Audacious[1] Future: Commitment Required

Racial Equity Task Force:

Kevin McDonald, Vice President for Diversity, Equity, Inclusion, and Community Partnerships

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[1] At the outset, we wish to honor the debt we owe to prior efforts to advance diversity, inclusion, and equity at UVA. We have included a list in the Acknowledgements section of this report and provided a web-based tool to share our review of many of these related initiatives and reports at http://voicesforequity.virginiaequitycenter.org/. With our title, we recall two important contributions of prior decades: Audacious Faith (1987) and Audacious Faith II (2007).

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TRANSMITTAL LETTER

<div align="right">August 10, 2020</div>

Dear President Ryan,

We hereby submit the 2020 Report of our Racial Equity Task Force in response to the charge you laid out when you asked us to serve about two months ago. We have done our best to consult with a broad cross section of University stakeholders and to review the many reports, emails, recommendations, and other input that has been submitted.

Our report is a call to action for the University of Virginia to commit seriously to racial equity and to implement a dozen concrete initiatives that are important to the University's future. You encouraged us to be bold and action-oriented, and we hope this report will not disappoint. We believe strongly that this work requires significant investment in financial resources, leadership, and accountability, without which meaningful change will not occur. We have identified twelve key initiatives, and recommended strategies for how to approach each initiative.

1. Making an immediate, significant **financial down payment towards the systemic change** required to do this work over the next five years is critical to catalyzing other changes. We see the long-term commitment to a racially equitable future as just the sort of investment the Strategic Investment Fund (SIF) should animate.
2. Ensuring a transparent, consistent **system of metrics and assessment** will help us have a high impact return on this investment in racial equity. We must hold ourselves accountable and ensure that our actions follow through on our intentions.
3. Many of our Task Force focus group conversations with stakeholders included people expressing the need for better funding of the **Division for Diversity, Equity, and Inclusion** (DDEI) to assist faculty, staff, and students to meet their racial equity goals. That Division will be essential infrastructure to steward many of the initiatives herein, so ensuring their team is resourced is critical to meeting most other goals we identified.
4. As a public institution, we should serve the Commonwealth equitably—so our student population should strive to **reflect the racial and economic demographics of the Commonwealth of Virginia**, which will require bold commitments to recruitment and retention.
5. A lack of diversity amongst faculty is one of the main reasons people (regardless of racial identity) consider leaving UVA, and most certainly harms our ability to attract top students. **Doubling the amount of underrepresented minority faculty by 2030** would be tremendously beneficial to all aspects of the University.
6. In order to redress the serious challenges to **racial equity in staff hiring, wages, retention, promotion**, **and procurement,** we heard a need for close audits of key points of intervention where policies and procedures might be reinforcing entrenched inequities.
7. Like in so many places across the nation, we heard our community make a resounding call to ensure the **retelling of full histories, that our landscape reflects our values, and that Grounds be safe and welcoming for everyone**.
8. Students, faculty, and staff are eager to be courageous and clear in their work to dismantle racist policies and practices in the systems around them but need more **anti-racist education** to develop these skills and to foster a culture of belonging at UVA.

9. **Tenure and other academic policy review** came up consistently as a set of systems where transformation was required in order to ensure inclusive excellence.
10. **Endowing the Carter G. Woodson Institute** would illustrate the commitment to the production of the highest levels of scholarship in African-American and African Diaspora Studies.
11. There is little hope for reconciliation without repair, so **paying our debts to the descendants of enslaved laborers** who built and operated this University without compensation is a vital contribution to progress.
12. Building on the important partnerships UVA is modeling with the descendants of enslaved laborers, the University should extend this restorative model of practice to the indigenous community—starting with the funding of a **tribal liaison who can guide the process of re-visioning the space where the George Rogers Clark statue currently stands**.

The good news is that much of this work corresponds with the goals outlined in the 2030 Strategic Plan. And although the community-facing work overseen by the President's Council for UVA-Community Partnerships was not in the scope of our task force, we endorse that work as important racial equity work to continue in earnest.

The bad news is that structural racism is pernicious and persistent, and it requires that we commit to a level of intention and rigor that ensures our investments, policies, practices, traditions, and the landscape we inhabit cannot quietly reproduce past inequities. For this Southern flagship university to commit to racial equity would mean courageous investments in repair, in redress, and in restoration.

There are many great assets to build upon. We do not have to start from scratch. But we do have to concentrate our investment practices and our accountability structures to ensure that the values in our budgets reflect the values in our rhetoric.

With your leadership vision and commitment, a forward-thinking Board of Visitors, your high-capacity leadership team, and all the wonderful staff and faculty at UVA, we can do this. Nearly every person we spoke with was eager to be a part of this positive change. We are on hand to help, as it will take all of us to make this commitment a reality. The pandemic has strained us in many ways, but it has also shown us that we are stronger together. The time to act is now.

Sincerely,

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Kevin McDonald

Vice President for Diversity, Equity, Inclusion, and Community Partnerships

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Barbara Brown Wilson

Assistant Professor of Urban and Environmental Planning co-founder and Faculty Director of UVA's Equity Center

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Ian H. Solomon

Dean of the Frank Batten School of Leadership and Public Policy

PART 1: CALL TO ACTION

A. Introduction

1. Background

On June 3, 2020, University of Virginia President Jim Ryan asked us to co-chair a Racial Equity Task Force. Our charge was to synthesize and prioritize recommendations and demands that had been made by students, staff, faculty, and community members in the days following the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade, and several other unarmed Black Americans, which sparked protests across the United States and globally. We were instructed to be bold and thoughtful with our recommendations, to adopt the pace of a sprint rather than a marathon, to complement other important work already underway on UVA-community partnerships—all while focusing on the ultimate objective of improving racial equity within UVA.

In preparing this report, the Task Force met with over 300 representatives of student organizations, staff, faculty, alumni, senior-level administrators, and other stakeholders. We also received letters and submissions from over 1000 contributors. The feedback we received validated the empirical data we reviewed. We also read the valuable reports prepared by student groups, task forces, commissions, and other stakeholder groups over many years.

We have conducted our work during the COVID-19 pandemic and the myriad challenges it has caused for frontline workers, parents, patients—indeed all of us. It is worth noting that the extraordinary nature of this moment has highlighted and exacerbated longstanding inequalities and vulnerabilities broadly within American society and the Commonwealth. The public health requirement of social distancing has also limited our ability for in-person interaction and trust-building that would no doubt have strengthened our stakeholder conversations and their contributions to this effort.

This report is based on all of this information, as well as our additional research and reflection. As co-chairs of the Racial Equity Task Force at the University of Virginia, we submit this report as a Call to Action.

2. Time for Change

UVA has an opportunity—and also a responsibility—to lead the transformation of higher education *away* from models that are too often elitist, exclusive, and demonstrably tied to perpetuating historic racial and economic inequities *toward* a new paradigm that serves our highest aspirations of widespread social mobility, inclusion, and racial justice.[2] This will make us an even better University and a stronger community.

All Americans bear the burden of our country's historic failure to recognize the humanity of indigenous populations and people of African descent, and our failure after the Civil War to

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[2] Williams, D. A., J. B. Berger, and S. A. McClendon. 2005. Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions. Washington, DC: Association of American Colleges and Universities

reconstruct a new society that accounted for the injustices of slavery and white supremacy. We bear the burden of racist policies and practices adopted during the age of segregation that still have effects in our organizations today.[3] The University of Virginia was built by enslaved laborers, on Monacan tribal land, and the enslaved people provided labor and knowledge that supported the students and faculty from the time of the University's founding through the Civil War.[4] In the twentieth century, UVA faculty were important contributors to the eugenics movement and supported segregated schools. The University itself only opened its doors to racial minorities and women when forced to by lawsuits in the 1960s and 1970s.[5] Because of UVA's distinctive role in this history, both nationally and locally, our responsibility now to rethink our approach to higher education—and to use this challenging history as an opportunity for forward-looking research and education—is especially profound.

Concerns raised repeatedly by previous generations of underrepresented minorities among UVA students, staff, faculty, alumni, and community echo loudly in more recent demands: people want a welcoming climate, greater investment in relevant education and scholarship, a community-wide commitment to healing and repairing a painful history, and, ultimately, equal access and success. Even as substantial progress has been made, there is a remarkable consistency among the calls for change at UVA for over 50 years.

In 1969, the Committee on Educational and Employment Opportunities, Obligations and Rights (EEOOR) noted that, to Black students, the University of Virginia "does not appear to them to be a welcoming community. The problem is partly one of insufficient information, and partly a deserved reputation for prejudice, social isolation and unconcern."[6]

Nearly 20 years later, that report was quoted in the meticulously researched, 287-page Audacious Faith report. Audacious Faith stated it plainly:

> *The challenge for this institution entails a significant self-transformation from a previously all-white university devoted, in the eyes of many, to perpetuating the power and privilege of an elite, to an open, welcoming enclave of shared learning dedicated to serving a diversity of student clients truly reflective of contemporary society in the Commonwealth and the nation.*[7]

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[3] University of Virginia. 2020. UVA and this History of Race. UVA Today. Retrieved from https://news.virginia.edu/news-category/uva-and-history-race

[4] Varnon, E. (2019, September 4). UVA and the History of Race: The Lost Cause Through Judge Duke's Eyes. UVA Today. Retrieved from https://news.virginia.edu/content/uva-and-history-race-lost-cause-through-judge-dukes-eyes; McMillen, C. (2020, July 27). UVA and this History of Race: The George Rogers Clark Statue and Native Americans. UVA Today. Retrieved from https://news.virginia.edu/content/uva-and-history-race-george-rogers-clark-statue-and-native-americans

[5] Reynolds, P. (2020, January 9). UVA and the History of Race: Eugenics, the Racial Integrity Act, Health Disparities. UVA Today. Retrieved from https://news.virginia.edu/content/uva-and-history-race-eugenics-racial-integrity-act-health-disparities; Schmidt, A. and von Daacke, K. (2019, September 4). UVA and the History of Race: Blackface and the Rise of a Segregated Society. UVA Today. Retrieved from https://news.virginia.edu/content/uva-and-history-race-blackface-and-rise-segregated-society

[6] Task Force on Afro-American Affairs. (1987, June). An Audacious Faith- Report on the Task Force on Afro-American Affairs. University of Virginia. Retrieved from https://vpdiversity.virginia.edu/sites/vpdiversity.virginia.edu/files/1987%20an-audacious-faith.pdf

[7] Task Force on Afro-American Affairs. (1987, June). An Audacious Faith.

UVA has made progress by increasing knowledge, transparency, and truthfulness about its past. Most recently, the President's Commissions on Slavery and the University (PCSU), and also the University in the Age of Segregation (PCUAS), coupled with important advances in historiography and genealogy have publicly demonstrated how deeply engrained racial inequity is within the structure, operations, ideology, and practices of the institution.[8]

The Office of African American Affairs, the Ridley Scholarship Program, University Achievement Awards, Blue Ridge Scholars, the free tuition pledge for families earning under $80,000, increasing support for first-generation college students, and other efforts have significantly expanded opportunities for previously excluded populations. The AccessUVA program is a wonderful foundation on which we can expand opportunity to top students. Raising the University's base wage was an important move toward recognizing the important work of our lowest-paid staff.

But at the same time, the research and the feedback we have received confirms that we are far from realizing many of the goals of the EEOOR and Audacious Faith reports, or more recent student proposals. Indeed, our collective expectations of diversity, inclusion, equity, and justice must continue to deepen as the United States works to bridge the gap between its founding promise and the reality of racial inequity. We heard from thousands of people this summer that there is much more to be done to achieve racial equity at UVA. The systemic nature of these challenges demands that our response be similarly systemic; we must target root causes and interrogate fundamental assumptions about whom the institution exists to serve and why.

3. Toward Racial Equity

For the purposes of this report, we define racial equity as a system in which racial identity neither predicts nor determines one's access, success, nor influence within the University of Virginia—where people of any racial background have an equal probability of thriving. While providing community members with equal opportunities for success may seem so fundamental, given the history of our nation, state, and University, realizing this goal is, in fact, a radical idea and an extraordinary ambition.

The idea of racial *diversity* is frequently rooted in the aspiration of permitting a few more Black people to join a historically white institution without necessarily questioning the institution's power structures, historical harms, or racial hierarchies. The idea of *inclusion* generally goes an important step further to ensure that those who have diversified the institution matter to it, are embraced within it, and are able to enjoy and contribute to its benefits. *Equity* demands that we not only include a diverse population, but that we reimagine how the institution operates so that all people are equally likely, statistically, to join, to contribute, to thrive, and to exercise authority, influence, and governance in determining the shape and future of the institution. Given

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[8] Washington Educational Telecommunications Association. (2020, May 14). Charlottesville Inside-Out: Memorial to Enslaved Laborers & Descendant Outreach Program [video]. Retrieved from https://www.pbs.org/video/memorial-enslaved-laborers-descendant-outreach-program-pqigk/Memorial

embedded and often invisible structures of inequality and subjugation, this requires deep work and substantial courage to achieve.[9]

Genuine diversity and inclusion have been stubbornly elusive goals at UVA and across higher education—*and equity requires even more.* The data for UVA tell us we still have far to go. For instance, in-state Black and Latinx students accept UVA offers of admission at rates more than 10 percentage points lower than their white or Asian counterparts. This is likely because, according to an annual Student Experience in the Research University (SERU) survey, 48% of Black and 23% of Latinx UVA undergraduates do not agree that individuals of their race are respected at UVA, as compared with only 4% of their white peers. The total Native American/Alaskan Indian representation (including all students, faculty, and staff) rarely exceeds 30 people at any given time and is stagnant at best. The perception that UVA lacks a positive climate for diversity and inclusion is also one of the most frequently cited issues in faculty and staff considerations of leaving UVA, regardless of their racial identity.[10] Over the last seven years, the percentages of Black and Latinx tenure-track faculty[11] each increased less than one percentage point. Similarly, the racial representation of the University's staff remains largely unchanged over the last five years and is predominantly white, yet with 37% of all Black staff represented in two of the lowest-paying job families at the University, which are trades and operations.

We have asked ourselves: How can higher education learn to run while we still struggle at times to walk or even to crawl? Are we as an institution prepared to consider how certain systems have stacked the odds of thriving at UVA in favor of some, and to the detriment of others? Are we prepared to rethink practices, traditions, and norms that have not operated to equalize the probability of success for generations of students, staff, and faculty?

We submit that the answer to all of these questions can—and should be—a resounding "yes." It is a bold vision, an audacious faith. But if we want to be among the best public universities of the future, we believe that UVA has no other choice.

This report will focus on racial equity as a response to particular and enduring inequities built and sustained over centuries by the chattel slave system, Jim Crow, segregation, police brutality, and even contemporary racist practices within UVA. Of course, these systems of inequity have lingering effects on Black and brown communities more broadly, as well as on other historically marginalized or underrepresented groups including LGBTQ, religious minorities, and people with disabilities, among others. Our work of racial equity is intended to be focused yet inclusive.

