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UNIVERSITY OF VIRGINIA
BOARD OF VISITORS
MEETING OF THE
SPECIAL COMMITTEE ON
DIVERSITY
JUNE 9, 2011

SECTION F

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SPECIAL COMMITTEE ON DIVERSITY

Thursday, June 9, 2011

3:30 - 4:00 p.m.

Board Room, The Rotunda

Committee Members:

Susan Y. Dorsey, Chair

A. Macdonald Caputo
Robert D. Hardie

The Hon. Lewis F. Payne
John O. Wynne, Ex-officio

Austin Ligon

Ann B. Hamric, Consulting Member

AGENDA

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- REPORT BY THE VICE PRESIDENT AND CHIEF OFFICER FOR DIVERSITY AND EQUITY (Dr. Martin) 1
 - Vice President's Remarks
 - Progress on the President's Commission on Diversity and Equity Recommendations

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UNIVERSITY OF VIRGINIA BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: June 9, 2011

COMMITTEE: Special Committee on Diversity

AGENDA ITEM: I. Vice President's Remarks

ACTION REQUIRED: None

DISCUSSION: Dr. Marcus Martin, Vice President and Chief Officer for Diversity and Equity, will report on the progress of the recommendations from the Report of the President's Commission on Diversity and Equity. The report "Embracing Diversity in the Pursuit of Excellence" was submitted on September 10, 2004, by Ms. Angela M. Davis and Mr. Michael J. Smith, co-chairs of the President's Commission on Diversity and Equity.

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President's Commission on Diversity and Equity Recommendations: Progress Report

Background: Ms. Syd Dorsey, Chair of the University of Virginia's Board of Visitors Special Committee on Diversity and Equity, requested an update on progress related to the recommendations contained in the 2004 President's Commission on Diversity and Equity (PCODE) report.

On September 5, 2003, President John Casteen, III formally charged the Commission with assessing the quality of the student experience within the University and all of its aspects, with special attention to experiences unique or generally germane to women and minority students. The president also asked the Commission to gauge and analyze the condition of equity within the larger community; to 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 to suggest means of identifying and addressing academic and climate problems.

After receiving its charge, this University-wide commission constituted itself into four subcommittees:

1. *Student Life, Climate, Recruitment and Retention*, charged with examining recruitment and retention practices for both undergraduate and graduate students.
2. *Curriculum*, charged with addressing questions related to how the curriculum can contribute toward creating a culture of inclusiveness and mutual respect, and what if any changes should be made to the current U.Va. curriculum to promote these goals.
3. *Faculty and Staff Recruitment and Retention*, charged with assessing the recruitment, retention, and advancement of women and minority faculty.
4. *Business/Community Relations*, 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.

Over a twelve-month period, the subcommittees gathered data, sorted out best practices at U.Va. and elsewhere, and engaged in focus discussions and consultations. Angela Davis and Michael Smith, co-chairs of the PCODE, attended more than 120 Commission-related meetings and events in the course of the year. The Commission's report, titled *Embracing Diversity in the Pursuit of Excellence*, was presented to the BOV on June 11, 2004 and submitted to the president on September 10, 2004. Significant progress has been made by the University community in responding to these recommendations. Continued progress and improvement, however, are needed. What follows is a progress report on the 2004 PCODE recommendations.

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 (PCODE).

Status: Mr. William Harvey was hired in October 2005 as the University's first Vice President and Chief Officer for Diversity and Equity (VP-CODE). Dr. Marcus L. Martin was appointed Vice President and Chief Officer for Diversity and Equity in April 2011. The Office for Diversity and Equity (ODE) currently employs five staff in addition to the VP-CODE. Two of these staff members are supported by a National Science Foundation (NSF) grant.

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.*

Status: The First-Year Experience program has expanded considerably since the President's Commission on Diversity and Equity made its recommendations. Beginning with summer and fall orientation, first-year students engage in programs that address issues of diversity and civility as part of University community expectations. Through the residence life program, first-year students are exposed to and participate in a variety of educational initiatives, which are predicated on the core value of diversity and multiculturalism. In 2009, the first-year housing assignment process was randomized to align administrative practices with residence life educational objectives.

Beyond outreach targeted to first-years, other programs (e.g., Get Grounded!) engage students in ways that support the educational goals espoused by the President's Commission on Diversity and Equity. An example is Sustained Dialogue, a Contracted Independent Organization (CIO) of the University. U.Va. is one of the nine original members of the Sustained Dialogue Campus Network (SDCN) national organization. Vice President Pat Lampkin serves as a resource to the CIO, and her office, along with the Office for Diversity and Equity, pays Sustained Dialogue's institutional membership to SDCN. Sustained Dialogue's approach to developing "leaders who engage differences as strengths to improve communities" is practiced on Grounds by students at all levels of enrollment. Upon understanding that the success of this program hinges on students' willingness to participate voluntarily in meaningful discussions, the program was not instituted as a first-year requirement.

