University are often laid off or temporarily unemployed. While the University does not publish the number of part-time workers it employs, 68 of nearly 2,700 employees who answered a direct-hire staff survey were part time in 2011, the most recent available through Human Resources[29]. This did not include employees from contracted firms. Part-time employees were less likely to say that their workspace was adequate to do their job and to say that they were encouraged to take initiative in their job. This survey only included information from part-time workers directly employed by the University. Among contracted employees, there are reduced summer work opportunities available. There is little to indicate that employees who work for U.Va. Dining and other University entities during the academic year have adequate employment opportunities. The University should publish the number of employees - contracted and direct - whom the University does not offer hours to each summer, only to rehire in the Fall. Following this, the University also should survey both direct and contracted part-time employees, and implement policies to supplement the opportunities available to employees during the summer months.

The University has an incredible opportunity to train employees who are laid off during the summer to improve their work performance and have them fill technical roles. For example,

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[26] "Attorney-Client Prviileged Advice" http://www.virginia.edu/presidentemeritus/spch/06/attorneygeneral060321.pdf

[27] Kim Rolla, "Students Hunger Strike for UVA Living Wage" 2/24/2012. Virginia Law Weekly. http://www.lawweekly.org/?module=displaystory&story_id=3642&edition_id=199&format=html

[28] "An Ordinance to Amend and Reordain Chapter 22 (Public Procurement), Article II (Competitive Procurement) of the Code of the City of Charlottesville, 1990, as Amended, by adding thereto a New Section 22-82 (Living Wage Requirement)" http://nelp.3cdn.net/a959893fcb5468c952_vqm6b1scg.pdf

[29] "Appendix E: Crosstabulations by demographics" http://www.hr.virginia.edu/uploads/documents/media/UVA_EMPLOYEE_2011APPENDIX_E.pdf

the University of Virginia Health System currently works with Piedmont Valley Community College (PVCC) to train pharmacy technicians[30]; offers numerous career-training programs to current Health System employees[31]; and has other recruiting and incentive programs in place for similar jobs. Improving the workforce helps U.Va. while empowering local residents, especially those living at or near the poverty line - a major problem in Charlottesville. The University, as a partner in this community, must understand its responsibility for and opportunity to grow with its employees.

7. President Teresa Sullivan, a noted scholar in labor force demography, should invest time, effort, and resources into the revamping of the Staff Union and take steps towards improving the Staff Senate. From 2002 to 2008**,** The University of Virginia had a staff union; the group, a subset of the Communication Workers of America, formed with administrative support[32], but it collapsed due to a lack of enrollment[33]. Virginia has no collective bargaining law, which dramatically decreases the potential effectiveness of any union. To this end, President Sullivan should publicly express her support for the reformation of such a union and offer University support in helping to revamp and reform it.

The University of Virginia's Academic Division staff combined three different councils to create a Staff Senate in August 2014[34]. The Staff Senate represents a wide cross-section of staff, including those with high and low education levels, wage rates, and department sizes[35]. At its most recent meeting[36], there were 46 attendees, out of 70-80 total elected delegates. Delegates heard from a compensation manager and a career development specialist, both of whom work for U.Va. Human Resources. The Staff Senate at U.Va., in other words, has not gotten the chance to engage with administrators at the highest levels at every meeting. As such, at least one member of the University's senior leadership team - specifically those ranked as vice-president and above - should attend every Staff Senate meeting. In the 2011 staff survey, both full- and part-time employees within the University's Academic Division only "somewhat supported" the statement that "The University seeks out multiple voices and perspectives when decisions are made about