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[9] Museus, S. D., Ledesma, M. C., & Parker, T. L. (2015). *Racism and Racial Equity in Higher Education: AEHE Volume 42, Number 1*. John Wiley & Sons.

[10] UVA Dean's Working Group Climate Survey 2018 (Unpublished) and Collaborative on Academic Careers in Higher Education (COACHE) Survey.

[11] The Integrated Postsecondary Education Data System (IPEDS)

As we face this important moment of collective reckoning over anti-Black racism and racial injustice, UVA can affirm its most cherished ideals through action that shapes the future of higher education and American democracy toward justice. We can build upon the important, decades-long work of those who have come before us and the work of colleagues and friends that boldly continues today. We can make the commitments, investments, and policy changes that we have sometimes lacked the courage to achieve in the past. We can bring our intellectual and financial resources to bear in addressing one of our most persistent challenges.

Achieving racial equity requires a sustained effort. It will not be easy, it will not be immediate, and it will not be inexpensive. It will require UVA to courageously confront the truth of its past, to inform its present, and welcome the promise of its future.

As UVA works to fulfill its ambition of being both great and good, we have a lot of work to do. And it will take our collective will to make a collective impact.

B. Principal Recommendation: Commit to Racial Equity, Actively and Fully

The single most important determinant of success will be the quality of UVA's commitment to achieve racial equity. It is a commitment that many University constituents with which the Task Force engaged believe UVA has never truly made—or certainly has never realized.

This Task Force is the beneficiary of decades of hard work through many generations of students, faculty, staff, and alumni; multiple cycles of University leadership; and numerous Board of Visitors terms at UVA. Previous efforts to advance diversity and inclusion at UVA have been well-intentioned and, in some cases, productive. UVA should be recognized for steps it has already taken, while at the same time seizing upon the opportunity to build upon those prior achievements.

Nevertheless, the stubborn facts that Black Americans remain grossly underrepresented among students and faculty of all ranks and among administrators and staff at senior ranks, and that UVA is still perceived by many current and prospective community members as an inaccessible, rich, "white" institution—strikingly similar to how it was described in the 1987 Audacious Faith report—signals that substantially more needs to be done.[12]

The failure to close these gaps through previous efforts has not been for lack of useful or workable ideas. The ideas have been consistent and generally practical. Appendix B of this report, and an interactive website[13] we built with colleagues at the UVA Equity Center this summer, acknowledges a number of important proposals and demands made by students, alumni, University committees, and working groups going back 50 years. Many of these ideas were reiterated verbally in our discussions this summer as issues that are still pertinent today.

Rather, the enduring deficiencies result from the reality and/or perceptions of inadequate attention, intention, resources, and courage among Virginia's education stakeholders, including

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[12] University of Virginia. (2020). Diversity Dashboard. Retrieved from https://diversitydata.virginia.edu.
[13] http://voicesforequity.virginiaequitycenter.org/

the Board of Visitors, executive leadership, deans, and faculty. It would be difficult to argue that UVA has heretofore made the requisite commitment to change. This is not so much a criticism as a recognition of how entrenched the status quo can be.

Our principal recommendation, therefore, is that UVA make a genuine, lasting, and immediate commitment of its leaders' attention, capacity development, financial resources, and operational accountability necessary in order to achieve racial equity. Racial equity must become a *central focus of leadership and governance* rather than just another initiative. It must be fully integrated into the *2030 Strategic Plan* (e.g., "Equity 2030") and should pervade all decision-making, and changes must manifest in all aspects of University operations, from the health system to the investment operations of UVIMCO.

Practically speaking, this calls for a solemn, unequivocal, and persevering commitment from the Board of Visitors, executive and academic leadership, student governance bodies, and the Faculty and Staff Senates. We believe that this necessary investment will enable UVA's continued excellence, relevance, and legitimacy, while strengthening the best of UVA's historic values. By doing so UVA can be a model for other institutions of higher education in the United States and around the world.

C. 12 Initiatives for Racial Equity

1. Frameworks and Context

Achieving racial equity requires a bold, comprehensive, and strategic approach to translate commitment into sustainable change. Our outreach, research, and analysis resulted in 12 proposed initiatives that will support the realization of our racial equity objective.

The 12 initiatives help us achieve the goals identified in UVA's 2030 strategic plan[14] to be both *great* – the best public university – and *good* – an institution that is ethical, a good employer, a good neighbor, and a partner in serving the public. The 2030 plan defines four strategic goals: 1) strengthening our foundation, 2) cultivating the most vibrant community in higher education, 3) enabling discoveries that enrich and improve lives, and 4) making UVA synonymous with service.

The 12 initiatives also fit within UVA's Inclusive Excellence framework that was adopted in 2019.[15] We recommend using this framework, as modified slightly,[16] because it provides a

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[14] For a description of the UVA Strategic Plan and associated goals and key initiatives, see University of Virginia. (2020). Great and Good- The 2030 Plan. Retrieved from https://strategicplan.virginia.edu/

[15] See https://vpdiversity.virginia.edu/inclusive-excellence for more on the Framework and its implementation thus far at UVA

[16] We recommend using this framework with a slight adaptation: adding a sixth category—Healing and Repair—that addresses UVA's responsibility for recognizing, healing, and repairing harms from the past. We also have reordered and prioritized the category of "Infrastructure and Investment," signifying the foundational and indispensable role of resources, accountability mechanisms, and leadership focus.

coherent approach to thinking about the complexity of University operations and identifies interconnected themes that are important to sustainably improving racial equity. More importantly, the University has already embraced the framework: many staff members across UVA are working to implement the framework within their units; most Deans are familiar with it; the Board of Visitors has been introduced to it.

For reference, we provide the tables below.

2030 Strategic Plan Goals	Inclusive Excellence Framework	
I. Strengthen our Foundation	**Infrastructure + Investment**	Policies, resources, and organizational and communication structures that inform and enable a diverse, inclusive, and equitable organization.
II. Cultivate the Most Vibrant Community in Higher Education	**Access + Success**	Processes like recruitment, retention, development, student support and their impact on compositional diversity and context-specific outcomes or benefits.
III. Enable Discoveries that Enrich Lives and Improve Lives	**Climate + Intergroup Relations**	The experience of safety, accessibility, welcome, and belonging for a diverse population that is due to intergroup dynamics, policies and processes, and the impact of the built environment.
IV. Make UVA Synonymous with Service	**Education + Scholarship**	Curriculum, teaching, research, scholarship, and employee and student development.
Strategic Plan Key Initiatives = SuccessUVA, Citizen-Leaders, Third-Century Faculty, Research Preeminence, Staff Success, Good Neighbor, Bachelor's Completion, Emmet-Ivy, SDS, Broader Horizons	**Healing + Repair**	Reckoning with past harms against individuals and groups due to slavery, indigenous dispossession, eugenics, and other racist practices.
	Community + Partnership	Engagement modalities with surrounding neighborhoods and the Commonwealth and their impact on financial and social-well-being.

We propose three initiatives to strengthen our *Infrastructure and Investments*: ensuring a reliable funding source in perpetuity, establishing a transparent accountability mechanism, and empowering the DDEI team to be a resource of best practices and coordination. Next, we propose initiatives to improve racial equity of *Access and Success* among students, faculty, and staff. To achieve those goals, we propose two initiatives to improve *Climate and Intergroup Relations*, namely a program to redeploy our landscape and a program of anti-racist education to make our Grounds safer for all. We also propose two investments in *Education and Scholarship* to build, finally, the preeminent department of African American studies and to update our tenure and academic polices. Finally, we propose two forward-looking initiatives that relate to *Healing and Repair* for the descendants of enslaved laborers and for Indigenous nations.

We recognize that for people who may be less familiar with the dynamics of racial inequity in the University context, 12 new initiatives are a lot to digest. Twelve is also a lot to manage for staff and administrative leaders already managing so much. It would certainly be simpler to target one or two problems in isolation and hope that everything else would fall into place.

But the drivers of change are interrelated and interdependent. For example, campus climate (Climate + Intergroup Relations) affects the ability to recruit diverse students and to achieve and sustain compositional diversity of the faculty (Access + Success), which, in turn, affect the nature of curriculum and research (Education + Scholarship). Similarly, the commitment of resources (Infrastructure + Investment) will determine the nature and scope of healing past harms (Healing + Repair) and building trust within the Charlottesville community (Community + Partnership).

It is also important to point out we do not claim that any one of these initiatives is original. In fact, all of them have been proposed in one form or another, perhaps with modest differences, in prior years. Some elements have already been piloted, or even are in operation in small ways that just need to be taken to scale.

What creates the possibility of greater success now than from prior efforts? We are counting on the following:

- A moment of profound, global, interracial awakening to the costs and harms of racism and racial inequity;
- UVA's strategy of being both great and good, and the values and commitment of the leadership team behind it;
- A compelling foundation of research in previous years to document UVA's history;
- A tragic global pandemic which has demonstrated our institutional capacity to adapt and enact dramatic changes quickly when we decide we must;
- A shared realization that change is a competitive necessity;
- It's long past time.

It will not be easy. Because racial equity requires real changes across the organization *and* our habits *and* practices *and* policies *and* mindsets *and* budgets *and* landscape, our list is long. We believe UVA is capable of doing many big, complex things at once.

2. Details

The table below briefly describes the objective of each of the 12 initiatives and suggests relevant leaders and partners for implementation. Part 2 of this report will also provide ideas about recommended strategies in greater detail.

Inclusive Excellence Theme	Racial Equity Initiative and Objective:	Strategic Plan	Suggested Implementation Partners
Infrastructure + Investment	**1. ENDOW EQUITY at UVA:** Dedicate funding for racial equity: • $100-150 million for *immediate* needs, • $500-650 million *in perpetuity* through a quasi-endowment • $100-150 million *collaboratively* through incentive matching funds	Goals 1, 2 ,3, 4 *SuccessUVA* *Third Century Faculty* *Research Preeminence*	Board of Visitors; President; Chief Operating Officer; Provost; Advancement; DDEI; Alumni Association
	2. Launch the EQUITY SCORECARD: Develop a scorecard of institutional racial equity goals that are posted publicly, reviewed annually, and used in leadership performance evaluations.	Goals 1, 2, 4	President; DDEI; Chief Operating Officer; Human Resources; Provost
	3. Fund the Division for Diversity, Equity, and Inclusion: Fund and empower the DDEI so that it can fulfill its overall mission and execute or coordinate efficiently against all of these initiatives.	Goals 1 & 2	President; Advancement; Alumni Association
Access + Success	**4. Commit to REPRESENT VIRGINIA in student body demographics:** Recruit, admit and support an undergraduate population that reflects the racial and economic demographics of the state of Virginia.	Goals 1 & 2 *SuccessUVA* *Citizen-Leaders*	Office of Undergraduate Admission; Provost; Schools and The College; Student Financial Services; DDEI; Equity Center; Student Affairs; Office of African American Affairs (OAAA); Advancement; Virginia College Advising Corp; and other partners
	5. Launch INCLUSIVE FACULTY INITIATIVE: Reform search, hiring, mentoring, promotion and retention practices and double the number of underrepresented minority faculty– currently approximately 200 out of a total faculty of 3,000–by 2030.	Goal 1 *Third-Century Faculty* *Research Preeminence (e.g., Democracy)*	Provost; Deans and Department Chairs; DDEI
	6. Build PATHWAYS FOR STAFF SUCCESS. Improve career development, salary equity, and hiring of	*Goal 1* *Staff Success*	Chief Operating Officer; Human Resources; Provost; Deans; Vice Presidents; DDEI

	historically underrepresented groups for leadership positions and contracting opportunities so that Black and Latinx Staff and Contractors benefit from job promotion and wealth building.	*Good Neighbor* *Bachelor's Completion*	
Climate + Intergroup Relations	**7. <u>Launch the GROUNDS FOR ALL Campaign:</u>** Improve the climate at UVA by rethinking, reframing, retelling, and renaming UVA's historic landscape and also by addressing other barriers such as concerns about policing practices.	Goal 1 & 2 *SuccessUVA* *Good Neighbors*	Carter Woodson Institute; History Department; Office of the Architect; School of Architecture; PCUAS, Equity Center; Descendants of Enslaved Laborers Leadership Group; Dean of Students; University Police Department
	8. <u>Provide ANTI-RACISM EDUCATION:</u> Empower all members of the UVA community with the courage, understanding, knowledge and skills to take effective anti-racist actions and to foster a culture of belonging and inclusion.	Goal 1 & 2 *SuccessUVA* *Citizen-Leaders* *Staff Success* *Good Neighbor*	Provost; DDEI; Chief Operating Officer; Deans
Education + Scholarship	**9. <u>REVIEW TENURE AND ACADEMIC POLICIES:</u>** Review Promotion and Tenure policies and other academic policies to ensure that they advance principles of racial equity and global best practices for inclusive excellence.	Goal 1 & 3 *Third-Century Faculty* *Research Preeminence*	Provost; Faculty Senate; Deans
	10. <u>ENDOW CARTER G. WOODSON Institute:</u> Build the preeminent department of African-American and African Diaspora Studies by creating an endowment for the new department and supporting its long-term growth.	Goal 1 & 2 *SuccessUVA* *Citizen-Leaders* *Third-Century Faculty* *Research Preeminence*	College of Arts & Sciences; Provost; Carter G. Woodson Institute; Advancement
Healing + Repair	**11. <u>Launch PAY OUR DEBTS Reparative Scholarship Program</u>:** Recognize the descendants of enslaved laborers who built and maintained the University by working with the Alumni Association to create scholarships for both degree and nondegree education.	Goals 2 & 4 *SuccessUVA* *Citizen-Leaders* *Good Neighbor*	Advancement; Alumni Association; Office of Undergraduate Admissions; School of Continuing & Professional Studies; College of Arts & Sciences

	12. Restore INDIGENOUS NATION'S PLATFORM: Repair relationships with Indigenous communities by creating a Center for Native American and Indigenous Studies with appropriate academic and administrative staffing and including a Tribal Liaison.	Goal 2 & 4 *Third-Century Faculty* *Research Preeminence* *Good Neighbor*	IndigenousStudies@UVA; College of Arts & Sciences, Advancement Provost; Chief Operating Officer

Effectively implementing these initiatives will require hard work by everyone at UVA. The commitment and direction must start at the top, but we have identified implementation partners and allies throughout the institution who are eager to bring their expertise and experience to support the work.

With serious and sustained effort, we are confident that the audacious faith of many people for many years can become our collective audacious future.

PART 2: IMPLEMENTATION STRATEGIES

A. Note on Implementation

Warning: The materials in Part 2 of this report may feel overwhelming. That is, in part, because UVA has a lot of work to do to, and that is our reality. The work is urgent, meaningful, and essential to the future we wish to co-create.

Our task as the UVA community is not to squeeze all of these activities around the margins of our existing work in already-full days and programs. Instead, this report is an invitation for us to reimagine our days and to look at our work and our choices and our opportunities through the lens of advancing racial equity.