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

Status: There has been significant progress in academic public service over the past five years, advancing the goals and spirit of PCODE recommendations. Several initiatives are now formally incorporated into the relatively new Office of University Community Partnerships, which supports connecting the academic life of the University to public service.

The Community Engagement program includes the successful Jefferson Public Citizens (JPC) program in addition to Community Based Undergraduate Research Grants (CBURG) and the Academic Community Engagement (ACE) Faculty Fellow Grants. JPC is a comprehensive academic public service program that integrates students’ service and research experiences throughout their time at the University. The JPC program plan evolved from several major University planning initiatives and priorities over the past several years including the President’s Commission on Diversity and Equity and the Commission on the Future of the University. JPC provides competitive grants to approximately 100 undergraduate and graduate students each year to conduct a research-service project in the community. The program has just completed its third year of selections and students will be working in communities around the globe.

The Community Based Undergraduate Research Grants (CBURG) program provides opportunities for students to develop research projects that apply their academic skills, experiences, and ideas to real world problems. Initially, the pilot grants were supported by PCODE-related funding. The grants now have a small amount of state funding.

Academic Community Engagement (ACE) Faculty Fellows Grants support faculty efforts to integrate public service into the academic curriculum. Piloted in 2007, this program now supports ten to twelve courses each year. Many of the students who participate in ACE courses are also engaged in volunteer service at U.Va. (Madison House, student clubs, etc.) and continue on to apply for the Jefferson Public Citizens program. ACE grants were supported originally by PCODE-related funding and now are supported by JPC.

Another community engagement initiative is the Service in Society series, directed by Angela Davis, which is designed to provide students with the skills and experiences they need to work in the community. The lecture series format was adopted to offer extra-curricular, non-credit learning experiences in academic public service. This series has been supported in part by JPC and the Office of the Vice President for Student Affairs (VPSA).

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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.*

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

4. *Restructure graduate student financing.*

Status: Following the release of the PCODE report, the Office of the Vice President for Research and Graduate Studies analyzed the state of graduate student funding at the University of Virginia and reported to the Board of Visitors that many U.Va. graduate students were underfunded compared to graduate students at Association of American Universities (AAU) peers. More recently, Dean Meredith Woo conducted a comprehensive analysis of programs in the Graduate School of Arts and Sciences. As a result, the total number of graduate student positions in Arts and Sciences will be reduced and graduate students will be guaranteed funding for five years. Additionally, the standardization of stipend levels across programs will be implemented. Fellowships will be approximately \$22,000, \$20,000, or \$18,000, depending on program strength. These changes are anticipated to increase competitiveness and enhance academic and research excellence. PCODE members have expressed concern about the potential impact of this restructuring on graduate student diversity.

In Fall 2010, a total of 6,604 students were enrolled in graduate and professional studies. Graduate students engaged in scholarly activity support the research mission of the University by helping to drive the process of discovery, gathering preliminary data for research proposals, producing new knowledge that is published in archival journals, and mentoring undergraduates who participate in research projects. More than \$41 million in funding is provided annually to support graduate student fellowships. Additionally, as part of the Commonwealth of Virginia’s research initiative, an annual allocation of \$1.6 million is dedicated to graduate student aid. Each year, these funds support more than 300 graduate students in four of the University’s graduate schools. PCODE members have expressed concern about the absence of fellowship money aimed specifically at underrepresented groups, which was one of the key concerns of the Commission.

The table below lists the programs developed as a result of the new allocation from the Commonwealth.

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Programs supported by Commonwealth allocation of \$1.6 million

School and/or Unit	Annual Allocation	Purpose(s)
Graduate School of Arts & Sciences	\$640,000	(1) To raise stipends associated with the President's Fellowship (2) to extend the term of the President's Fellowship to four years.
School of Engineering & Applied Science	\$450,000	To create first-year fellowships for recruiting outstanding Ph.D. applicants in engineering.
School of Medicine (Biomedical Sciences)	\$180,000	(1) To create first-year fellowships for recruiting outstanding Ph.D. applicants in the biomedical sciences; (2) to provide merit fellowship supplements to outstanding students in the biomedical sciences.
School of Architecture	\$130,000	(1) To create full-tuition fellowships for recruiting outstanding graduate applicants in architecture; (2) to create graduate assistantships, inclusive of tuition and fees, tuition differential, stipend, and healthcare subsidy.
Office of the Vice President for Research	\$200,000	To encourage students to compete for prestigious external fellowships by leveraging these types of awards with state funds.
Total	\$1,600,000	

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

Status: The Office of Graduate Student Diversity Programs, directed by Ms. Cheryl Burgan Apprey, was established in 2006. The Office works toward creating a more culturally welcoming, intellectual, and supportive community, and is committed to the identification, retention, mentoring, and graduation of a highly talented and diverse graduate student population. Since 2006, it has accomplished the following:

- Created an annual Graduate Student Diversity Retreat and Banquet
- Established an Inter-Ethnic/Interdisciplinary Mentoring Institute for Graduate Education (the Mentoring Institute), tasked with increasing the number of marginalized groups in graduate studies as well as retaining and graduating these particular students at U.Va. under the Mentoring Institute.
- Maintains active membership in The Leadership Alliance, the National Name Exchange, and the Institute for Recruitment of Teachers
- Reported an increase in applications in all racial/ethnic groups (greatest increase Hispanic Americans)
- Created pipelines with Historically Black Colleges and Universities
- Presents at over twenty minority recruitment fairs per year
- Maintains active graduate student advisory board
- Created a strong community of support

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Graduate Student Data: Due to revised federal reporting standards, 2006 admission and enrollment data are not directly comparable to 2009 and 2010 data. For this reason, these data are presented in separate tables.

Admission Offers to Graduate Students	
2006	
American Indian/Alaska Native	15
Asian/Pacific Islander	247
Black, non-Hispanic	206
Hispanic	105
White, non-Hispanic	2726
Race and Ethnicity Unknown	620
Non-resident Alien	831
Minority Subtotal*	573
Total	4,750

*The minority subtotal includes American Indian/Alaska Native, Asian, Black, and Hispanic.

Admission Offers to Graduate Students			
(Under New Federal Reporting Standards)			
2009 and 2010			
	2009	2010	Change
American Indian or Alaska Native	21	5	-76%
Asian	356	399	12%
Black or African-American	224	243	8%
Native Hawaiian or Other Pacific Islander	1	2	100%
White	2,949	3,370	14%
Two or more races	5	142	2740%
Hispanic/Latino	206	237	15%
Race and ethnicity unknown	476	309	-35%
Nonresident Alien	794	692	-13%
Minority Subtotal*	813	1,028	26%
Total	5,032	5,399	7%

*The minority subtotal includes American Indian/Alaska Native, Asian, Black, Native Hawaiian, Hispanic, and Two or more races.

In June 2010, Ms. Cheryl Apprey informed the Board of Visitors that the University enrolls more underrepresented and minority graduate students now than when the Office of Graduate Student Diversity Programs was established, but that it still lags behind peers in the enrollment of African-American students. Women now account for 46% of the overall graduate student population. To increase the racial diversity of our graduate student body, Ms. Apprey recommended continued recruitment outreach, including annual representation at twenty or more minority-serving institutions' recruitment forums. She also emphasized the importance of establishing relationships and national pipeline programs to increase awareness of U.Va. graduate programs, particularly among Historically Black Colleges and Universities and Hispanic-serving institutions.

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

Status: Ms. Valerie Gregory, Associate Dean and Director of the Outreach Office, leads outreach efforts in the Office of Admission. Ms. Gregory and members of the Admission staff welcome prospective students from underrepresented groups to the University of Virginia. They provide students with information about the college search and admission processes.

Activities of the Outreach Office:

- Special Groups Visitations
 - The Provost Office provided funding in 2007 to support special groups visiting the University by assisting them with transportation and meals. This assistance was offered to low-income and minority groups, with \$25,000 allotted over a course of three years.
 - In 2004, a total of 40 special groups visited Grounds. In 2007-2008, Outreach hosted approximately 135 special groups, and in 2008-2009, that number increased to 236. In 2009-2010 the number of special groups hosted dropped to 122 because no more funding was available and the economy made it difficult for groups to travel.
 - Between 2007 and 2010, the Outreach team provided programs to student groups that visited U.Va., including Advancement Via Individual Determination (AVID), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Project Discovery, and Upward Bound. Multicultural student panels, special sessions with other offices (such as the Office of African American Affairs), and tours were arranged in order to offer insight about minority life on grounds.
- Travel for Outreach Team
 - Since the PCODE recommendations, the Outreach team has increased its fall travel related to the recruitment of underrepresented students, visiting high schools, special college fairs, and other programs. Outreach also began to provide more workshops to groups on topics such as writing essays, financial aid, and college preparation. Outreach visited 48 schools in 2003 and 96 schools in 2010.
- Early Decision was disbanded in 2007
 - Early decision was discontinued in 2007-2008, as it was deemed unfair particularly to low-income and underrepresented students. One-third of the incoming class was determined by binding early decision and included a very small percentage of underrepresented students.
 - An “early action” program is scheduled to be implemented in 2011-2012 school year. There is no concern that this will affect the number of underrepresented students since it is not binding.