[30] "New Programs of Study Announced" http://www.pvcc.edu/news/2015/02/10/new-programs-study-announced
[31] "Career Specific Training Information" http://www.healthsystem.virginia.edu/pub/human-resources/careers/managing-your-career/career-specific-training
[32] Matt Kelly, "Employees Form Union" 2/15-21/2012. Inside UVA Online. http://www.virginia.edu/insideuva/2002/06/union.html
[33] Chiara Canzi, "One More Time, with Feeling: UVA Employees Push for New, Positive Union" 10/10/11. c-ville. http://www.c-ville.com/One_more_time_with_feeling_UVA_employees_push_for_new_positive_union/#.VRhDwUZRciE
[34] Anne E. Bromley, "To Speak with a Unified Voice, Employee Councils Merge into a Staff Senate" 8/8/2014. UVA Today. https://news.virginia.edu/content/speak-unified-voice-employee-councils-merge-staff-senate
[35] University of Virginia's Staff Senate, "About Us" http://staffsenate.virginia.edu/aboutus/
[36] "Staff Senate of the University" 2/19/2014. http://staffsenate.virginia.edu/files/2014/09/2015_February-_MeetingMinutes.pdf

how we work"[37], indicating that the University can still learn a great deal from those representing its employees. This - of course - is no substitution for constantly hearing from employees in the field.

Section IV: THE PROPER ALLOCATION OF RESOURCES

In order to achieve a Culture of Truth or the Elimination of Abuses, there must be a proper allocation of resources. These resources include but are not limited to monetary funding and space allocation. We have repeatedly seen what Black students receive when present trends and status quo persist; it results in assaulted Student Council President candidates[38]; it results in racial epithets painted on Beta Bridge[39]; it results in the many hidden law enforcement abuses endured by countless people in our community; it results in the equally grotesque and more visible assault of Martese Johnson and other members of the Charlottesville community; and it results in the brutal, unforgiving cyber bullying that students endured afterwards on the anonymous application Yik Yak[40].

The University must create adequate spaces for minority students in which they can gather, support one another, and be seen as permanent and important fixtures of the University. Nearly 40 years ago, the Office of African American Affairs was founded and housed at 4 Dawson Row, and was to be "temporary" space[41]. Today, almost four decades later, OAAA remains at the same location, which begs us to question the priorities of the university in actualizing its commitment to diversity and equity. In addition, the Luther P. Jackson Cultural Center (LPJ) is meant to serve as the University's official cultural center and a space for all students at the University of Virginia interested in expanding their cultural horizons and increasing their cultural competency. However, it is an even smaller space than the main OAAA building, meaning that it does not have the capacity to harbor auch various student activities. This cultural "center" is, in all actuality, just a severely under-funded office that is, for the most part, inaccessible to students and the public.

If the University of Virginia truly seeks to attract top minority students, faculty, and administrators to build a more holistic and competitive University, then it must immediately

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[37] "Appendix E: Crosstabulations by Demographics" http://www.hr.virginia.edu/uploads/documents/media/UVA_EMPLOYEE_2011APPENDIX_E.pdf

[38] Alexis Unkovic, "Lundy Assaulted Behind Lawn, Election Postponed" 2/27/2003. The Cavalier Daily. http://www.cavalierdaily.com/m/article/2003/02/lundy-assaulted-behind-lawn-election-postponed/

[39] University of Virginia's Student Council, "Statement on Hatred in Our Community of Trust" 5/1/2013. http://www.uvastudentcouncil.com/wp-content/uploads/2013/05/Student-Council-Statement-on-Hatred-in-Our-Community-of-Trust.pdf

[40] Ryan Leach, "How UVA Students Responded to Martese Johnson's Arrest on Yik Yak" 3/20/2015. Community on Buzzfeed. http://www.buzzfeed.com/allmyproblems/how-uva-students-responded-to-martese-johnsons-ar-16up4

[41] "An Audacious Faith Report" https://blackfireuva.files.wordpress.com/2012/02/an-audacious-faith.pdf

address the inadequacy of the space allocated to OAAA and LPJ. Resources allocated are representative of this University's priorities, and the state of these buildings convey that diversity and equity are in fact, not main priorities of the University in any way other than rhetorical.

There also needs to be more funds allocated specifically towards student-led organizations and initiatives aimed at making the University of Virginia a more amicable environment for students, faculty, and employees of color. By increasing funding, Black students and organizations can implement the necessary initiatives and events dedicated to teaching and celebrating our culture within the UVA and Charlottesville community. This will begin to relieve tensions between different groups by enabling a common understanding of racial equity and inclusiveness within the larger community.