If we make the mistake of thinking that these suggestions are simply new ornaments to hang on last year's trees, we will fail. Rather, we should think of these implementation plans as the seeds of new trees or at least the buds of new branches. The recommended strategies are neither exclusive nor exhaustive. They capture bold and thoughtful ideas for how to achieve the identified goals. They build on examples of what has worked either at UVA or in other institutions. They build on the experience of people devoted to equity processes and equity outcomes. Effective implementation will, of course, require creative leadership, persistent adaptation, and continuous learning.

The materials in this part of the report will also feel overwhelming to anybody who thinks that any initiative can be achieved by one person or even one unit working alone. It can't be. It requires all of us, working together. In each of the detailed implementation strategies below we identify a few of the likely implementation partners whom we imagine will be important to the initiative's success. Like the recommended strategies, the lists of implementing partners are neither exclusive nor exhaustive. Notwithstanding COVID-19 and a tight timeframe, we actively sought input from a broad base of people to capture the diversity of wisdom that exists within UVA. In several cases, design partners provided input and collaborative writing in support of the strategies. We know that we will have missed some people and made some errors regarding others. We nevertheless hope these initiatives catalyze the necessary work by the right people at this important time.

Finally, many of the suggestions included below will cost money. We are confident that many of the essential resources can be cultivated. There are inevitably budget and priority tradeoffs, but a commitment to racial equity means a commitment to find the necessary resources to achieve real, demonstrable, measurable, and sustainable results.

UVA is not alone among universities developing strategies to advance racial equity. As we begin immediately to work on these priorities, our Southern flagship university is in a unique position to help the field learn what good looks like.

B. Detailed proposals

Infrastructure + Investment

1. ENDOW EQUITY at UVA.

Goal: Dedicate the necessary financial investments for racial equity: – $100-150 million *immediately* for investments and spending over the next 3-5 years, $500-650 million *in perpetuity* by dedicating SIF resources for a permanent quasi-endowment,[17] and $100-150 million *collaboratively* through challenge matching funds (50%) that incentivize targeted philanthropy (50%).

Suggested Implementation Partners: Board of Visitors; Office of the President; Chief Operating Officer; EVP and Provost; Office of Advancement; Division for Diversity, Equity, and Inclusion, Alumni Association

Recommended Strategies: UVA's history confirms that without adequate resources, well-intended plans will never be realized. Racial equity ought to be a priority, and these efforts therefore must be adequately resourced, both in the short term and long term. The greater the resource commitment, the more credibility this effort will have and the greater the positive difference it will make. Without a substantial resource commitment, the overall equity effort risks being dismissed as "just-another-exercise" and exacerbating longstanding frustrations among underrepresented groups and many others at UVA.

What's more, the initiatives summarized in this report will demand a combination of saving money by greater results-oriented discipline (e.g., discontinuing programs that do not add value), higher impact on the investments already being made, and new investments.

The new investments can be supported in three ways:

1. Provide immediate short-term funding to kickstart the major student, staff, and faculty recommendations of this report. We estimate $100-150 million is necessary over the next 3-5 years to ensure a good-faith start for endowing the Carter G. Woodson Institute and Department of African-American and African Studies, establishing multiple new faculty chairs, providing a substantial boost in undergraduate scholarship support (e.g., doubling University Achievement Awards), addressing staff equity concerns (including pay equity), bolstering student recruitment and retention efforts (e.g., support for pipeline programming and for the Office of African-American Affairs) changes to make Grounds welcoming for all, and resourcing the Division of Diversity, Equity, and Inclusion.

2. Create an endowment (or quasi-endowment, if necessary) to support equity permanently. A University endowment signals what its stakeholders choose to value in perpetuity. Endowments are predictable and allow multi-year planning and long-term investments in people, students, programs, and facilities. They ensure that commitments will be

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[17] By quasi-endowment, we mean unrestricted funds that have been set aside for investment with UVIMCO and will function as an endowment in perpetuity.

sustained through leadership changes or loss of institutional focus. We recommend that the Board of Visitors designate no less than $500 million of Strategic Investment Funds (SIF) or other assets over the next five years to create a permanent fund (e.g., endowment or quasi-endowment) to support equity and opportunity at UVA. This fund will generate income initially of approximately $25 million annually, which will be used to further endow the initiatives described above and/or support them operationally on an ongoing basis. The transparent governance of these resources should include the Division for Diversity, Equity, and Inclusion.

3. Cultivate philanthropic support for racial equity at UVA. We believe this is a good time to fundraise for work related to racial equity in higher education. We recommend that the Board of Visitors designate $50-100 million in 1:1 matching funds for donors who wish to support student scholarships or faculty chairs that support historically underrepresented groups. Matching funds have been highly effective so far for other purposes. Using the same tool in support of UVA's racial equity objectives promises to motivate existing donors while also cultivating new donors.

Amounting to approximately $10 billion, the endowment funds controlled by the various UVA Foundations represent the financial wealth of the University, generating about $500 million in resources each year to supplement state appropriations, student tuition and fee payments, and other revenues. Most of these resources are restricted to particular purposes, consistent with donor wishes. As expected, university endowment funds typically support the core functions of a university, namely faculty teaching and research, and student scholarships and learning. Endowment funds have also supported UVA's extraordinary physical plant and the infrastructure behind many of its schools.

The perpetual funding stream of endowment investment income is an effective way to ensure long-term focus and sustainability of a donor's wishes over time—through potential leadership transitions, shifts in university strategies, changing political conditions, or other positive or negative disruptions. It shows what multiple previous generations of leadership have prioritized for investment and what its donors have chosen to honor and invest in. Because so much of a university's resource base is tied to gifts and priorities in the past, universities that want to make change generally need new infusions of capital.

The University's SIF presents an opportunity for UVA to promote innovative new activities while also ensuring perpetual funding. The SIF has been used to create new professorships, support new institutes and centers, and incentivize philanthropy. Going forward, it will support elements of the 2030 Strategic Plan.

Consistent with the strategic plan, of which we believe equity must be a central theme, the SIF presents a critical resource to support UVA's commitment to racial equity. The SIF can power the three types of support defined above.

2. **Launch the EQUITY SCORECARD**

Goal: Develop a scorecard of institutional racial equity goals that are posted publicly, reviewed annually, and used in leadership performance evaluations.

Suggested Implementation Partners: Office of the President; Division for Diversity, Equity, and Inclusion; COO; Human Resources; Deans and senior administrators (all units)

Recommended Strategies: Leaders in higher education and healthcare, like most organizations, pay attention to what is measured. If the academic, career, and well-being outcomes of historically underrepresented faculty, staff, students, and alumni are not assessed regularly then they are not likely to get adequate leadership attention as indicators of institutional performance.[18] Racial equity, among other dimensions of equity, can be an important indicator of an organization's performance. Measuring racial equity, on an equity scorecard, for example, permits leadership to monitor progress and performance along key measures of inclusive excellence. We recommend that UVA adopt an equity scorecard at an aggregate level that draws upon scorecards within each school and major operational/administrative division, including the Medical Center.

To build the scorecard, distinct indicators would be drawn from each area of the "Modified Inclusive Excellence Framework." For example, the yield rate for admitted African-American undergraduate students might be chosen as an indicator of performance under the Inclusive Excellence category: "Access and Success." For that indicator, there would be a baseline established, a target agreed to, strategies agreed to, and a schedule for measuring. In this way, a scorecard is both a process and a tool.

The Equity Scorecard would be coupled with regular assessments of processes and programs across all racial equity initiatives and across the life cycle of faculty, staff, and students in their relationships with the University. These qualitative and quantitative assessments would specifically engage in review on the basis of an analysis of equity impact.[19]

To implement the Equity Scorecard will require an investment in data infrastructure, visualization, and analysis. The Division for Diversity, Equity, and Inclusion, in partnership with the Office for Institutional Research and Assessment, the Vice President for Student Affairs, University Human Resources, the Provost's Office, and other networks and offices at UVA can assemble the data necessary to evaluate the equity indicators on an annual and longitudinal basis. With the support of the Division for Diversity, Equity, and Inclusion, University-affiliated organizations[20] such as the Alumni Association, the University Investment Management Company, and the many other University-related foundations are also invited to participate in the equity scorecard process as part of their annual reporting or other public transparency initiatives.

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[18] Collins, J. C., & Collins, J. (2006). *Good to great and the social sectors: A monograph to accompany good to great*. Random House.
[19] See the UVA Toolkit for Equity-Minded Decisions at
https://vpdiversity.virginia.edu/sites/vpdiversity.virginia.edu/files/documents/EquityMindedDecisions.pdf
[20] For a list of University-Associated Organizations, see https://treasurer.virginia.edu/university-foundations

As a process, the Equity Scorecard approach engages individuals close to the practice in question in order to both capture the data and to provide equity-minded professional development that allows individuals to approach each issue of inequity as a solvable problem of professional practice. This initiative facilitates knowledge sharing between each school and division as staff develop interventions and evaluate results.

At the leadership level, UVA will be able to track its progress, identify successes, and identify areas that need greater attention. The Equity Scorecard can also be a tool for other stakeholders to track aggregate and divisional performance and provide additional accountability for commitments.

The following table summarizes an example student lifecycle indicator set across multiple dimensions of inclusive excellence.

Key Metric/Indicator	Equity Disaggregation Analysis by:
Recruitment Contacts	Race/ethnicity
Applications	Gender identity
Admission Offers	Sexual Orientation
Yield Rates	Economic Status
Enrollment	Age
Net Price	First-generation Status
Unmet Need	Military Veteran Status
Retention Rate	Disability Status
Program of Study	Athlete Status
"Gateway" course completion/performance	Immigration Status
Sense of Belonging	
Experience of Bias	
Perceptions of being Valued	
Effective Mentoring & Advising	
Trust in the Institution	
Transfer Rate	
GPA	
Learning Outcomes Assessments	
Graduation Rate	
Cumulative Debt	
Loan Repayment Rate	
Graduate Education Rate	
Employment Rate	
Academic Employment Rate	
Median Earnings	
Public Service	

3. **Fund the Division for Diversity, Equity, and Inclusion**

Goal: Fund and empower the Division for Diversity, Equity, and Inclusion so that it can fulfill its overall mission and execute or coordinate efficiently against all of these initiatives.

The Office for Diversity, Equity, and Inclusion, within the Division for Diversity, Equity, and Inclusion (DDEI), has never been provided the funding and staffing resources necessary to reflect UVA's commitments, priorities, values, and aspirations. Its budget has never been adequate to achieve the expectations of impact, and the budget still falls alarmingly short in comparison to the support for DEI provided by other institutions like University of Michigan, UC Berkeley, University of Texas at Austin, Clemson University, and Georgia Tech. A more detailed analysis of the Division's infrastructure shortcomings has been provided in a third-party report by the Center for Strategic Diversity Leadership & Social Innovation. The full report has been provided in Appendix C.

Suggested Implementation Partners: Office of the President; Office of Advancement; Alumni Association

Recommended Strategies:
1. Establish a DDEI Endowment Fund, from which the DDEI operating budget and future initiatives can be supported into perpetuity. In addition, the DDEI Endowed Fund model provides a target for ongoing UVA donor support.

2. Establish an operating budget, excluding salaries, that supports the Office for Diversity, Equity, and Inclusion's implementation efforts.

3. Establish staff positions and collaborative relationships that are essential to the success of the Office (e.g., Marketing and Communications; Research and Assessment; Education, Training, and Collaborative Curricular Development; K-12 initiatives; Programming and Event planning; Community Partnerships; Multicultural Alumni Engagement; Fundraising, etc.)

4. Create a dotted-line reporting structure for academic and administrative diversity, equity, and inclusion positions across UVA (e.g., Associate Deans for Diversity)

5. Engage the DDEI along with the Advancement Office in developing fundraising strategies to raise money in support of priority initiatives within the Division and also in partnership with units across Grounds.

6. Work with the Alumni Association to enhance and elevate the status and the engagement of multicultural alumni groups.

4. **Commit to REPRESENT VIRGINIA in student body demographics:**

Goal: Recruit, admit, and support an undergraduate population that reflects the racial and economic demographics of the Commonwealth of Virginia.

Suggested Implementation Partners: Office of Undergraduate Admission; Schools and The College; Student Financial Services; Division for Diversity, Equity, and Inclusion; Equity Center; Office of Student Affairs; Office of African American Affairs, Office of Advancement, Virginia College Advising Corp, and other partners

Strategies: Racial equity with respect to the composition of UVA's student population requires us to rethink, redesign, and replace policies and practices that perpetuate historical underrepresentation of certain racial groups. UVA has made progress diversifying the undergraduate student population to be more inclusive both racially and economically,[21] but enrollment by Black and Latinx students in particular remains far below their relative representation within the Virginia population. This diminishes the experience for all students at UVA.[22]

Research indicates that three primary factors influence students' college choice decisions: a) institutional prestige, or perceived academic reputation; b) cost of attendance and/or availability of financial aid; and c) culture or fit.[23] Drawing upon this research, as well as UVA admissions survey data, we make the following recommendations to advance our goal of attracting and attaining a more representative student body:

1. *Address the Cost Barrier:* A recent UVA study indicates that students from historically underrepresented groups are more likely than other groups to perceive UVA's cost and culture factors negatively.[24] Likewise, UVA more frequently encounters negative perceptions or reactions associated with cost of attendance from out-of-state students who absorb higher tuition costs and weaker financial aid packages. We can address cost/financial aid availability via these recommendations:

   a. Double (at least) the number (from 50 to 100+) of University Achievement Awards (UAA) to attract top underrepresented students and first-generation scholars in Virginia.

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[22] Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard educational review*, *72*(3), 330-367; Terenzini, P. T., Cabrera, A. F., Colbeck, C. L., Bjorklund, S. A., & Parente, J. M. (2001). Racial and ethnic diversity in the classroom: Does it promote student learning?. *The Journal of Higher Education*, *72*(5), 509-531.
[23] Hossler, D., & Gallagher, K. (1987). Studying student college choice: A three- phase mode and the implications for policymakers. College and University, 62, 207-221; Perna, L. W. (2006). Studying College Access and Choice: A Proposed Conceptual Model. In *Higher Education:* (pp. 99–157). Dordrecht: Kluwer Academic Publishers.
[24] Admissions Office, admitted student surveys. See the *Report of the President's Task force on Communication and Access* (2014) prepared by Greg W. Roberts and Marcus L. Martin

b. <u>Increase the number of merit scholarships</u> for underrepresented students such as the Blue Ridge, Holland/Blackburn, and Ridley Scholarships. Leverage recent philanthropic gifts intended to support first-generation students.

c. <u>Improve need-based financial aid</u> packaging policies for out-of-state students by reducing loans and increasing grants and scholarships in the aid awards.

d. <u>Increase diversity among recipients of the University's Jefferson Scholarship</u>, possibly through a partnership with the Virginia College Advising Corps. As the oldest flagship scholarship program at UVA—and indeed, one of the most prestigious scholarship programs in the country—the Jefferson Scholars Program should further diversify its application process and pool of scholarship recipients, providing greater transparency in the recruiting process.