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- Jefferson Trust Grant, 2010 – 2011
 - The Office of Admission was awarded a Jefferson Trust grant for \$30,000 to assist admitted underrepresented students to visit the University of Virginia.
 - During the spring of 2009, 42 underrepresented students had been offered Echols scholarships and only one accepted. During the spring of 2010, eleven Echols and Rodman Scholars accepted after having an experience on Grounds.
 - Funding was carried over to the spring of 2011 to bring in low-income and Echols and Rodman Scholars to Grounds.
- Working with Middle School Students
 - Outreach began working with middle school students in 2007, visiting middle schools and offering students information about the college preparation process.
 - More middle school groups now visit the University than in 2006. Special information sessions and tours are provided for these groups.
 - College admission literature more appropriate for middle school students has been developed.
- Creating Liaison between the Admission and the Financial Aid Offices.
 - Coordinator positions were created in Admission and Financial Aid to provide counseling to families throughout the financial aid process.
 - Improved communication now exists between the Admission Office and Financial Aid Office in order to assist families with the financial aid process.
 - Improved communication with families now occurs, offering them a better understanding of the financial aid process.
 - Improved communication with applicant pool
 - Technology has allowed for more and better communication with students and applicants.
 - Online CHATs
 - Email communication/ buddy system with current students
 - Image Now (Image Now is a software management that allows the Office of Admission to access student applications and other student documentation).
 - Switch to Common Application – the University switched to the Common Application in 2007 to make the process more accessible
- On Grounds Events
 - The Fall Fling, Spring Fling, Fall Blast, and Spring Blast open houses for high school African American and Hispanic students continue.
 - The University has hosted the John Hopkins Center for Talented Youth Program for two years.
- Merit Scholarships
 - Since many admitted underrepresented students do not qualify for significant financial aid, the offering of more merit scholarships would be helpful.

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Overview of the Applicant Pool:

	2010	2009	2008	2007	2006	2005	2004	2003
<u>Total applicants</u>								
<i>Applications received</i>	24,681	24,325	21,150	20,554	18,863	18,263	17,565	14,855
<i>Offers made</i>	7,858	7,126	7,780	7,193	6,737	6,738	6,653	5,661
<i>Offers accepted</i>	3,916	3,474	3,915	3,877	3,622	3,708	3,784	3,060
<u>African American/ Black</u>								
<i>Applications received</i>	1,869	1,810	1,544	1,591	1,381	1,208	1,192	1,091
<i>Offers made</i>	729	759	670	775	629	663	688	664
<i>Offers accepted</i>	345	308	311	392	265	342	345	326
<u>Hispanic/ Latino</u>								
<i>Applications received</i>	1,518	1,461	1,028	953	857	721	725	569
<i>Offers made</i>	547	489	427	424	386	363	377	214
<i>Offers accepted</i>	233	211	176	195	169	182	169	110
<u>American Indian/ Alaskan Native</u>								
<i>Applications received</i>	307	186	87	70	66	58	58	N/A
<i>Offers made</i>	88	46	16	15	11	11	11	
<i>Offers accepted</i>	44	29	9	8	7	7	6	
<u>Asian</u>								
<i>Applications received</i>	5,470	4,953	3,738	3,384	2,745	2,664	2,431	N/A
<i>Offers made</i>	1,725	1,337	1,310	1,171	1,030	1,027	974	
<i>Offers accepted</i>	481	611	614	575	527	490	527	
<u>Native Hawaiian/ Pacific Islander</u>								
<i>Applications received</i>	83	118	101	107	89	60	63	N/A
<i>Offers made</i>	18	35	22	30	23	24	25	
<i>Offers accepted</i>	12	13	9	18	18	20	16	

AccessUVa:

- AccessUVa was launched in 2004 and is the University's strategy to keep education affordable for students with financial need, broaden the University's socio-economic diversity, and limit need-driven student debt after four years of study.
- Recent economic conditions and increases in tuition have led to a record number of requests for financial aid and reconsiderations of financial aid packages received by Student Financial Services. Overall, 31.8% of all undergraduate students now qualify for financial aid. In comparison, the percentage of students who qualified was 24.6% in 2003-2004 and 26.6% in 2008-2009.
- The total number of undergraduate students receiving aid rose from 3,260 in Fall 2003 to 4,704 in Fall 2010, an increase of 44.3%.
- For fiscal year 2010-11, the University will spend an estimated \$34 million in centrally-allocated institutional funds for AccessUVa.

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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.*

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

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.*

Status: The Division of Student Affairs (i.e., the Office of the Dean of Students and its reporting units, University Career Services, the Office of African American Affairs, Student Health, and the Vice President's Office) has expanded its peer education networks. The Division works closely with peer educators to support new students as they transition to University life, and to assist returning students who seek to enrich their education through experiences outside the classroom. For example, the Transfer Peer Advisor Program, OAAA's peer advisors program, the Hispanic/Latino Peer network, and the Asian/Asian Pacific American student peer network all support new and returning students in a variety of ways, and do so by accounting for the unique needs of different constituencies. The Office of the Dean of Students' Program Coordinators work with multiple minority student groups, including Latino/Hispanic, Asian/Asian Pacific American, American Indian, and African American groups, to support their needs. The Offices of the Vice President and Chief Student Affairs Officer and the VP-CODE provide planning and financial support to numerous student organizations for the coordination of cultural programs.