Therefore, we ask the Board of Visitors to allocate resources for and President Sullivan and her cabinet to support the following:

1. Renovated and Improved Cultural Center. We seek an expansion and renovation of the Luther P. Jackson Center (LPJ) and the Office of African American Affairs (OAAA). LPJ was a once robust, thriving Cultural Center and a source of multiple cultural initiatives and events. Currently, cultural programming has severely decreased through the Center due to insufficient funds and staffing. Student's access to the Center has also been restricted, and its infrastructure has been poorly maintained; historical significance is often cited as a reason to avoid renovations. If we can renovate the Lawn, which is a UNESCO World Heritage Site, then there is certainly a way to either renovate or relocate OAAA and LPJ.

There are many steps that this University must take to truly fulfill its commitment to diversity, and one of these must be a demonstrated interest and investment into its' cultural vibrancy. In order to create a truly diverse, equitable, and inclusive U.Va., we must have a cultural space that celebrates and exposes people to a myriad of vibrant cultures. This University must build and maintain a model, state of the art, thriving cultural center that sufficiently exhibits all cultures within the student body and Charlottesville area. To create this better University, the following should be done:

a. *The University's Architect and any interested parties in the School of Architecture assess the OAAA main building, LPJ, and W.E.B. DuBois Building and report back suggestions on how to greatly expand, connect, and renovate these buildings. These findings must be reported back to the Building and Grounds Committees of the Board of Visitors and Student Council.* The Office of African American Affairs should be renovated and expanded to ensure that it can adequately serve the Black students currently at the University and those we hope to attract, and to be a physically safe and comfortable space for a multitude of

students. The Luther P. Jackson Center should be expanded to include student conference rooms and offices, open, collaborative spaces, and an exhibition space to hold events.

b. *Proper Access to LPJ.* The Center needs to be a safe and collaborative space whose use can be regulated by umbrella organizations; students should not be restricted from using it when a Dean isn't there, or after 5pm when student life begins. Organizations such as the Cavalier Daily, University Judiciary Council, University Programs Council, Student Council, Honor, and the Declaration have 24-hour swipe access to spaces that are integral to their work and missions. Currently, minority students are not afforded the same privilege or consideration. A proper allocation of resources requires minority students have adequate access to the spaces meant to serve them. As it stands, LPJ is generally closed off to students and student organizations, with less than half a dozen groups accessing the building for no more than hours at a time.

c. *Storage Space in LPJ.* LPJ should serve as a location for storing the materials necessary for the day-to-day operations of minority organizations. While the Student Activities Center provides CIOs locker spaces for storage, priority is given to organizations that can pass down this storage space. This effectively blocks many minority organizations and communities from using these spaces. In order to access funding, organizations must indicate that they have a space to store the materials they purchase, thus adding another obstacle to minority organization's achievement of their stated goals.

d. *Expansion of the Carter G. Woodson Institute's Physical Space.* Increase the space allotted to the Carter G. Woodson Institute so that it is more conducive to collaborative scholarship at the convergence of culture and research.

2. Increased Financial Support. The University must invest financially in organizations and programs that benefit minority students. Student-run minority organizations offer much more than recreational activities - they also provide vital academic, social, and psychological support to minority students and cultural enhancement and education to the larger University, and should therefore be funded with this in mind.

a. *Adequate Resources for umbrella organizations.* The Office of the Vice President of Student Affairs should directly allocate resources to umbrella minority organizations,

who carry out the responsibility of catering to the needs of minority students and minority student organizations.