2. *Address the Culture/Fit Barrier*: We must address culture/fit concerns at UVA, particularly among prospective African American, Latinx, first-generation, and low-income students, more than a few of whom report that they perceive that "[UVA] is a school for rich white kids."[25] Improving the culture can include:

a. Partner with Alumni Association on community deliberation to consider abolishing two entrenched University practices that disproportionately favor historical privilege and connections: legacy and "special interest" admission.[26]

b. Work with partners to establish scholarships for descendants of the enslaved laborers who built the University (see initiative 11).

c. Make Grounds welcoming for all by improving the historical landscape, physical space, and imagery on Grounds to offer a more welcoming physical environment (see initiative 7).

d. Expand the Cultural Center and renowned Peer Advising Program of the Office of African American Affairs in order to increase and enhance support services to meet the growing social and academic connection needs of Black students across Grounds.

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[25] Meetings with Student Groups; also see Johnson-Bailey, J., Valentine, T., Cervero, R. M., & Bowles, T. A. (2009). Rooted in the soil: The social experiences of Black graduate students at a southern research university. *The Journal of Higher Education, 80*(2), 178–203; Museus, S. D. & Yi, V. & Saelua, N. (2017). The Impact of Culturally Engaging Campus Environments on Sense of Belonging. *The Review of Higher Education* 40(2), 187-215; Strayhorn, T. L. (2012). College Students' Sense of Belonging: A Key to Educational Success for All Students. New York: Routledge.

[26] Golden, D. (2007). *The price of admission: How America's ruling class buys its way into elite colleges-and who gets left outside the gates*. Broadway Books.

e. Build a more inclusive social environment, including through adequate access to on-Grounds space and the expansion of effective anti-racist education[27] for the entire UVA community (see initiative 8).

f. Promote greater opportunities for faculty/staff-student engagement and mentoring, and increase representation to achieve critical mass of diverse faculty and staff (see initiatives 5 and 6).

g. Improve the welcoming nature of the academic environment by support for underrepresented areas of scholarship, such as the Carter G. Woodson Institute and Indigenous Studies (see initiatives 10 and 12).

h. Examine institutional biases within such student-led institutions as the Honor System, University Judicial Council, Judicial Review Board, and other student-run organizations, changing policies to eliminate bias wherever possible.[28]

3. *Expand Recruiting Efforts*: While we work to address cost and culture, we can simultaneously improve University-wide efforts to recruit historically underrepresented students to apply and enroll. To better attract these students, the University needs to develop sustained early-identification and intervention efforts such as the following:

a. Commit to achieving racial equity in the admissions yield rate, understanding that yield is a University-wide effort and requires the active participation of all academic and administrative units.

b. Develop a robust college pipeline program that targets middle and high school students, similar to those in place at many peer institutions.[29]

c. Contribute to reform of K-12 education to eliminate educational inequities in Virginia and promote anti-racist education by supporting the great work already underway through the Center for Liberal Arts, the Center for Race and Public Education in the South, and the Jefferson School African American Heritage Center.

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[27] Anti-racist education provides people of all backgrounds with tools for understanding racism and indentifying productive ways to dismantle harmful policies and practices. (see initiative 8)

[28] See the *Report of the President's Task force on Communication and Access* (2014) prepared by Greg W. Roberts and Marcus L. Martin

[29] This program would knit together the patchwork of smaller programs in Charlottesville, and work directly in partnership with the local schools, to improve the educational experience and college readiness of students from low income families in our community. The program could then expand to Central Virginia and the entire state. These programs are not only useful for recruiting purposes but they also provide a valuable public benefit in strengthening the college-bound pipeline more generally. See UVA IDEA Fund Early ID program-https://aig.alumni.virginia.edu/ideafund/what-we-do/big-ideas/2013-2016-big-idea-early-id-program/- and Georgetown's Pre-College Programs- https://cmea.georgetown.edu/pre-college-programs/icp-home-page/

d. Increase the number of high schools participating in the Virginia College Advising Corps by five per year for the next five years, with a focus on those schools that predominantly serve historically underrepresented communities.

e. Build upon existing UVA partnerships to expand and develop additional partnerships with local, state, regional, and national community-based organizations such as Achievable Dream Academy, Posse, KIPP, Questbridge, College Horizons, and Cristo Rey, etc.

4. *Improve applicant evaluation and admitting procedures*: The University must remain committed to offering holistic and comprehensive review of applications, in an effort to promote and advance a racially equitable system of admission. Graduate and professional schools should affirm that their mission statements support a similar holistic approach to admissions, including a recognition of the compelling interest of promoting diversity within the schools and across the greater University. Efforts to further advance equity in the undergraduate admission process should also include the following:

a. *Evaluate standardized testing.* For the 2021 undergraduate admission cycle, the University will not require standardized testing for admission to UVA. We recommend that the University conduct a thorough evaluation of the use and predictability of standardized testing over the next six months, to determine whether or not the University should permanently adopt a test-optional or test-blind admission system. In addition, graduate and professional programs should conduct an evaluation to determine whether their respective required standardized tests are necessary, valuable, and effective as predictors of student performance in academic programs.[30]

b. *Evaluate Early Decision.* The University instituted a binding Early Decision program last year. Historically ED programs attract a less socio-economically diverse and less racially diverse group of applicants. The University should evaluate its ED program to determine if it advances the racially equitable system we seek, making adjustments as necessary.[31]

5. *Improve Retention and Completion Supports*: Retention pertains to everything from student academic support to the student experience and overall wellness and happiness. For the past 25 years, the African American retention and graduation rates are the highest of any public institution in the United States. Nevertheless, African American graduation rates still lag behind those of white students. The University must strengthen academic

[30] Kent, J.D. and McCarthy, M.T. (2016). Holistic Review in Graduate Admissions: A Report from the Council of Graduate Schools. Washington, DC: Council of Graduate Schools; Kobrin, J. L., & Patterson, B. F. (2011). Contextual factors associated with the validity of SAT scores and high school GPA for predicting first-year college grades. *Educational Assessment*, *16*(4), 207-226; Okahana, H., Augustine, R. M., & Zhou, E. (2018). Master's Admissions: Transparency, guidance, and training. Washington, DC: Council of Graduate Schools; Shaw, E. J., Marini, J. P., Beard, J., Shmueli, D., Young, L., & Ng, H. (2016). The Redesigned SAT® Pilot Predictive Validity Study: A First Look. Research Report 2016-1. *College Board*.
[31] Antecol, H., & Kiholm Smith, J. (2012). The early decision option in college admission and its impact on student diversity. *The Journal of Law and Economics*, *55*(1), 217-249.

and social support services and advising in order to increase the graduation rates to the highest levels among our students. We recommend that the University:

    a. Improve transparency, and measure efficacy of existing pre-orientation and bridge programs for underserved students.

    b. Create fair, equitable, and accessible academic support services that neither isolate nor stigmatize, from a centrally-located Learning Center to a diverse corps of advisers and mentors across schools, departments, residential, and other student support areas.

    c. Extend way beyond the admissions process, monitoring and measuring, through improved data infrastructure, all efforts to create and maintain a racially equitable student experience, one that supports and nurtures historically underrepresented students as they seek to thrive at UVA.

    d. Conduct an audit of existing UVA rules, policies, and/or administrative structures that potentially contribute to disparities in retention rates among underrepresented students.

6. *Ensure a University-Wide Student Life-Cycle Commitment.* It should be an institutional commitment and priority to ensure that students from historically underrepresented groups feel welcomed and supported in their efforts to thrive. A racially equitable system of enrollment on the front end—recruiting, evaluating, admitting, and yielding students whose racial demographics reflect the state and country—can only be fully successful when it retains those students through graduation and empowers them for healthy and successful lives and careers beyond. Student service providers—from student health to CAPS to career services to alumni engagement—should collect and publish annual data regarding the demographics of students who use their services and their rates of engagement with underrepresented students, adjusting their offerings as necessary to reach a more representative student population.

The Task Force appreciates the contributions of the Office of Admissions and the Associate Deans for Diversity and Inclusion in preparing this section.

5. Launch INCLUSIVE FACULTY INITIATIVE

Goal: Reform search, hiring, mentoring, promotion and retention practices and double the number of underrepresented minority faculty—currently approximately 200 out of a total faculty of 3,000—by 2030.

Suggested Implementation Partners: Provost, Deans, and Department Chairs, Division for Diversity, Equity, and Inclusion

Recommended Strategies: UVA suffers from a chronically and disproportionately low number of faculty from historically underrepresented populations. Despite various initiatives to close this gap in faculty hiring and retention, however, the proportion of UVA faculty who identify as African-American, for example, has hovered between 3-4% for the past 10 years. This underrepresentation is problematic as a matter of governance because decision-making on curricular and academic matters is largely vested in the faculty. It is also problematic as a matter of education and academic service, as minority faculty provide a disproportionate share of the mentoring for minority students.[32] UVA must change existing practices and adopt new strategies, requiring leadership attention, commitment, accountability, and financial resources, to achieve a composition of faculty that is more representative of the world in which we live.

There are four main elements to building an equitable and inclusive faculty: hiring, mentoring, promoting, and retaining. We also recommend a fifth item: building a pipeline.

HIRING FACULTY– There are several tools and strategies that UVA should immediately employ, including:

1. *Establish Goals and Expectations*. Business as usual will not produce the desired outcomes. Experience at UVA and elsewhere demonstrates that faculty search practices frequently replicate characteristics of an existing faculty unless there are explicit expectations of (and accountability for) changing the norm.[33] The Provost, Deans, and Department Chairs all need to be held accountable for changes to the hiring process that promote inclusive excellence at every stage. Expectations of a diverse candidate pool and diverse short list should be set for *all* searches, with a high bar on tolerable exceptions or excuses.

2. *Use Data for Accountability and Decision-making.*[34] Data collection and analysis are essential to measure the impact of expectations and search processes at each stage of hiring (as well as promotion, performance, faculty success, etc.). Data should be as public and transparent as possible to ensure accountability. The Office of the Executive Vice

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[32] McCoy, D. L., Winkle-Wagner, R., & Luedke, C. L. (2015). Colorblind mentoring? Exploring white faculty mentoring of students of color. *Journal of Diversity in Higher Education*, *8*(4), 225; Reddick, R. (2011). Intersecting Identities: Mentoring Contributions and Challenges for Black Faculty Mentoring Black Undergraduates, Mentoring & Tutoring: Partnership in Learning, 19:3, 319-346.

[33] White-Lewis, D. K. (2020). The Facade of Fit in Faculty Search Processes. *The Journal of Higher Education*, 1-25.

[34] Stewart, A. & Valian, V. (2018). *An Inclusive Academy: Achieving Diversity and Excellence*, The MIT Press, pp.189-192, 207, 279, 424, 452-454.

President and Provost or the Division for Diversity, Equity, and Inclusion should engage a data analyst to conduct regular deep dives into all faculty data to troubleshoot and proactively offer assistance in decision-making.

3. *Better Educate Search Committees.* Research indicates the importance of search committees explicitly addressing their processes, networks, biases, structural limitations, and mitigating measures, including performance rubrics and assessment of pool demographics.[35] We recommend that the Provost's Office enhance the existing Faculty Search Committee Workshops and make them mandatory for at least 80% of the members of each faculty search committee (or 80% of the hiring department where decisions are made by a vote of a whole department).[36] The training should include information about how and where to consider enhancing candidate pools (e.g., supporting graduate students and postdocs to identify candidates). We also recommend that each search for all departments/schools include criteria in the first round of reviewing candidates related to their potential contributions to Inclusive Excellence.[37]

4. *Introduce New or Supplemental Faculty Lines to Encourage Inclusive Excellence Hiring.* While all searches should be held to a high standard, many departments require additional lines to diversify quickly enough to leverage a critical mass of underrepresented faculty. To achieve meaningful results quickly, we recommend a minimum of 15-20 lines over the next five years devoted to candidates who improve UVA's commitment to Inclusive Excellence. In addition, considering low hiring yields, the Provost, working with the Deans, should set aside sufficient reserve funding centrally to use in cases where a search results in two exceptional candidates that may add to Inclusive Excellence.

5. *Refine Targeted Hiring Programs.* Many other universities have realized success with Target of Excellence and Target of Opportunity (TOPs) hiring programs. UVA's experience with TOPs hires would benefit from greater clarity around the program's aims to improve inclusive excellence and available funding. We recommend that the Provost invest in both types of programs (and similar programs for junior hires) with explicit equity goals and procedures.

6. *Improve Cluster or other Cohort Hiring Programs.* Many departments expressed that cluster hiring is a valuable tool provided there is regular and predictable funding.

[35] Sagaria, M. (2002). An Exploratory Model of Filtering in Administrative Searches, The Journal of Higher Education, 73:6, 677-710.

[36] Sekaquaptewa, D., Takahasi, K., Malley, J., Herzog, K. (2019, April 26). An evidence-based faculty recruitment workshop influences hiring perceptions among university faculty. Presented at Achieving Equity and Diversity in Faculty Recruitment: Research and Practice, University of California at Davis; Settles, I. and Buchanan, N. (2019, April). Epistemic Exclusion: A Form of Academic Gatekeeping for Faculty of Color. Presented at Achieving Equity and Diversity in Faculty Recruitment: Research and Practice, University of California at Davis.

[37] Nelson, K. (2019, April 26). Integrating contributions to diversity, equity, and inclusion into faculty searches in the College of Engineering at UC Berkeley. Presented at Achieving Equity and Diversity in Faculty Recruitment: Research and Practice, University of California at Davis. Retrieved from http://events.trustevent.com/public/003213/Nelson-slides_EEFR_26apr2019.pdf; Shauman, K. (2019, April 26). Race, Gender, and Engagement with Contribution to Diversity Statements in Faculty Recruitment. Presented at Achieving Equity and Diversity in Faculty Recruitment: Research and Practice, University of California at Davis. Retrieved from http://events.trustevent.com/public/003213/Kim-Shauman.pdf.

7. *Increase Leadership and Support for Dual-Career Families*. Despite a funded program in place, gaps in UVA's support for dual-career families are frequently cited as significant barriers both to recruiting and retaining faculty. Whether the difficulties relate to institutional culture, policy choices, or resource limitations, the challenges are greatest for women and underrepresented minority faculty. We recommend that the current program be reviewed and revised with input from the Deans, including consideration of the additional tenure positions for dual career opportunities.[38]

8. *Address the Charlottesville Premium*. While Charlottesville is considered by many to be an especially attractive community in which to live and raise a family, its appeal is considerably more complicated for faculty members of color due to the City's history, demographics, culture, and other factors. Increasingly, access to childcare support[39] and the availability of affordable housing[40] are cited as problems, exacerbating the difficulty of recruiting and retaining faculty of color. The Provost should work with each school to ensure adequate resources or other creative solutions are available.