Curriculum Subcommittee Recommendations

9. *Create an exchange program between U.Va. and Historically Black Colleges and Universities (HBCUs).*

Status: The University of Virginia is currently collaborating with Historically Black Colleges and Universities (HBCUs) on a variety of faculty research and undergraduate and graduate student opportunities. Undergraduate students from HBCUs who are interested in taking classes or doing summer research at U.Va. have a wide variety of programs and subjects from which to choose, including the Summer Language Institute and the Educational Psychology Applied Developmental Science program. Faculty research collaborations currently include the Rapid Response Robotic Telescope at the Fan Mountain Observatory (U.Va. and Norfolk State University), Progression of Skill Development in STEM Doctorates, graduate training opportunities in education and nursing, and faculty professional development opportunities.

An Associate Vice Provost position was created three years ago to lead U.Va.'s efforts related to HBCUs. Professor Melvin Wilson was appointed to this position. He leads a committee made up of faculty and administrators from across U.Va. that meets regularly to discuss and encourage collaborative projects with HBCUs. In the fall of 2010, a website (<http://www.virginia.edu/vpfr/HBCUhome.html>) was created through which interested parties can learn more about ongoing partnerships. U.Va. is a member of and co-funds (with the Provost's Office and School of Medicine) the Virginia-Nebraska Alliance, which includes Virginia's five HBCUs. The VA-NC Alliance is a strategic partnership that aims to increase the number of minority professionals in health, the basic sciences, and other disciplines and to reduce health care disparities. Other U.Va. programs include: the Summer Medical Dental Education Program (SMDEP), the Summer Research Internship Program (SRIP), and the Virginia-North Carolina Alliance/Center for Chemistry of the Universe (CCU)/National Radio Astronomy Observatory/Undergraduate Research in Systems Engineering (U-RISE) Combined Summer Research Program.

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

Status: The non-Western Perspectives (n-WP) requirement has not been split. Undergraduate students must enroll in at least one three-credit course to satisfy the non-Western Perspectives area requirement. The College of Liberal Arts and Sciences (CLAS) Committee on Educational Policy and Curriculum (CEPC) received the recommendation and referred it to a faculty subcommittee in the summer of 2004. That subcommittee carefully and thoughtfully considered the merits of the recommendation.

In principle, the committee was supportive of dividing the n-WP requirement into two parts. If support in principle alone were sufficient to amend the requirement, the committee would have recommended that the CEPC do so. In practice, however, Professor Richard Handler, former CLAS Associate Dean, found that the number of

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available seats in courses that would satisfy a global diversity requirement would be met or exceeded by a single cohort of students. Under these circumstances, should the cancellation of one or more courses occur, a number of students would be unable to meet the requirement until a replacement course could be developed, approved, and offered. For this reason, the CEPC did not recommend to the College dean and faculty that the requirement be split.

In recent years, a Global Development Studies major, which focuses on social justice, sustainable economic development, public health, global interconnection, and public service, has been developed in the College.

Financial Aid for Study Abroad:

Financial aid for study abroad programs has been expanded considerably following the release of the PCODE report. It is important to encourage and facilitate student participation in this important academic opportunity in order to prepare them to be citizens in a global society. Students studying abroad are considered for the same federal, state, and institutional aid programs that would be available to them if they were studying in Charlottesville, with the exception of the federal work-study program. The amount of aid awarded by Student Financial Services is based on demonstrated financial need.

New sources of education abroad aid since 2004:

- Education abroad grants: \$100,000/year
 - Source: Provost's Reserve revenue derived from Semester at Sea earnings (SAS) for services as academic sponsor.
- Grants for U.Va. students on SAS: \$80,000/year
 - Source: Provost's Reserve revenue derived from Semester at Sea earnings (SAS) for services as academic sponsor.
- Grants for U.Va. students on SAS: \$80,000/year
 - Source: Aid provided by Institute for Shipboard Education (Home of Semester at Sea Program)
- January Term: \$130,000/year
 - Source: J-Term tuition, built into J-Term business plan approved by board in 2004
- Summer international internships: \$25,000/year
 - Source: COFU
- Program grants: \$15,000/year
 - Source: U.Va. study abroad programs revenue reserve
- Atlantic Coast Conference International Academic Collaborative (ACCIAC): \$5,000/year
 - Source: ACCIAC
- **Total: \$435,000**

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.*

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

This effort was continued in the University Seminars program (USEMS). USEMS are designed to give first-year students the opportunity to develop critical-thinking skills and explore new ideas in an environment that encourages interactive learning and intensive discussion. Each year, solicitations include a paragraph requesting proposals for seminars to address diversity. The Provost Office particularly solicits proposals for new USEMS courses that address topics related to diversity, including, but not limited to, race, gender, ethnicity, religion, sexual orientation, or socio-economic diversity. These courses may include a “community engagement” component, as recommended by the President’s Commission on Diversity and Equity. This might include academic learning or research based projects and/or service in the community. Community projects must be allied with and supported by a letter from appropriate community agencies. Additionally, the new Jefferson Public Citizens (JPC) program has, for three years, included funding to develop new courses that address issues relevant to JPC and to fund the development of courses with community engagement service projects.