b. *Increased funding for "Diversity" Recruitment weekends.* The University and Office of Admissions must demonstrate its commitment to welcoming minority students into the community by providing adequate administrative and financial support for minority recruitment weekends, such as Spring Fling and Spring Blast. As the Spring Fling and Spring Blast weekends approach, Black and Latino CIOs mobilize to plan and host events and programs to help attract students to U.Va., and we play our part in making this space diverse. The bulk of these organizations spend hundreds, and some thousands, that these groups are already lacking, on these events - all the while, the University claims to "sponsor" these special weekends. In order to combat this exploitation, there must be funds allocated to financing the student-planned and organized events, which quite literally could make or break the University's minority recruitment weekends

c. *Budget Expansion for OAAA.* The office of African American Affairs budget needs to be expanded to, among other things: provide additional academic services, hire Federal Work Study graduate interns to provide career preparatory services and assistance for students, perform a complete overhaul of outdated office materials such as computers and printers; to host and sponsor conferences, events, and initiatives through the Luther P. Jackson Cultural Center.

d. *Budget Expansion for the Carter G. Woodson Institute.* Increase the budget of the Woodson Institute that it might hire more faculty and increase the variety of undergraduate course offerings, thus adding to the research and publishing of the University while simultaneously creating the next generation of scholars and playing a pivotal role in African American and African Studies scholarship.

Section V: INCREASING BLACK PRESENCE

In mid April 2013, concerned students and faculty began to discuss a startling figure - for the first time since Fall 1988[42], the University's black undergraduate numbers dropped below 1,000. In addition, after reaching its' peak of 1,366 black undergraduates, or 12% of the student body in 1991, black enrollment had declined drastically to 967 Black students or 6.5% in 2012[43].

[42] University of Virginia's Institutional Assessment and Studies, "Enrollment Numbers: School by Race, Fall 1998" http://avillage.web.virginia.edu/iaas/instreports/studat/hist/enroll/school_by_race_1988.shtm

[43] Anne E. Bromley, "Forum Examines Lower Numbers of Black Students at U.Va." 4/30/2013. UVA Today. https://news.virginia.edu/content/forum-examines-lower-numbers-black-students-uva

These numbers have continued to decrease, with the current figure as of Fall 2014 being 927 Black undergraduates, or 6.1% of the student body.

There must be increased Black presence at the University of Virginia in student body; in faculty; and in administrative staff positions. An increased presence will improve both cultural competency and relationships between students, faculty, and staff of differing backgrounds. Increasing the number of people of color who hold administrative staff positions is also necessary. These administrators must not just happen to be Black, but must be dedicated and informed on how to improve the university experience for minority students. While we view more Black administrators as a necessity, individuals in these positions must demonstrate cultural competency as this skill is of utmost importance for changing the culture of the University and for offering an education that truly represents a myriad of perspectives and cultures.

1. Increase and Support Black Students

a. *The percentage of Black students at the university must aim to match the percent of Black people in the Commonwealth.* The University of Virginia is a publicly funded and state flagship University. As such, this public entity must commit to making itself accessible to the public and must commit to educating all those within the state. U.Va. as it currently stands is grossly misrepresentative of the racial demographic of the Commonwealth of Virginia, and thus is not fulfilling that obligation. If the University prides itself on being a diverse institution of higher learning, increasing the percentage of Black students from its current percentage of 6% to reflect the state demographics of nearly 20%[44] represents one step that the University should take to make this statement true.

b. *The University and the Office of Admissions should focus on increasing enrollment from areas of the Commonwealth that have consistently attracted low numbers of applications and matriculations.* There should be working and functional relationships to the high school guidance counselors in these areas to ensure that exposure to the University begins sooner in their high school careers so that is remains on their radar for years before even beginning the application process.

c. *The University must re-evaluate its recruitment tactics and strategies when attempting to attract top Black talent.* It must work to study and understand the underlying reasons for the perception and reputation of this institution amongst students of color across the state.