9. *Fundraise to establish "Faculty Excellence Funds"* in each school and centrally to support competitive recruitment demands, such as starting bonuses to cover special needs of particular importance to a faculty candidate (such as a child's college tuition costs; down payment for a house; temporary housing; higher than typical moving costs; spouse's relocation, commuting, or employment needs, etc.).

MENTORING FACULTY – UVA can significantly improve the quantity and quality of mentoring it offers to faculty to improve their ability to navigate traps faced frequently by members of underrepresented groups. We recommend the following:

1. *Improve Mentoring for New Faculty*. Faculty perform best and are most satisfied when they have mentors who can provide information and support related to resources, norms, practices, and expectations. It is beneficial to provide training for mentors and mentees alike and to value mentoring explicitly as service in annual evaluations. Several faculty members also report value from various affinity group programs (such as faculty writing retreats). We recommend that UVA create and administer an individualized Mentoring Committee for every new tenure track

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[38] Ecklund, E. and Lincoln, A. (2016). *Failing families, failing science: Work-family conflict in academic science*. New York, NY: NYU Press; Schiebinger, L., Hendership, A., & Gilmartin, S. K. (2008). Dual-career couples: What universities need to know. Stanford, CA: Stanford University, Clayman Institute for Gender Research.

[39] Mason, M.A., & Goulden, M. (2002). Do babies matter? The effects of family formation on the lifelong careers of academic men and women. *Academe, 88*, 21-27; (2004) Do babies matter? (Part II): Closing the baby gap. *Academe, 90*, 10-15; Mason, M.A., & Goulden, M. (2002). Marriage and baby blues: Redefining gender equity in the academy. *Annals of the American Academy of Political and Social Science*, 596, 86-103.

[40] Brooks, S. (2020, July 16). Housing Challenges and Black Faculty. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/views/2020/07/16/black-tenure-track-faculty-members-face-challenges-looking-housing-near-their.

faculty member in their first year, modeled after University of Michigan's "Launch Committee" program.[41]

2. *Protecting and Crediting Time*. Faculty members from underrepresented groups frequently face disproportionate expectations for student mentoring, University service roles, and "representing diversity" on the faculty. Some have called this a hidden "tax" due, more often than not, from those who can least afford to pay it as they work to advance scholarship and build institutional capital. We recommend that deans, in conjunction with the Office of the Provost, acknowledge this tax and consider ways to account for it by allowing extra time, adjusting teaching expectations, giving explicit service credit for invisible service, and providing explicit Provost and Dean protection of potentially vulnerable junior faculty.

RETAINING FACULTY – UVA must work harder and smarter to retain existing faculty. To achieve this, we recommend the following:

1. Establish a Faculty Defense Fund. Many deans have expressed concern about the challenges and costs of retaining their most competitive faculty members from historically underrepresented groups, particularly when multiple challenges compound (spousal employment, Charlottesville premium, child tuition support, no critical mass, perceived pay gap, etc.). Given the investments we are aware that other universities are or will be making to recruit such faculty in the coming years, we expect the competitive pressure to increase. We recommend that the deans and the Provost seize this moment and set aside adequate resources not only to win retention negotiations, but to mitigate the range of issues that make them so frequent. Without adequate resources devoted to this, UVA will fail.[42]

2. *Conduct a Regular Pay Equity and Market Audit*. To guard against the risk of pay inequities due to racial or gender bias and unrelated to performance, the Provost's Office should work with each school or division to conduct a pay equity bias audit and market comparison of faculty salaries on a periodic (possibly annual) basis. Careful attention must be paid to benchmarks and data sources since they can sometimes mask biases of their own.

3. *Commit to the Hard Work of Culture and Behavior Change.* The COACHE survey provides useful data on faculty morale and culture, pointing to widespread concerns related to faculty diversity. Just because a majority may be comfortable with the status quo does not mean it is optimal for all to thrive. Several tools are available for Deans and Chairs to improve culture within their schools and departments.

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[41] See University of Michigan's Launch Committee Program- https://advance.umich.edu/programs/launch-committees/; ADVANCE Program at the University of Michigan. (2018, September). Summary Report of Launchee Program. Retrieved from https://advance.umich.edu/wp-content/uploads/2018/09/LaunchreportFinal.pdf
[42] With resources comes responsibility, so the Provost may also seek to hold chairs accountable for any departures under their watch and require an early warning notice when Deans are at risk of losing a retention battle with their available resources.

4. *Transparent service workload dashboards for faculty, with rotating, limited terms on high workload committees.[43]*

5. *Equitable, transparent annual reviews practiced in all departments and schools, including evaluation of each faculty member's contributions to inclusive excellence and equity.[44]*

6. *Training for Department Chairs and Associate Deans in inclusive, equitable leadership,[45] and ensuring that all Deans, Associate Deans, and Department Chairs are evaluated annually and held accountable for contributions to equity and Inclusive Excellence.[46]*

PROMOTING FACULTY– We recommend a wholesale review of UVA's Promotion and Tenure policies. Because of the importance of this recommendation, we have highlighted it as its own initiative for this report (see initiative 9).

BUILDING A PIPELINE – Investing in the future of equitable teaching and research, not only at UVA but beyond. To achieve this, we recommend the following:

1. *Embrace the Opportunity to make UVA a "Pipeline University"* – UVA has an opportunity to become a genuine "Pipeline University," investing in future academics from historically underrepresented groups. This could be an important pillar of the Strategic Plan's key initiative to make UVA synonymous with service. PhD programs consume substantial resources, and yet few if any UVA programs today demonstrate compositional diversity.[47] The Provost should request a pipeline development plan from each school, supporting schools as necessary in coordinating their initiatives. High-potential approaches include deliberate and proactive outreach to promising students in the admissions process including

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[43] Guarino, C.M., & Borden, V.M.H., (2017), Faculty service loads and gender: Are women taking care of the academic family?, *Research in Higher Education*; Martinez, S., & Toutkoushian, R.K. (2014), Decomposing the difference in time allocation and research output between Latino and non-Latino White faculty. *Latino Studies* 12(4), 566-595; O'Meara, K. (2019, December 12). Leading Equity-Minded Reform of Academic Workloads. Presented at the Faculty Workload and Rewards Project, University of Virginia; O'Meara, K. (2019, December 12). Understanding and Undoing Disparities in Faculty Work and Rewards. Presented at the Faculty Workload and Rewards Project, University of Virginia; O'Meara, K., Kuvaeva, A., & Nyunt, G. (2017). Constrained choices: A view of campus service inequality from annual faculty reports. *Journal of Higher Education*, 88(5), 672-700; O'Meara, K., Kuvaeva, A., Nyunt, G., Waugaman, C., and Jackson, R. (2017). Asked more often: Gender differences in faculty workload in research universities and the work interactions that shape them. *American Educational Research Journal*. Advance online publication.
[44] Stewart, A. J., & Valian, V. (2018). *An inclusive academy: Achieving diversity and excellence*. Mit Press.
[45] Settles, I.H., Cortina, L.M., Malley, J., & Stewart, A.J. (2006), "The Climate for Women in Academic Science: The good, the bad, and the changeable," *Psychology of Women Quarterly*, 30, 47-58; Settles, I. H., Cortina, L.M., Stewart, A.J., Malley, J., (2007), "Voice Matters: Buffering the impact of negative climate for women in science," *Psychology of Women Quarterly*, 31, 270-281.
[46] Stewart, A. J., & Valian, V. (2018).
[47] IPEDS data show that Black students account for approximately 3% of Research Doctorate Degrees Awarded. Of the 11 degrees awarded to Black students by UVA in 2017-2018, 5 of the PhDs awarded to Black students were in nursing, 2 in bio-medical sciences, 3 in Education, and only 1 in the A&S field of Politics.

competitive fellowships, making funding availability for incoming doctoral students tied to the composition of the entering classes and their persistence (to incentivize new faculty behavior), efforts to create a "critical mass" of underrepresented students, flexibility in program requirements, mentorship and apprenticeship, targeting recruitment earlier so that there is greater diversity among students within undergraduate majors, and improving the culture of doctoral programs with greater attention to teamwork and inclusion.[48]

2. The Provost can work with the schools to create a set of postdoc positions in areas of strategic importance to the University where the positions are explicitly anticipated (and advertised) to lead to a faculty offer, subject to satisfactory performance.

3. The College should be encouraged and resourced to expand its Dean's Doctoral Fellowships and Bridge to the Doctorate Program initiatives. Other schools such as Batten are developing similar pipeline initiatives as a public service investment in their disciplines from which UVA will also derive short- and long-term benefits.

4. Establish a distinguished visiting junior faculty program ("super-postdocs" with research funds and small teaching expectations) to attract the best candidates.

The Task Force gratefully acknowledges the contributions of the deans of the College and other schools, Maite Brandt-Pearce, Jennie Knight, and Archie Moore from the Provost's Office, the Associate Deans for Diversity, Professor Josipa Roksa, Professor Sarah Turner, and many others.

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[48] See e.g., Posselt, Julie, Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping (2016),

6. **Build PATHWAYS FOR STAFF SUCCESS**

Goals: Improve career development, salary equity, and hiring of historically underrepresented groups for leadership positions and contracting opportunities so that Black and Latinx Staff and Contractors benefit from job promotion and wealth building.

Suggested Implementation Partners: Chief Operating Officer, Human Resources, Deans, Vice Presidents, Division for Diversity, Equity, and Inclusion, President's Council on UVA-Community Partnerships

Recommended Strategies: Many UVA employees that the task force spoke to this summer expressed dissatisfaction with the opportunities for equitable career development at UVA. Frontline workers even expressed what we characterized as a "culture of fear" in which speaking out about an injustice might cost them their jobs. In order to deconstruct the notion that UVA still functions as what some employees describe as a "plantation" experience where its workers[49] of color are often given access only to lower-paying jobs without meaningful career development and leadership opportunities, we recommend the following:

1. Commit to improving UVA Career Development Opportunities, with a particular focus on improving opportunities for Black staff and other underrepresented minorities, including the following:
    a. Create road maps/career pathing for new hires, current employees, and supervisors/managers/directors using career tools, career tracks, and individual development plans.
    b. Amplify our current employee-focused interface to better communicate employee development tools for success.[50]
    c. Explore opportunities to partner with Aramark and other vendors to extend programming to contracted employees.
    d. Implement an annual professional development week for staff employees as part of the UVA employee experience. Career coaching and robust offerings designed to help staff employees at all levels.
    e. Create University-supported and encouraged pathways for the lowest-wage staff (including contracted staff) to matriculate for greater skill development and towards degree completion from the UVA Launchpad program and the School of Continuing and Professional Studies.

2. Ensure fairness and equity in employee policies and practices, with particular urgency for those practices that have historically disadvantaged employees of color.
    a. Improve transparency of existing periodic salary equity studies across gender, race, and ethnicity conducted by the University. The data should be published alongside an action plan to address disparities.

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[49] While the majority of UVA Dining Services' staff are employed by Aramark, we recommend that career resources also be made available to all contract workers at UVA, taking into account internet access and alternate schedules, etc.

[50] For the current UVAHR interface, see https://hr.virginia.edu/career-development/education-and-training-0

b. Ensure that our low-wage workers are not made to bear disproportionate burdens of the collective stressors our community will suffer during a pandemic by adopting the Frontline Workers Fair Treatment Charter.[51]

3. Explore a public/private partnership to create the Center for Talent Excellence at UVA, which would become a leading authority on talent management in higher education and academic medicine. The Center would embed racial equity within its work, create an exemplary dual career assistance program, be a research and practice hub, and advance the future of work in higher education through scholarship.

4. Set the example of effective management by leadership starting at the top of the organization.
   a. Strongly encourage workshops for all Board of Visitors members and employees, including senior leadership, on topics such as building an inclusive culture, equity-minded leadership, equity-minded decision-making, and anti-racism.
   b. Review the Cornerstone Program to measure its success in building a pipeline of talented Black, Indigenous, and Latinx leaders at UVA. Where opportunities for improvement are identified, implement changes to the program to ensure that it addresses racial and ethnic diversity at institutional leadership levels.[52]
   c. Require all leaders to demonstrate participation in the Inclusive Excellence process as a metric in their own annual performance evaluations.
   d. Include the development of their staff team members as an annual performance metric for all supervisors.

5. In partnership with the Black Faculty and Staff Employee Resource group, create a welcoming experience by establishing a pool of faculty and staff, who can serve as a resource for newly located employees and answer questions. Faculty and Staff would establish a profile, which would allow a newly hired employee the opportunity to select an individual based on common interests.

6. Use search processes appropriately to promote inclusive excellence
   a. Limit the use of appointments by leaders that do not include full search processes. While the Office for Equal Opportunity and Civil Rights outlines the guidelines and requirements for an exemption request, a formal UVA policy should be created.
   b. Require search pool certifications by Associate Deans for Diversity or their administrative unit equivalent (e.g., diversity designated positions, diversity councils/committees).

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[51] For more on who comprises the frontline of our regional workforce and what actions the Frontline Workers Fair Treatment Charter endorses through the pandemic to ensure our region stays as healthy and safe as possible, see UVA Democracy Initiative Center for the Redress of Inequity through Community-Engaged Scholarship. (2020). Charlottesville Region's Frontline Workers. Retrieved from https://virginiaequitycenter.github.io/cvilleequity_covid/frontline/

[52] The Cornerstone Program – dubbed succession development - was originally envisioned as a succession pipeline, intent on building talent pools of potential successors at all levels of the organization. With Workday, we now have the ability to implement its succession capabilities in order to better understand our internal talent.

  c. Audit the search and selection processes to ascertain whether racial and ethnic diversity has entered the search pool, but not made it out of the search process.

7. Review the current Dual Career Program in an effort to fix deficiencies that currently undermine staff diversity recruitment efforts.[53]

8. Commission a steering committee to review the supplier diversity program and deliver a set of recommendations, including but not limited to:
  a. Define the scope of an effective supplier diversity program, including construction, non-construction, and the health system.
  b. Conduct a gap analysis between current procurement and supplier diversity objectives and opportunities.
  c. Determine long-term leadership and staffing needs, including skill levels and resource alignment within the organization as a whole.
  d. Identify success measures and key performance indicators to the program that extend beyond the single metric set by the Governor's Executive Order (43% of discretionary spend).

The Task Force gratefully acknowledges the contributions of John Lew and the Talent Management team within Human Resources, Michael Mason from the Office of African American Affairs, Vicki Gist from the Office of the Dean of Students, Tabitha Enoch from the Office of the Dean of Students, Lorie Strother from UVA Procurement and the President's Council on UVA-Community Partnerships, AJ Young from Facilities Management, Brennan Gould and Erika Viccellio, co-Chairs of the President's Council on UVA-Community Partnerships, Dean Alex Hernandez, and the Equity Center in preparing this section.