Beyond grants, faculty are offered opportunities to develop innovative teaching skills. Professional development for faculty at the University of Virginia occurs in multiple ways, vertically and horizontally across the institution. In addition to the schools, there are two primary providers of development opportunities: the Teaching Resource Center (TRC) and the Institute for Faculty Advancement (IFA). Besides teaching and learning oriented programs and resources, in partnership with the Office of the Vice Provost for Faculty Recruitment and Retention the TRC offers the Professors as Writers (PAW) program to support faculty members in their writing, and the Excellence in Diversity Fellows (EDF) program to help new faculty members navigate their first year at U.Va. and fulfill their potential as excellent teachers and researchers. The IFA provides a range of faculty development programs, including *Getting Started @ U.Va.*, for early career faculty; Leadership in Academic Matters, to support, reward and build networks amongst faculty with demonstrated leadership potential; and the Faculty Mentoring Initiative, to connect early career faculty with mentors across grounds. The IFA also provides training to department chairs and partners with the Women’s Center and the Vice Provost for Faculty Recruitment and Retention on specific programs for women faculty.

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.*

Status: During the May 4, 2011 meeting with the VP-CODE, PCODE members indicated that in general, University-wide diversity-related data should be more centralized and readily accessible. Employment data reports are posted on the U.Va. Institutional Assessment and Studies (IAS) web page annually. Employment data categorized by organizational unit, employment category, race, and gender for Fall 2010 can be accessed at the following website: http://www.web.virginia.edu/iaas/data_catalog/institutional/data_digest/emp_cat_race&gender.htm.

Between 2004 and 2010, 632 tenured or tenure-track offers were tendered and 453 (72%) were accepted. Over this period, the ethnic and racial diversity of faculty who accepted offers varied from year to year, as did the rate at which candidates accepted positions. Overall, 93 individuals from underrepresented groups accepted offers during this time, representing a 66% acceptance rate for individuals from underrepresented groups. Out of the total offers extended, 28% were to minority and other candidates and 72% were to white candidates. Thirty-six percent of the total offers extended were to women.

In addition to the data posted on the IAS website, University Human Resources creates reports to track turnover, hiring, and other employment related activity at the institutional and school/unit level. These reports are available to the public; however, they are not currently posted on the HR website.

Tenured and Tenure-Track Faculty Offers Extended & Accepted, by Race/Ethnicity and Gender (July 2004 -July 2010), as reported by the Schools.

Race/Ethnicity	Extended		Accepted		Acceptance Rate
	No.	%	No.	%	
White	455	72.0%	338	74.6%	74.29%
African Am.	40	6.3%	30	6.6%	75.00%
Asian Am.	80	12.7%	49	10.8%	61.25%
Hispanic/Latino	21	3.3%	14	3.1%	66.67%
American Indian	0	0.0%	0	0.0%	N/A
Other	36	5.7%	22	4.9%	61.11%
Total	632	100%	453	100%	
Men	403	63.8%	286	63.1%	70.97%
Women	229	36.2%	167	36.9%	72.93%
Total	632	100.0%	453	100.0%	

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

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

In response to the recommendations made by the President's Commission on Diversity and Equity, EOP developed a recruitment and hiring training program for all faculty search committees and hiring officials, effective August 1, 2005. Its purpose is to provide guidance to search committees and hiring officials on designing and conducting legal and effective searches, recruiting and hiring the best applicant for the position, and efficiently managing crucial steps in the search process. Between August 2005 and February 2006, EOP provided 111 faculty search committee training workshop sessions that reached an audience of 1,182 throughout Grounds and the Medical Center. Later that year, EOP transposed its classroom training program to an online program and launched the online version of EOP search committee training in February 2006. EOP has since developed an online recruitment and hiring training program for all University staff hiring officials. As of February 1, 2011, the University staff hiring official training must be successfully completed by the hiring official prior to posting any staff position. EOP continues to provide face-to-face training upon request by any search committee chair or hiring official.

In November 2005, the first version of the Provost Office online Faculty Search Committee tutorial went live, mandated by President Casteen for all members of search committees seeking to hire tenured or tenure-track faculty. Research-based and fully referenced, the tutorial was completely revised and updated in the spring of 2008 and again in the summer of 2010, to reflect current best practices and research findings on search committee processes and practices most likely to result in diverse applicant pools.

As of mid-April this year, 2,348 individuals at U.Va. had taken the tutorial, almost a quarter of them more than once. The Provost Office has shared the content and tutorial development processes with numerous institutions upon request, at several conferences, and in a paper published this spring in the *Journal of Diversity in Higher Education*. In May of this year, an adapted version of the 2008 tutorial will be made available online to institutions in the Mid-Atlantic Higher Education Recruitment Consortium (HERC); a similar arrangement is under consideration with the National HERC.