[44] "United States Census Bureau, "State & County Quickfacts: Virginia," http://quickfacts.census.gov/qfd/states/51000.html

The yield of accepted Black students has decreased every year since 2007[45]. The University must commit itself to identifying and addressing the reasons for these numbers.

d. *Financial Aid.* The University must remember that financial burden is often a deterrent to attendance and that the rising sticker price may dissuade some students of color, particularly low-income students, from applying. With this in mind, the University must commit to finding ways to reduce the overall cost of attendance. The University must offer grant-based financial aid and increased scholarships to students who cannot afford the University. U.Va. must avoid loans for low-income students, and must offer significantly increased support for these students, who often do not have the disposable income to partake in the traditional social and extracurricular activities college students are able to take advantage of. Furthermore, critical professional development opportunities, such as unpaid internships and fellowships, are often beyond the financial means of students of low socioeconomic status. As a result, we must have greater comprehensive support for students that extends beyond financial aid to include financial resources that allows them to take advantage of extracurricular and professional development opportunities. Although AccessUVA has exponentially increased socioeconomic diversity over time, the number of Black students enrolled has decreased steadily since the 1990s. In fact, majority of AccessUVA beneficiaries today are predominantly White students. In order to ensure that students of color are able to take advantage of the University's financial aid package, we must restore the full grant aid guarantee, and couple this restoration with more active recruitment of students of color living low-income communities in inner cities and rural communities. As tuition continues to rise, middle and upper middle class Black students - a significant portion of the Black students on grounds - have been hit extremely hard, especially considering African Americans were most impacted by the 2009 Recession and have yet to recover. The University must commit to easing the burden on these students as well through the use of scholarships and other means.

e. *More Support for Current Students.* The University depends largely on the efforts by Black students to retain incoming Black students. By increasing the effectiveness of OAAA, funding the Carter G. Woodson Institute, funding Black organizations in an equitable manner, revamping the Luther P. Jackson Cultural Center, increasing Black

[45] University of Virginia's Institutional Assessment and Studies, "Fall Term Admission Data for First-Time First-Year Applicants by Race" http://avillage.web.virginia.edu/iaas/instreports/studat/hist/admission/first_by_race.htm

faculty, and engendering a more welcoming culture on grounds, current Black students will be more inclined to encourage students from their high schools to attend, and to speak very highly of their experience at the University. The University must also commit to providing enhanced support services for students from low-income backgrounds including social, academic, advising, and professional supports. Many low-income Black students who come from under-resourced schools need tailored academic support services designed to acclimate them to the academic rigor of this Institution. The Transition Program must be reevaluated, adjusted and expanded to meet the needs of incoming University of Virginia Students. Intensive academic support services must be made more readily available throughout the academic year for all subjects. Currently, there are few services designed to assist low-income students in their transition from college to the working world. The University must commit to changing this by offering a diverse array of targeted supports to these students including interview coaching, job placement, wardrobe assistance, housing recommendations, and more. Finally, the Financial Aid office must make itself more available to students by offering more on-grounds programming and on-grounds appointments outside of their regular office hours.

2. Increasing Black Faculty and Staff

The University of Virginia prides itself in being a leader in academia and providing a world-class education. Still, according to data compiled from the National Center for Education Statistics, the University ranks 56th out of 60 on minority faculty when compared to its peer institutions. In addition, between 2009 and 2014, the number of Black faculty at the University fell from 142 to 113[46]. For the 2014-2015 school year, Black tenure-track faculty sits at 3.6%[47]. In addition, the University has significantly increased its number of administrators in since 2009, yet in all but two administrative offices the number of Black administrators has either decreased or stayed the same[48]. Increased diversity of underrepresented minorities at the University of Virginia historically has, and continues to accompany phenomenal and expanded scholarship, research, teaching, mentorship, and innovation. Hiring more Black professors with relevant academic backgrounds and interests in various departments will ensure that, regardless of major, students are receiving a well-rounded education that includes various perspectives. The presence

[46] University of Virginia's Diversity Dashboard' "Faculty - All - 2014" http://www.virginia.edu/DiversityData/Home/Details/Faculty
[47] University of Virginia's Diversity Dashboard, "Faculty - All - 2014" http://www.virginia.edu/DiversityData/Home/Details/Faculty
[48] University of Virginia's Diversity Dashboard, "Staff - All -2014" http://www.virginia.edu/DiversityData/Home/details/Staff/?group=All&year=2014

of Black administrators with a keen eye and expertise in diversifying higher education is also essential for producing better, more inclusive, and more culturally competent policy, and thus aids in the recruitment of Black faculty and students who will be subject to these policies. If the University of Virginia is true to its word, and seeks diversity "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," then the University will implement the following recommendations for increasing Black tenure track faculty.