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[53] For an assessment of other dual career assistance programs, see Rutgers University Senate Faculty and Personnel Affairs Committee. (2014). FPAC Report on S-1306- Summary of Dual Career Services offered at 21 Universities. Retrieved from https://senate.rutgers.edu/wp-content/uploads/2019/10/FPAC-Summary-of-Dual-Career-Services-S-1306-November-2013.pdf

7. <u>Launch the GROUNDS FOR ALL Campaign</u>

Goal: Improve the climate at UVA by rethinking, reframing, retelling, and renaming UVA's historic landscape and also by addressing other barriers such as concerns about policing practices.

Suggested Implementation Partners: Carter G. Woodson Institute, History Department, Office of the Architect, School of Architecture, PCUAS, Equity Center, and Descendants of Enslaved Laborers Leadership Group, Office of the Dean of Students, University Police Department

If statues, plaques, and building names comprising the cultural landscape of the institution are meant to convey what we hold to be collective values, then certain aspects of Grounds should evolve as our values change.[54] We should strengthen UVA's commitment to truth, honor, and educational excellence by sharing the complete story of UVA's architecture, landscape, monuments, traditions, and the individuals inhabiting these spaces. The University's current naming policy, although rarely enforced, is in alignment with this concept— "honorific naming" can automatically expire after 25 years and "philanthropic naming" after 75 years.[55] To be a truly welcoming place,[56] the University should demonstrate its rejection of previous support for white supremacist ideology by removing all symbols that honor the confederacy, genocide, or eugenics. Instead, UVA should invest in an intellectual infrastructure that will ensure that the truth-telling efforts currently underway at the University continue and become more robust.

For many years, students have raised concerns about bias and racial profiling stemming from interactions with University Police, Charlottesville Police, Albemarle County Police, and other law enforcement officers in the community. These local concerns have been highlighted this Spring in light of multiple high-profile police killings of unarmed African Americans in other parts of the country. Since effective policing is not possible in the absence of trust, we recommend that efforts to build understanding, transparency, and trust between police and the community be prioritized.[57]

Recommended Strategies:

HISTORIC LANDSCAPE

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[54] Barton, C. E. (2001). *Sites of memory: Perspectives on architecture and race*. Princeton Architectural Press.; Schein, R. H. (Ed.). (2006). *Landscape and race in the United States*. Taylor & Francis.

[55] Bazner, K. J., Vaid, J., & Stanley, C. A. (2020). Who is meritorious? Gendered and racialized discourse in named award descriptions in professional societies of higher education. *International Journal of Qualitative Studies in Education*, 1-17.

[56] Trawalter et al 2020, ("Out of place: Socioeconomic status, use of public space, and belonging in higher education." *Journal of Personality and Social Psychology*) find that using public space on campus predicts and leads to increased sense of belonging. Thus, empowering students to use public spaces on campus— and ensuring that they are treated with respect when they occupy these spaces— is one piece, one of many things we must do if we want our Black and Brown students to feel like they belong.

[57] President's Commission on the University in the Age of Segregation. (2020, March). Memorialization and Mission at UVA. Retrieved from https://segregation.virginia.edu/wp-content/uploads/2020/06/Memorialization-and-Mission-at-UVA-Committee-Report-March-2020.pdf

1. Implement the President's Commission on the University in the Age of Segregation recommendations for ongoing discussions about Memorialization and Mission at UVA.[58]

2. Remove the George Rogers Clark statue and work with the local indigenous community to reimagine what might embody the space where the statue currently stands.[59]

3. Remove all symbols honoring the Confederacy or eugenicists.

4. Curate a series of monuments and plaques that articulates the lived experience of historically underrepresented groups at UVA, starting with the installment of a marker to recognize and interpret the Black Bus Stop.[60]

5. Enforce the naming policy, which stipulates keeping honorific naming for 25 years and donor-associated naming for 75 years.

6. Ensure that the resources and maintenance regime for the cemeteries for enslaved laborers is of as high a quality as that of the University of Virginia Cemetery and the contiguous Confederate Cemetery.

EDUCATION

1. Elevate Liberation and Freedom Day Celebrations to the same importance as other tradition-building ceremonies and rituals (e.g., convocation).

2. Work with the Descendants of Enslaved Communities at UVA to ensure that their partnership in these truth-telling efforts is fully and consistently valued. Establish and adhere to an MOU for this work between UVA and the Descendants of Enslaved Communities at UVA and its representative leadership, the Descendants of Enslaved Laborers leadership group.

3. Establish an Office of the University Historian with joint reporting to the History Department and the Office of the President. This Office would serve as a liaison with the President's Commission on the University in the Age of Segregation, the Descendants of Enslaved Communities at UVA, the Jefferson School African American Heritage Center, Monticello, and others.[61] This Office would also have approval authority over historical content presented by central communications, coordinate with the PCUAS-recommended

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[58] President's Commission on the University in the Age of Segregation. (2020, March). Memorialization and Mission at UVA. University of Virginia. Retrieved from https://segregation.virginia.edu/wp-content/uploads/2020/06/Memorialization-and-Mission-at-UVA-Committee-Report-March-2020.pdf

[59] McMillen, C. (2020, July 27). UVA and the History of Race: The George Rogers Clark Statue and Native Americans. UVA Today. Retrieved from https://news.virginia.edu/content/uva-and-history-race-george-rogers-clark-statue-and-native-americans

[60] Newman, C. (2020, January 30). President Ryan Announces Additions to UVA's Historic Landscape. UVA Today. Retrieved from https://news.virginia.edu/content/president-ryan-announces-additions-uvas-historic-landscape

[61] In the words of the student leaders who proposed this idea: "The goal here is not to rewrite a skewed version of the University's history, rather invest time and resources into telling the full story…the University Historian should equitably promote historical discovery, provide infrastructure to give historical research a platform, offer direction and support where applicable, and advocate and facilitate the collection of at-risk narratives."

standing committee or panel of scholarly experts, and maintain a suite of educational websites—PCUAS website, MEL website, and Jefferson's University-The Early Life website.

4. Within the Office of the University Historian, create a dedicated archivist position[62] that is primarily responsible for organizing and indexing the University's primary archival information about free Black and enslaved laborers associated with UVA and plantations/sites of enslavement currently owned by UVA (Morven, Birdwood, etc.). The archivist would consult with other local cultural institutions, libraries, and archives to create a thorough resource guide that can inform research on enslaved communities in Charlottesville/Albemarle and surrounding counties and expand upon the Library of VA slavery database. This person would coordinate a partnership with Monticello to update the joint UNESCO designation to forefront their enslaved communities. The archivist would also provide more names of enslaved communities associated with UVA to the genealogists and researchers facilitating ongoing descendant outreach.

POLICING

1. Create a transparent review process for policing[63] activities that includes student, faculty, staff, and local community members. This should be developed as part of a program to improve mutual understanding and respect, and it should be positioned to partner with regional and local community review boards whenever appropriate.

The Task Force gratefully acknowledges the contributions to this report of Dr. Andrea Douglas and Dr. Kirt von Daacke, Co-chairs of the President's Commission on the University in the Age of Segregation Leadership, Dr. Louis Nelson, Chair of the Memorialization and Mission Sub-Committee, Doctoral Candidate Christian West, the Descendants of Enslaved Laborers Leadership Group, undergraduate student Logan Botts, and many others.

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[62] This is intended to build upon the work of Ervin Jordan and Regina Rush.
[63] UC Berkeley has a longstanding example from which we could learn: https://vca.berkeley.edu/police-review

8. <u>Provide ANTI-RACISM EDUCATION</u> to all members of the University community

Goal: Empower all members of the UVA community with the courage, understanding, knowledge and skills to take effective anti-racist actions and to foster a culture of belonging and inclusion.

Suggested Implementation Partners: Provost, Division for Diversity, Equity, and Inclusion, Chief Operating Officer, Deans

Recommended Strategies: Education is a foundational aspect of engendering racial equity at any university. Education rests on the belief that people can learn and grow and change. Understanding race, racism, and white supremacist practices, and identifying productive ways to dismantle these harmful policies and practices, is a life-long process that requires ongoing learning.[64]

UVA should tap the breadth of existing expertise among faculty, staff, and community members to develop, expand, and execute transformational anti-racist educational opportunities for students, staff, faculty, administrators, alumni, donors and other UVA community members. The learning objectives include an understanding of race, bias, racism (individual, institutional, structural), culture, organizational and social change.[65]

UVA should invest in developing and offering a robust menu of educational resources to ensure all University community members are equipped to better understand and discuss issues of racial equity, act when they witness injustice, and engage in institutional change toward becoming an equitable and anti-racist university.

To establish the necessary infrastructure to reach all constituencies as soon and as often as possible, we recommend the following:

1. Expand resources for the Division for Diversity, Equity, and Inclusion including hiring a training coordinator who will centrally coordinate, deliver, and support anti-racism education within academic curricula and professional development. These resources should be accessible on a centralized website.

2. Provide competitive funding to faculty to support research, course revision and development, training workshops and consultations that deepen our collective understanding of—and ability to teach—equity in contemporary and historical contexts.

3. Build upon and scale-up existing programs that receive positive reviews, such as Teaching Race at UVA, Center for Teaching Excellence, and UVA Acts.

4. Appropriately resource Human Resources in its ongoing efforts to develop professional development opportunities that improve racial equity and an inclusive work environment.

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[64] Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.
[65] Kailin, J. (2002). *Antiracist education: From theory to practice*. Rowman & Littlefield.

TRAINING RECOMMENDATIONS:

1. Require all newcomers to UVA—whether students, or full-time or recurring faculty or staff—to take at least one meaningful training or orientation program in which building an anti-racist and inclusive community is a primary learning objective.

2. Strongly encourage all academic and medical leadership (including the Provost's Office, Deans, Department Chairs, Center and Institute Directors, Directors of undergraduate and graduate studies) to take at least one meaningful training or leadership development program within their first year in role and then at least once every three years thereafter that includes racial equity as an essential topic or learning objective. Deans and Chairs should work with the faculty to develop appropriate resources and requirements for anti-racist pedagogy.[66]

3. Require administrative leadership (including the President's Office, COO, Vice Presidents, and other senior administrators) to take at least one meaningful training or leadership development program within their first year in role and then at least once every three years thereafter that includes racial equity as an essential topic or learning objective.[67]

4. Ensure that every school conduct a comprehensive racial equity audit of their curricula with the goal of initiating curriculum reform efforts within the next three years. Schools should customize anti-racism offerings to specific disciplinary needs. Additionally, schools and departments should holistically integrate issues of racial equity into academic requirements so that every student has a rigorous engagement with questions of race and equity as applied to that particular discipline.

ACCOUNTABILITY AND EVALUATION RECOMMENDATIONS:

1. Develop standards to strengthen and streamline data collection on anti-racism education efforts including data disaggregated by race (in compliance with privacy guidelines) regarding enrollment, participation, and outcomes.

2. Design measurement tools to evaluate the effectiveness of anti-racism education in academic and institutional policies and practices.

3. Administer campus climate surveys and/or other data collection tools at least biennially to students, faculty and staff to assess the impact of education programs over time.

4. Develop and expand faculty evaluation criteria and reward systems to ensure that anti-racism education work (e.g., professional development and teaching related courses) is

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[66] Kishimoto, K. (2018). Anti-racist pedagogy: From faculty's self-reflection to organizing within and beyond the classroom. *Race Ethnicity and Education*, *21*(4), 540-554.

[67] During the 2018-2019 academic year, the School of Nursing leadership participated in USC's Equity Institute-https://race.usc.edu/colleges/

considered as a positive measure in annual reviews, promotion and tenure, awarding of professorships, and post-tenure reviews.

5. Develop staff evaluation criteria and reward systems to ensure that anti-racism education for professional development becomes a part of annual performance reviews.

9. <u>REVIEW TENURE AND ACADEMIC POLICIES</u>

Goal: Review Promotion and Tenure policies and other academic policies to ensure that they advance principles of racial equity and global best practices for inclusive excellence.

Suggested Implementation Partners: Provost, Faculty Senate, Deans

Recommended Strategies: Few things are more important to the quality of UVA's teaching, research, public service, and patient care than the performance of its faculty. A fair and effective faculty evaluation process is essential to the ability to recruit, develop, support, and retain a faculty that represents our ideals of inclusive excellence.

<u>To ensure that our policies and practices reflect our values, we recommend the following:</u>

1. *Review tenure and faculty evaluation policies and processes.* The Provost's Office's tenure policies should provide a framework and benchmark for school-level policies and practices, providing guidance, rules, and recommendations to build an inclusively excellent faculty across all schools and disciplines. UVA should immediately commence a comprehensive review of its tenure and promotion policies at the Provost level, and in coordination with each school. The review would benefit from the insights and objectivity of an external consultant. The review should include an assessment of:
    a. Policies or practices that do or may operate to perpetuate inequality on the basis of one or other protected characteristic (race, gender, LGBTQ status, religion, etc.). The review should include options and alternatives to change such policies or practices or, where, necessary, mitigate their effects.[68]
    b. Policies or practices that could be introduced to advance greater equity, including anti-racist, anti-sexist policies, education about bias and psychological burdens (e.g., stereotype threat), transparency norms and requirements, and other processes based on evidence-based best practices.
    c. Policies and practices related to how various schools and departments value community-engaged scholarship, interdisciplinary scholarship, scholarship that is novel or cutting edge, and scholarship with particular relevance for people from underrepresented backgrounds, and measure contributions and impact based on criteria appropriate to those areas of scholarship.[69]

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[68] Fenelon, J. (2003). Race, research, and tenure: Institutional credibility and the incorporation of African, Latino, and American Indian faculty. *Journal of Black Studies*, *34*(1), 87-100; Perna, L. W. (2001). Sex and race differences in faculty tenure and promotion. *Research in Higher Education*, *42*(5), 541-567; Nettles, M. T., & Perna, L. W. (1995). Sex and Race Differences in Faculty Salaries, Tenure, Rank, and Productivity: Why, on Average, Do Women, African Americans, and Hispanics Have Lower Salaries, Tenure, and Rank?; Villalpando, O., & Delgado Bernal, D. (2002). A critical race theory analysis of barriers that impede the success of faculty of color. *The racial crisis in American higher education: Continuing challenges for the twenty-first century*, 243-269.
[69] Nyden, P. (2003). Academic incentives for faculty participation in community-based participatory research. *Journal of General Internal Medicine*, *18*(7), 576-585; Settles, I and Buchanan, N. (2019, April). Epistemic Exclusion: A Form of Academic Gatekeeping for Faculty of Color. Presented at Achieving Equity & Diversity in Faculty Recruitment: Research & Practice, University of California, Davis; Wade, A., & Demb, A. (2009). A conceptual model to explore faculty community engagement. *Michigan Journal of Community Service*

d. Policies and or practices related to how various schools and departments should value and count faculty service contributions (including mentoring and supporting underrepresented students) relative to national, discipline-level service.[70]
e. The review should include recommendations for training of P&T committees and a predictable default timeline for subsequent reviews.