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

Status: Following the release of the PCODE report, Provosts Block and Garson have required deans to submit a summary of current and planned activities around diversity programming. Dr. Garson has required deans to include a diversity goal among their annual list of top priorities. PCODE committee members expressed the continued need for accountability and transparency related to these diversity priorities and goals.

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.*

Status: One portion of the University's policy on the employment of non-tenure-track employees reads: "Academic non-tenure-track faculty who hold professorial rank at the level of assistant professor or above are eligible for promotion upon completing the sixth year of their appointment. Academic non-tenure-track faculty eligible for promotion in professorial rank must demonstrate excellence in their areas of assigned responsibility in order to be recommended for promotion. Specific criteria and procedures shall be determined by each school or department and may be specified in individual letters of appointment."

The HR Restructuring project began with a survey to identify issues and concerns and the results reaffirmed the desire for better promotion, advancement, and career related opportunities. As a result, the new University Staff HR Plan was intentionally designed to improve programs perceived as lacking in the Classified Staff and Administrative and Professional (A&P) Faculty systems. A&P Faculty were given the option to retain their status or to switch to University Staff at the time of the restructuring. The University Staff plan includes a robust career development policy with established career paths for advancement. As part of the HR Restructuring project, a task force was created to address the specific needs of A&P Faculty. There were also 16 employee driven committees (comprised of Classified, University Staff, and A&P Faculty members) to develop University-wide career paths. Out of that project came a new policy on career development and some 70+ career paths. Unfortunately, the economic crises and subsequent budget reductions impacted the University just as the new system was implemented. Therefore, there has not been an opportunity to use the new policies and programs. On a positive note, these new systems are in place and ready to support employee advancement once financial circumstances turn around.

Classified employees statewide are eligible for pay within nine bands. Advancement guidelines are posted on the U.Va. and Commonwealth of Virginia Department of Human Resource Management (DHRM) website. Promotion increases are negotiable from the minimum of the new pay band or alternate band up to 15% above current salary, or up to the hiring range minimum if it is higher. Salary may not be below the minimum of the new pay band or alternate pay band. Exceptions higher than 15% and the hiring range minimum may be granted by the agency with documentation of the basis provided to DHRM.

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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.*

Status: At the Commission on Diversity and Equity's suggestion, University Human Resources staff conducted a peer analysis of six other university benefits plans. This peer analysis contributed to improvements in benefits over the last five years, including enhanced education, vocational, and professional development programs for staff and faculty. It would appear that extending health benefits to domestic partners by Virginia state institutions and agencies conflicts with both state policy, which does not provide for such benefits in the state health plan, and an amendment to the Constitution of Virginia passed in November 2006, also referred to as the Virginia Marriage Amendment.

Improved employee benefits include the following:

- \$300 per year Supplemental Benefit Credit for University Staff making less than \$40,000 per year (enough to provide free health insurance for the employee and to cover the cost of parking)
- Provided an employer contribution to health insurance for part-time, salaried University Staff
- New \$2,000 per employee per year educational benefit program
- Eliminated all costs for employee development programs
- Back-up child and elder care benefit (ten days per year)
- "Automatic enrollment" process in the 403(b) cash match program
- New vision insurance plan
- Discounted tickets at John Paul Jones Arena, the Virginia Film Festival, and certain athletic events
- New Flexible Spending Account "Benny card"
- Major enhancements to faculty life insurance plan
- New work related international travel benefits
- Eliminated the departmental charge and streamlined procedures to provide employees direct access to U.Va. Work Med (occupational health services)
- New commuter choice program (tax deductible transportation benefits) for employees in Northern Virginia
- Enhancements to Health Plan Benefits (for both Low and High Premium plans)
 - Extended dependent coverage to age 26
 - Removed lifetime maximums for health coverage (was \$2 million); for chiropractic care (was \$600 per year); and for pediatric dentistry (was \$1,500 per year)
 - Added a prescription tier to provide employee discounted price at retail for prescriptions not otherwise covered
 - Increased dental benefit maximum from \$1,000 to \$1,500 per person per year
 - Removed 90 day limit on physical therapy benefits
 - Added anesthesia coverage for pediatric dental work
 - Added smoking cessation medication and support services
 - Added coverage for genetic testing

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- Decreased co-pays for generic drugs
- Added acupuncture benefits
- Added dental implant coverage
- Additional Enhancements to Low Premium plan
 - Added immunization coverage and preventive diagnostic, lab and X-ray services
 - Added family out-of-pocket maximum to limit exposure
 - In two of the last five years the employee premiums on the Low Premium plan have decreased and in the remaining three years the increase has been zero
 - Added auto enrollment in Low Premium plan

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

Status: The University policy directory is posted online at:

<http://www.virginia.edu/uvapolicies/>. The Office of the Vice President and Chief Financial Officer funded the creation and maintenance of a central website to house the policy information. Additionally, the VP & CFO chairs the policy review committee to evaluate draft policies for clarity, implementation issues, and contradiction or duplication with existing policies.