a. *Hiring of an outside consulting firm that specializes in minority recruitment and hiring.* For decades the University has verbally committed to seeking more Black faculty and staff, yet we have never achieved at this goal. For this reason, the University should retain an independent minority recruitment and hiring consultant in order to truly achieve a more diverse professorial and administrative staff body.

b. *Creation of a standing committee to advise the Provost on issues of faculty and staff diversity.* This standing committee should be made up of 8 to 10 people, including students; should meet at least 3 times a year; and should advise the Provost on issues of faculty and administrative diversity and to review departments' efforts to recruit and retain women and minorities.

c. *Annual review of retention, hiring, and pay equity.* Data on retention, hiring, tenure, and pay equity across the faculty, administration, and non-administrative employees must be collected and analyzed annually, with tangible recommendations for improvement.

d. *Faculty and administrative search committees must be representative.* Departments should not move onto the next step in the faculty search process until its initial applicant pool is at least as representative of each racial demographic as the national pool.

e. *The University should revamp its implicit bias and diversity trainings.* Currently the diversity-training module that search committee members must complete is inadequate It often refers to the federal mandates regulating hiring underrepresented minorities, implying that hiring minority applicants is at least in some part due to legal obligation and not out of the necessity for academia and scholarship to include diverse perspectives if it is to truly be excellent.

f. *Increased research funding for scholarship that focuses on historically excluded racial groups.* Often, minority faculty in some way study oppressed groups. This research has

often been disrespected in academia, and so even when hired, minority faculty may feel isolated within their departments. Increasing funding for research in these fields will be a tangible way in which the University can show it values such scholarship.

g. *Partner with other universities, including Historically Black Colleges and Universities.* If the University is serious about increasing its diversity, it must actively seek minority graduate students from other universities. Because HBCUs still educate the majority of Blacks who pursue graduate degrees, it is essential that the University of Virginia begin to build relationships with these schools by recruiting potential graduate students who will one day become the professors and administrators we seek to hire. The University should also develop a Visiting Professors Program, in which Black professors from various universities would come teach at the University, preferably in departments that most greatly lack diversity. This would not only increase diversity on grounds, but it would also encourage scholarly collaboration across colleges and universities.

h. *Refurbish the Luther P. Jackson Cultural Center.* As the University seeks to increase its black faculty, it must recognize that there is more to a faculty member's experience than just the classroom. By investing in a cultural center that will truly be a place of convergence for different groups, the University will see a vibrancy in its students that will not only help in retaining professors who may sense an unwelcoming environment at the University, but will also attract faculty members we are trying to recruit.

i. *Recruitment and Retention of Black Administrators.* Like when recruiting Black faculty, the University must ensure that the applicant pool is demographically representative of the national pool. In addition, administrators must have experience in diversity and inclusion - it is not acceptable to have a minority representative without a background in the job they are hired to do.

j. *Measure recruitment and retention quantitatively and qualitatively.* The University of Virginia must get to the heart of its faculty diversity problem. To begin doing so, the University must conduct exit surveys to be revamped with the input of students and faculty to determine why they are leaving the University. The University must also collect data on minority applicants who are offered a position but do not accept, and collect data for why minority faculty we do have at the University choose to stay.

Section VI: Conclusion

The University of Virginia, no different from the nation, has far to go in regards to fostering a harmonious, inclusive environment for all. We understand that putting forth these recommendations is just one small step towards making this space an amicable learning environment for all. What sets it apart is the onus put on any institution of higher learning to truly educate strong, moral leaders who are ready to tackle not only the theories of the past, but also the realities of the present. In outlining these recommendations, we are delivering unto the University an important but long-delayed set of remedies to a host of challenges. We would not give it to the University if we did not believe it was up to the task. This University can and does accomplish that which it sets its sights on. If we are what we say we are, and truly believe in what we say we do, then surely members from every corner of our community will be ready and willing to work on this project of bringing us one step closer towards a better University.