Most UVA schools, departments, and programs have a number of codified policies as well as more informal practices related to academic requirements, exceptions, program caps, admissions procedures, testing, appeals, etc. Often, these policies appear neutral or objective yet may have unintended consequences of perpetuating or exacerbating inequities among students.[71]

To ensure UVA's academic policies reflect our goals and values, we recommend:

2. *Review academic and institutional policies* related to student learning and the overall student experience. The Provost's Office, working closely with the Vice President for Student Affairs, the Dean of Students, student representatives and faculty members should periodically audit and review policies for each program, school, and department, with support and guidance from DDEI. The review should include an assessment of:
   a. Policies or practices within schools and departments that do or may operate to perpetuate inequality on the basis of one or other protected student characteristics (race, gender, sexual orientation, gender identity/expression, religion, etc.) or economic or community college transfer status. The review should include options and alternatives to change such policies or practices or, where, necessary, mitigate their effects.[72]
   b. Policies and practices that do or may serve to exacerbate material disparities in student experiences on the basis of race, economic status, or other characteristics.
   c. Policies that have the effect of disproportionately excluding students on the basis of race, economic status, or other characteristics.
   d. Policies or practices within the current administration and experience of the Honor Code and Standards of Conduct that may perpetuate bias, intergroup conflict, and racial inequity among students at UVA; including opportunities for policy revision.[73]

Learning, *15*(2), 5-16; Westdijk, K., Koliba, C., & Hamshaw, K. (2010). Collecting Data to Inform Decision Making and Action: The University of Vermont's Faculty Community Engagement Tool. *Journal of Higher Education Outreach and Engagement*, *14*(2), 5-33.

[70] Campbell, K. M., & Rodríguez, J. E. (2019). Addressing the minority tax: perspectives from two diversity leaders on building minority faculty success in academic medicine. *Academic Medicine*, *94*(12), 1854-1857; Canton, C. (2013). The "cultural taxation" of faculty of color in the academy. *California Faculty Magazine*, 9-10.

[71] For example, a program's academic prerequisite (e.g., advanced calculus) that is only offered within elite high schools; a competitive program enrollment cap that is based on criteria (e.g., extra curricular roles) that are not relevant to the requirements of success within that program.

[72] Gainen, J. (1995). Barriers to success in quantitative gatekeeper courses. *New directions for teaching and learning*, *1995*(61), 5-14; Gasiewski, J. A., Eagan, M. K., Garcia, G. A., Hurtado, S., & Chang, M. J. (2012). From gatekeeping to engagement: A multicontextual, mixed method study of student academic engagement in introductory STEM courses. *Research in higher education*, *53*(2), 229-261.

[73] UVA Honor Committee. (2019, February 11). Honor Bicentennial Report. Retrieved from https://report.honor.virginia.edu/sites/report.honor/files/honor-bicentennial-analysis.pdf

e. Policies or practices associated with Greek life and other student organizations that may perpetuate bias, intergroup conflict, and racial inequity among students at UVA; including opportunities to reform.[74]

[74] Gillon, K. E., Beatty, C. C., & Salinas Jr, C. (2019). Race and racism in fraternity and sorority life: A historical overview. New directions for student services, 2019(165), 9-16; Torbenson, C. L., & Parks, G. (Eds.). (2009). Brothers and sisters: Diversity in college fraternities and sororities. Associated University Presse.

10. ENDOW CARTER G. WOODSON Institute and the Department of African-American and African Studies.

Goal: Build the preeminent department of African-American and African Diaspora Studies by creating an endowment for the new department and supporting its long-term growth.

Suggested Implementation Partners: College of Arts & Sciences, Provost, Carter G. Woodson Institute, Office of Advancement

Recommended Strategies: We recommend creating an endowment for the Carter G. Woodson Institute and Department of African-American and African Studies. The endowment should cover the cost of the predoctoral and postdoctoral fellowships, visiting distinguished faculty, programming and operating expenses. The endowment should also cover multiple new endowed faculty lines, and several of these lines should be funded and filled immediately.

Since its founding in 1981, the Carter G. Woodson Institute has promoted interdisciplinary and collaborative research and interpretation of the African and African-American experience in a global context. The Institute is a magnet for cutting edge scholarship; its competitive pre-doctoral and post-doctoral fellowships have been instrumental in the careers of many leading scholars at top institutions. The Institute also administers the University's undergraduate major in African-American and African Studies

In recent years, students and others have repeatedly demanded that the Institute be upgraded to departmental status and resourced appropriately to overcome what they described as "severe shortages in number of faculty, classes offered, availability of graduate programs and affiliated programs at the Woodson Institute in comparison to [UNC-Chapel Hill, UC-Berkeley, Michigan, Harvard, Yale, and Brown]."[75] The students argued that departmental status "would demonstrate that the University recognizes the unique intellectual contributions, the distinctive methodologies and historical import of African and African-American studies."[76] Departmental status allows the Institute to hire its own faculty, and students identified increasing the number of faculty as "the number one priority."[77] They also recommended developing an endowment to fund the Institute's expansion.

In 2017 the Carter G. Woodson Institute finally became a department within the College and Graduate School of Arts & Sciences. Thanks to the Institute's legacy of successful fellows, the department started with an outsized reputation, scholarly network, and intellectual influence in its field. As the external review committee noted in its 2016 report, the "Woodson's fellowship program is the oldest and most successful of those offered in this field by comparative centers and institutes. Many of the most important books on African, Caribbean, and African-American history, literature and culture have been produced with the support of this program, having been written or shaped into their final form at the University of Virginia."

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[75] UVA Student Committee. (2007). An Audacious Faith II. Retrieved from https://www.bsaatuva.com/an-audacious-faith-ii.html
[76] UVA Student Committee. (2007). An Audacious Faith II
[77] UVA Student Committee. (2007). An Audacious Faith II

With additional sustained and perpetual funding to add faculty, secure the fellowship program, extend diversity initiatives with local high schools, and promote its public engagement initiatives, the Carter G. Woodson Institute—as both an exceptional research institute and a distinguished academic department—can build on its already distinguished legacy to become a foremost site for research and teaching on African Diaspora Studies in interdisciplinary perspective. This mission equips the Institute uniquely to continue its explorations of race, culture at the heart of UVA history and America's ongoing democratic wrangling.

Endowing the Woodson Institute will ensure the continued growth, viability, and longevity of both the department and Institute into the future while strengthening UVA's stature and influence in the humanities and the humanistic social sciences broadly. The benefits will expand to complement UVA's strengths in fields such as English, Politics, History, Law, Policy, healthcare, and Democracy. Depending on the scale, this investment can help to signal the arrival of a new day at UVA and its relationship with people of African descent. It will no doubt improve UVA's attractiveness to students and faculty from underrepresented populations. It will empower valuable and necessary research, teaching, mentoring, and impact.

Key Funding Requirements:
1. Endowed Faculty in AAS (standard and senior)
2. Post-doctoral fellows
3. Pre-doctoral fellows
4. Visiting distinguished faculty
5. Other programs (e.g., Emerging Scholars, Julian Bond Papers, Teacher training institute pilot, public programming/external relations
6. Operational and Admin cost (admin, programming, communications, grants)

11. <u>Launch PAY OUR DEBTS Reparative Scholarship Program</u> with special recognition to descendants of enslaved laborers.

Goal: Recognize the descendants of enslaved laborers who built and maintained the University by working with the Alumni Association to create scholarships for both degree and non-degree education.

Suggested Implementation Partners: Office of Advancement, Alumni Association, Office of Undergraduate Admissions, School of Continuing & Professional Studies, College of Arts & Sciences

Recommended Strategies: UVA should work with partners to reduce barriers of entry to UVA undergraduate and graduate programs and increase targeted support for Black and other underrepresented Virginians who have suffered from systematic racial disadvantages over the past two centuries, with a particular recognition for descendants of the enslaved laborers who built or sustained the university through the Jim Crow era (1819-1968).

UVA, together with the Alumni Association, can do this by endowing and supporting further investment for scholarship funds, enrichment programming funds, and community engagement. Through an increased growth of several existing endowed funds, alongside newly endowed Funds, UVA seeks impact solutions to fulfill the goals. Across three general categories, the student-focused program will feature:

- Scholarship funds to support affordability
- Enrichment programming to support access
- Community and leadership opportunities to ensure success

1. Work with the Alumni Association and other partners on the following (broad) impact strategies, which stakeholders and donors can further support or use as a basis for new funds:
    a. Create the Virginia Legacy Scholarships to support descendants of enslaved laborers to study at UVA or partner institutions.
    b. Encourage and incentivize donor support to Alumni Association administered scholarships, such as the Ridley Scholars Program and Hoel Perkins Fund. Additional school & unit specific scholarships may be developed by the Alumni Association over time.
    c. Expand targeted experience programming, such as the Keller Study Abroad Fund, Sabato-Ridley 22nd Century Capitol Hill Fund, and the Brown Pre-Med Stipend Fund.
    d. Develop and raise funds for Black Scholar Enrichment programs (at scale, and open to all Black students who qualify), Industry Academies (financial services and financial literacy as example), School/Unit leadership roles on Grounds.

2. Create non-degree and degree pathways for descendants of enslaved laborers through the UVA Launchpad program and the School of Continuing and Professional Studies.

The Task Force gratefully acknowledges the contributions of Marcus Martin Jr. of the Alumni Association, the Descendants of Enslaved Laborers Leadership Group, and Dean Alex Hernandez to this report.

12. <u>Restore the INDIGENOUS NATION'S PLATFORM</u>

Goal: Repair relationships with Indigenous communities by creating a Center for Native American and Indigenous Studies with appropriate academic and administrative staffing and including a Tribal Liaison.

Suggested Implementation Partners: IndigenousStudies@UVA, College of Arts & Sciences, Provost, Chief Operating Officer

Recommended Strategies:
The contributions of Indigenous Virginians to American culture, law, politics, ecology, and agriculture have not been fully appreciated or understood, and the history of interactions with the University of Virginia remains invisible and unexplored by many. Failing to take this history—as well as current circumstances—seriously would undermine UVA's commitment to racial equity. We expect this effort to expand over time, but our initial recommendations include:

1. Work with Indigenous leaders to revision the space where the George Rogers Clark Statue is currently located. Centering Indigenous voices and collaborators is paramount to repairing harm and systemic inequities at UVA, and to supporting Indigenous health and well-being moving forward. The process to remove the George Rogers Clark Statue and revision of that site, as recommended in the Grounds for All section of this report, will be an important opportunity for UVA to actively build relationships of trust with Virginia Tribes and Indigenous communities. Members of Indigenous Studies @ UVA assert "in keeping with the neighboring monuments, it would be appropriate to transform that part of UVA's landscape in ways that acknowledge and honor Indigenous Virginians, and gesture towards building stronger and more respectful relationships between UVA and Virginia Tribes. Such a transformation of space is critical in its own right."

2. We also endorse the Indigenous Studies @ UVA recommendation to immediately establish a tribal liaison position (housed temporarily in the UVA Equity Center, Provost's Office, Multicultural Student Services until the Center for Native American and Indigenous Studies is built) that will work in cooperation with the Indigenous Studies @ UVA working group, seek to "build relations with Virginia Tribes with the aim of cultivating trust-based, equitable sustainable partnerships; collaborating with Tribes to build on their strengths, support community projects, and assessing the kinds of support that UVA might provide; and learning how to create the kinds of infrastructure, spaces, programs at UVA to institutionalize equitable partnerships."

3. Found the Center for Native American and Indigenous Studies, which (as the Indigenous Studies @ UVA envisions it) would include an elder-in-residence program, will be advised by a committee of faculty, students, and Indigenous community members, will be linked with a Program in Native American and Indigenous Studies.

4. Raise funds from public and private sources to support a program in Native American and Indigenous Studies that could recruit faculty via a cluster hire of Native and Indigenous faculty, oversee the development of a major and minor degree program, and work with undergraduate admissions to recruit and retain Indigenous students.

The Task Force gratefully acknowledges the contributions of Indigenous Studies @ UVA to this report.

APPENDICES

A. Glossary of Terms and Acronyms

AccessUVA: UVA's financial aid program that guarantees to provide 100% of the demonstrated financial need of undergraduate students, all of whom are admitted on a need-blind basis.

COACHE: Collaborative on Academic Careers in Higher Education at the Harvard Graduate School of Education is a research-practice partnership and network of peer institutions dedicated to improving outcomes in faculty recruitment, development, and retention.

ED: Early decision admission.

EEOOR: Committee on "Educational and Employment Opportunities, Obligations and Rights."

Equity Center: Democracy Initiative Center for the Redress of Inequity through Community-Engaged Scholarship

JRB: Judicial Review Board

P&T: Promotion and tenure.

PCSU: President's Commission on Slavery and the University.

PCUAS: President's Commission on the University in the Age of Segregation.

Racial equity: a system in which racial identity neither predicts nor determines one's access, success, nor influence within the University of Virginia—where people of any racial background have an equal probability of thriving.

RETF: Racial Equity Task Force.

SERU: Student Experience in the Research University survey.

SIF: UVA's Strategic Investment Fund.

TOPs: Target of Opportunity hires.

UAA: University Achievement Awards.

UJC: University Judiciary Committee.

University: The word "University" is capitalized when referring to UVA.

UVA: University of Virginia

B. ACKNOWLEDGEMENTS

Many of the ideas in this report are not new or original. They stem from generations of students, faculty, and community members who preceded us. We have developed a website to illustrate their contributions and allow tracking of the various reports, proposals, and demands over time.