Business/Community Relations Subcommittee Recommendations

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

Status: U.Va.'s Community Relations Office is committed to helping local youth experience the vitality of the top-ranked public university in their backyard. The Office's major youth-outreach effort is the Day in the Life (DITL) Program, established in 2002, through which U.Va. students tutor and mentor local youth. Since the program's inception, 2,223 U.Va. students have provided 67,921 direct service hours to 5,616 local youth.

The Young Women Leaders Program (YWLP), co-sponsored by the U.Va. Women's Center and the Curry School of Education, is another example of a successful mentoring initiative at the University. Founded in 1997, YWLP is a voluntary mentoring program that connects U.Va. undergraduate women with seventh grade girls. With a focus on enhancing the qualities of competence, connection, and autonomy in young women, the program has served over 1,000 girls and trained over 1,000 college women mentors since its inception. Additionally, the Men's Leadership Project (MLP), also co-sponsored by the Women's Center and the Curry School of Education, develops leadership skills and healthy conceptions of masculinity in Charlottesville-area boys and U.Va. undergraduate men through education and mentoring. Both YWLP and MLP include academic service-learning components, requiring U.Va. participants to enroll in year-long academic courses for credit.

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For the past several years the University has partnered with the City of Charlottesville's Community Attention Youth Internship Program (CAYIP), a program for youth ages 14-21 who are placed in a variety of job settings with weekly stipends and workplace readiness training. In addition to providing participants with work experience, this program engages area youth in weekly career development programs.

In collaboration with the VP-CODE, medical, nursing, and pre-med students at U.Va. established the Medical Sciences Club at Charlottesville High School for students interested in a health sciences career.

In addition to the programs listed above, students and faculty within many of the U.Va. schools are involved in a variety of additional mentoring activities in the local community.

During the May 4, 2011 meeting with the VP-CODE, PCODE members clarified that "promote mentoring efforts for potential job candidates" relates to reaching out to these individuals during the recruitment process. The Vice-Provost for Faculty Recruitment and Retention takes a lead role in this area.

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

Status: The University promotes resources and services through a variety of internal and external communication tools. Full-time community outreach officer positions were created in U.Va.'s Community Relations Office to help with such communication efforts. The Community Relations staff includes a director, associate director, assistant to the director, two community outreach personnel, and five Day in the Life program coordinators, who are Ameri-Corps VISTA members. Ida Lee Wootten was appointed Director of Community Relations in 2003 after having served as Interim Director from 2001 to 2003. Jim Fitzgerald was hired as Assistant Director for Community Relations in 2005, and was promoted to Associate Director in 2008. The Community Relations Office and the Office for Diversity and Equity meet periodically and jointly support efforts, such as an exhibit at the Charlottesville Community Health Fair held in conjunction with the Annual African American Cultural Arts Festival. PCODE members and Community Relations leaders are continuing discussions on how to collaborate more closely on outreach efforts that will offer enrichment opportunities to area youth and promote cultural and racial understanding.

The Office of University Community Partnerships also actively links University resources and opportunities in the community, connecting the academic life of the University to public service. Understanding that partnerships should be mutually beneficial, the office works closely with faculty, students, and community organizations to develop courses, research, and service projects that engage U.Va.'s academic expertise to address real world problems. Additionally, *Outreach Virginia*, an online guide, is available as a tool to help citizens learn about the University's resources and programs (<http://www.virginia.edu/outreachvirginia/>). Through this site, readers can search for programs of interest, find volunteer opportunities, and learn about ways in which the

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University and community are engaged. Every year, the University of Virginia serves over one million people through more than 480 public service and outreach programs.

This year, for the first time, the University was deeply involved in the community-based celebration of the life and legacy of Dr. Martin Luther King, Jr. University and community planners conceived an inclusive and extensive celebration, with a diverse calendar of events. The activities publically illustrated the University's commitment to community partnerships to support diversity and equity. Two new committees (the Community MLK Planning Committee and the University MLK Planning Committee) were created to help plan the celebration events. The Office for Diversity and Equity coordinated the work of these committees while collaborating with the existing Charlottesville Community MLK Celebration Committee, comprised predominately of members of local churches. The dean of each school at U.Va. appointed a representative to the University MLK Planning Committee. Overall, more than 100 individuals—including members of students, academic, and civic organizations—participated in planning the celebration. The theme for the 2011 MLK celebration was “Faith in the Future,” drawn from Dr. King's closing remarks in 1963 at Old Cabell Hall when he stated, “We must maintain faith in the future.” More than two dozen events were held over the course of a two-week period, encouraging reflection upon King's advocacy for human rights around the globe and his efforts to serve mankind widely.

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.*

Status: The CODE search was successfully completed. The President's Commission on Diversity and Equity was reconvened and met with Dr. Marcus Martin and ODE staff on May 4, 2011.