The Voices for Equity website can be found here: http://voicesforequity.virginiaequitycenter.org/

The list of prior reports relating to diversity, inclusion, and equity at UVA is below:

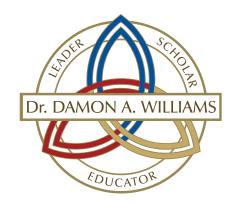| Title	Author	Year
Student Body Referendum 1970	Student Body	1970
1970 May Day Demands	UVA Students	1970
An Audacious Faith	Task Force on Afro-American Affairs	1987
Muddy Floor Report 1996	Office of Equal Opportunity Programs	1996
Embracing Diversity in Pursuit of Excellence: Report to President Casteen	President's Commission on Diversity and Equity	2004
Audacious Faith II	Black Student Groups	2008
PCODE Recommendations Progress Report	Office of the Vice President and Chief Officer for Diversity and Equity	2011
Towards a Better University	Black Student Alliance	2015
UVA Alumni for Change Letter to President Sullivan	UVA Alumni for Change	2015
Culture Working Group Exec. Summary and Recommendations	Culture Working Group	2015
Demands of the "March to Reclaim Our Grounds"	Multiple Student Groups	2017
Diversity Recommendation Index	Office of the Vice President and Chief Officer for Diversity and Equity	2017
"We Are Not Invisible"	Asian Leaders Council	2018

Our University to Shape	Latinx Student Alliance	2018
University of Virginia and Indigenous Peoples: A White Paper on Indigenous Studies	IndigenousStudies@UVA	2018
PCSU Recommendations	President's Commission on Slavery and the University	2018
Next Steps Related to George Rogers Clark Statue	IndigenousStudies@UVA	2019
House Staff Meeting Action Items	UVA Medicine Students	2020
BSA Letter June 1 2020	Black Student Alliance	2020
Associate Dean for Diversity and Medical Education position description	Associate Dean for Diversity and Medical Education	2020
Faculty Senate Executive Council Resolution Following Death of George Floyd	UVA Faculty Senate Executive Committee	2020
Statement from PCUAS Co-Chairs on Recent Events	President's Commission on the University in the Age of Segregation	2020
UVA Health House Staff Meeting Statement	UVA Health Leadership and GME	2020
UVA Cannot Honor These Names on Grounds Petition	UVA Students	2020
Memorialization and Mission at UVA	PCUAS Memorialization on Grounds Committee	2020
PCUAS Chairs Action Ideas - working document	PCUAS Chairs	2020

Racial Equity Task Force Outreach

Over the course of July 2020, the Racial Equity Task Force held 20+ virtual focus group sessions to connect with faculty, staff, students, and alumni. Over 300+ individuals have engaged in these discussions. This is in addition to the public session held on July 10, 2020 that was attended by 500 individuals. The @UVA database of CIOs was used to establish a list of contacts for the student organizations listed. Email invitations were sent for group leaders to share with their constituencies.

Academic Division Staff Senate • Alumni Association Leadership • APA Law Students Association • Approximately 30 UVA Faculty experts • Arts & Sciences Directors for Diversity

and Inclusion • Asian and Asian Pacific American Alumni Network • Asian Leaders Council • Black Alumni Initiative • Black Alumni Weekend Leadership Council • Black Business Student Association • Black Commerce Student Network • Black Faculty Staff ERG • Black Graduate and Professional Student Organization • Black Presidents Council • Black Student Alliance • Black Student-Athletes Offering Service and Support • Bolivar Network • Center for Teaching Excellence • Darden Latin American Student Association • Descendants of Enslaved Laborers Leadership Group • Director APA Studies • Director Carter G. Woodson Institute • Director Latinx Studies Minor • Diversifying Scholarship Committee • Executive Leadership (All Deans, Vice Presidents, & the Athletics Director) • Faculty Senate • Faculty Senate Diversity Council • General Faculty Council • IDEA Board • Indigenous@UVA • Inter-Fraternity Council • Inter-Sorority Council • Latinx Graduate Student Alliance • Latinx Student Alliance • Latinx Student Network at McIntire • Minority Rights Coalition • Minority Rights Coalition of North Grounds • Mixed Race Student Coalition • Multicultural Greek Council • Multicultural Student Services • NAACP at UVA • National Pan-Hellenic Council • National Society of Black Engineers • Native American Student Union • NOMAS - SARC • Office for African American Affairs • Office of the Dean of Students • Office of Undergraduate Admission • Police Chief • President's African American Alumni Advisory Group • President's Commission Slavery/Segregation Chairs • Ridley Board • Student Council • undocUVA • University Judiciary Committee • UVA Academic Diversity, Equity, and Inclusion Leadership Working Group • UVA Diversity Council • UVA Graduate Professional Council • UVA Honor • Vice Provosts for Academic and Faculty Affairs • Women of Color at Virginia Law

LEADER · SCHOLAR

Dr. DAMON A. WILLIAMS

EDUCATOR

Chief Diversity Officer Benchmarking Micro-Report

A Preliminary Look at the CDO Role and Its Span of Control

Prepared for the University of Virginia
July 30, 2020

By
Dr. Damon A. Williams
Center for Strategic Diversity Leadership & Social Innovation LLC

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INTRODUCTION

Reporting directly to the president and/or provost, the Chief Diversity Officer (CDO) is an institution's highest-ranking diversity administrator (Williams and Wade-Golden, 2013). The CDO is an integrative role that coordinates, leads, enhances and, in some instances, directly supervises the formal diversity capabilities of the university. This CDO micro-benchmarking report was developed and implemented by the Center for Strategic Diversity Leadership and Social Innovation (CSDLSI) in order to offer a big-picture *pro bono* analysis that can help strengthen the CDO function, the Division of the Vice President for Diversity, Equity and Inclusion (DEI), at the University of Virginia.

To robustly frame this report, we must touch on a few points. (1) Data were pulled from a proprietary database housed within the CSDLSI, developed in 2019. For this study, we examined seven public institutions similar to UVA in terms of control, size, research intensiveness, decentralization and strategic prominence within their states. (2) To qualify, each institution had to have a high-level CDO leadership role and division that has existed for at least 10 years. It is important to note that each of the comparison units are dedicated DEI divisions. They are not hybrid DEI units like the Division of Diversity & Human Resources, or Division of DEI & Student Affairs. And (3), we obscured the identity of each university, consistent with our agreement with them when they shared their information. At the same time, it is important to note that every university in this study is the flagship institution of their state and is among the finest research universities in the world.

This micro-report only focuses on general CDO role design and span of control, and at a high level. It does not delve into the unit's strategic diversity leadership priorities, lateral DEI infrastructure, change management and accountability systems, DEI education and community programs, leadership role, and other variables discussed in the Chief Diversity Officer Development Framework (CDODF), which powers this analysis (Williams and Wade-Golden, 2013).

GENERAL CDO ROLE ANALYSIS

Key insights include:

- The large majority of leaders identified in this study are at the vice president or vice chancellor rank and carry the CDO nomenclature as a courtesy title to describe their roles on campus.
- Institutions use a confluence of words to describe their CDO roles, but the majority of titles feature some combination of "Diversity," "Equity" and "Inclusion." Only one school has integrated community engagement into their CDO's span of attention and includes community engagement in the formal position title.
- The University of Virginia has a unit in their DEI portfolio that expressly works on community and economic development. Given the university's prominence in the state of Virginia and the growing elevation of these issues nationally, "Community Engagement" may be part of a "Phase 2" expansion of the CDO role at UVA given that the VP's scope of attention is increasingly focused on external DEI matters as well as internal DEI matters.

SPAN OF CONTROL ANALYSIS

Despite being one of the oldest CDO roles in the country, UVA has the least vertically integrated and resourced role in our analysis, and one of the least VP-developed roles that we have seen anywhere at a major research university (Exhibit 1).

Key insights include:

- The UVA CDO division has only two senior DEI leaders (Assistant VP level or above) in the core team, compared to an average of six senior DEI leaders in peer institutions.
- The UVA CDO Division has only 19 FTE in the divisional portfolio compared to an average of 157 FTE in peer institutions.
- The UVA CDO division has only two units compared to an average of 21 units in peer institutions.

- The UVA CDO division has the smallest budget by over $5M annually, to the nearest peer institution.
- The UVA Vice President is one of three leaders in this review who controls an annual discretionary budget of less than $100,000.
- The top three most-developed units in this analysis all had discretionary capability of over $750,000 annually, which is used to build campus-wide partnerships, fund DEI innovation grants and build momentum to spark the campus's DEI change efforts.

Exhibit 1. CDO divisional analysis summary

Institution	Formal Deputy CDO	Division Senior Leadership[1]	Division Units	All Divisional FTEs	FTEs per Senior Leadership	Units per Senior Leadership	Budget is largely unrestricted & fungible	Size of Discretionary Budget
University of Virginia	No	2	4	19	9	2	√	√
Comparison Institution #1	No	4	50	170	42.5	12	√	√
Comparison Institution #2	No	6	10	41	7	2	√√	√
Comparison Institution #3	Yes	5	6	75	15	1	√√√	√√√
Comparison Institution #4	No	5	7	NA	NA	NA	NA	NA
Comparison Institution #5	No	15	34	440	29	2	√√√	√√√
Comparison Institution #6	No	5	33	130	26	7	√√	√√√
Comparison Institution #7	No	5	9	86	17	2	√√√	√√

Key: √ = Opportunity for Growth, √√ = Professional Standard, √√√ = Towering Strength

FINAL THOUGHTS

In comparison to peers, UVA's Division of Diversity, Equity and Inclusion appears underfunded and under-designed structurally, based on our review and work with hundreds of institutions across the nation. By definition, the CDO role must create accountability systems, lead with the reflective voice of the president, build powerful collaborations and spark innovation through creative, new, invigorated programs and initiatives. The lack of formal budget authority in the UVA VP and CDO role, in combination with the lack of senior leadership on his staff, hinders this role's ability to lead in ways that will allow the unit to be effective over time. We recommend an increase in senior staff for the unit. We also recommend an increase in discretionary budget authority to allow the role to co-sponsor new programs, bring together uncommon partners, and seed new possibilities through targeted investments.

It is beyond the scope of this analysis to say which units should be potentially reorganized into the CDO's vertical portfolio or even whether units should be moved into the unit definitively. Nevertheless, both the general and the span of control analyses clearly point to the division's underdevelopment.

Whether units are reorganized or not, the division would benefit from the creation of: (1) A deputy CDO role who leads a campus-wide DEI activation unit, (2) A DEI education and training unit, (3) A DEI research and assessment unit, and (4) A DEI communications and social media unit, to more effectively support the Vice President for DEI as he provides strategic diversity leadership to the campus community and beyond.

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[1] The senior team = CDO plus leaders with the title Vice President/Provost/Chancellor, Assistant VP/VC, Associate VP/VC, Executive Director, Special Assistant/Advisor, and Chief of Staff that provide vertical leadership to the division.

ABOUT THE AUTHORS

Analysis Team, Center for Strategic Diversity Leadership & Social Innovation (CSDLSI)

Damon A. Williams, PhD, is a scholar, leader and educator passionate about making organizations inclusive and excellent for all, creating equitable educational outcomes, and activating learning and leadership in ways that are transformative and inspiring of new possibilities. Dr. Williams is one of the nation's recognized experts in strategic diversity leadership, youth development, corporate responsibility and organizational change. He is currently Chief Catalyst for the Center for Strategic Diversity Leadership & Social Innovation (CSDLSI) and a Senior Scholar and Innovation Fellow at University of Wisconsin-Madison's Wisconsin Equity and Inclusion (Wei) Laboratory.

From 2013-2017, Dr. Williams led a $250M social impact portfolio for the world's largest youth development company, Boys and Girls Clubs of America, representing the interests of nearly four million diverse youth globally, as the Senior Vice President for Programs and Chief Education Officer. In this role, he led the national program strategy for BGCA's strategic outcome areas—academic success, good character and citizenship, and healthy lifestyles—with a focus on strengthening the daily Club experience and creating a new generation of leaders to expand the pipeline into higher education.

Prior to joining BGCA, he served for five years as Associate Vice Chancellor, Vice Provost, Chief Diversity Officer and member of the educational leadership and policy analysis faculty at the University of Wisconsin-Madison. He has authored or co-authored dozens of books, monographs and articles that have influenced thousands worldwide.

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Throughout her 40-year career, Dr. McKee has led as Chief of Student Affairs, in enrollment management and as Chief Diversity Officer at multiple institutions. Her professional experience includes supervisory oversight of multi-million-dollar program budgets and unit portfolios, supervising affirmative action processes, admissions, financial aid, student life and more. On five different occasions, she has successfully launched campus diversity offices and partnered with the president, provost, deans and faculty members to create new campus-wide diversity plans and initiatives. Dr. McKee received her PhD in Curriculum and Instruction from the University of Minnesota, and an MS from the University of Chicago.

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About the Center for Strategic Diversity Leadership & Social Innovation

The Center for Strategic Diversity Leadership and Social Innovation (CSDLSI) was founded in 2008 by Dr. Damon A. Williams. Serving as the center's Chief Catalyst, Dr. Williams is an award-winning scholar, educator, speaker, strategist, consultant and social-impact leader with over 22 years of experience working with more than 1,000 colleges and universities, corporations, nonprofit and government agencies. By leveraging evidence-based resources and best practices, validated research instruments and scales, and cutting-edge technology, the center has positioned itself to be a catalyst for change across all sectors.

CSDLSI's mission is to empower leaders, produce results and help corporations, organizations and institutions to create a more inclusive environment and community. The CSDLSI's work is guided by the principle of *Strategic Diversity Leadership*—the evidence-based approach to leading diversity, equity and inclusion centered strategy, leadership development, change management and research. The center works to strengthen organizational infrastructure and develop strategic planning capabilities by adhering to the center's principles: always begin with "why"—using questions to guide its approach when developing project methodology; apply culturally relevant approaches; and search for and curate excellence, always working to reapply the best solutions. The center achieves its goal by bringing academic credibility and a pragmatic focus to all its projects. Dr. Williams and the CSDSLI team uses design thinking to create new possibilities that can accomplish real and meaningful change in organizations and communities.

CSDLSI specializes in and offers the following services:

- **University and Organizational Research and Evaluation,** such as organizational climate and culture research, campus climate and field studies with formal written evaluations and mass survey instrument development and administration.

- **Organizational Change Management and Strategic Planning Consultation,** including leading organizational redesign and change management efforts; designing vertical and lateral diversity structures; diversity planning in higher education; chief diversity officer (CDO) role design; developing diversity accountability strategies; establishing strategic faculty and staff hiring and retention programs; and developing general education diversity distribution requirements.

- **Professional Development and Training Programs (both in-person and online)** designed to focus on capability building, strategic diversity leadership development, and diversity, equity and inclusion (DE&I) research and best practices. Each summer, the CSDLSI offers the National Inclusive Excellence Leadership Academy (NIXLA), a five-week, online, team-based training and professional coaching and development program. Some of the topics featured during the NIXLA are:

- Strategic Diversity Leadership
- The Inclusive Excellence Model
- Black Lives Matter and Generational Activism
- Unconscious Bias and Micro-Aggressions
- They Ally's Journey: From Bystander to Upstander
- Expanding Access to Higher Education
- Faculty and Staff Diversity, Recruitment and Retention Strategies and Best Practices
- Increasing Women and Underrepresented/ Minority Student participation in STEM

- Diversity Planning and Implementation
- Millennial and Generation Z Priorities
- Youth and Leadership Development
- Accountability and Incentives
- Diversity Crisis Response
- Assessing and Improving Campus Climates
- Managing Your Organizational/ Institutional Diversity Brand
- Fundraising for Diversity and Inclusion

- **Corporate and Executive Consultation and Coaching**
  - Executive Education and Coaching
  - Thought Leadership Strategy and Development
  - Leadership Development and Executive Coaching Training Program Design

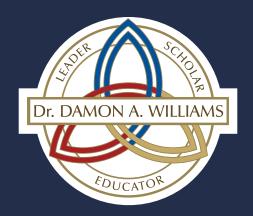Some of the CSDLSI's past and present clients and partners include:

- Agnes Scott College
- American Airlines
- American Association of Colleges of Pharmacy
- American Association of Collegiate Nurses
- American Association of Medical Colleges
- American Council of Education
- Appalachian State University
- Brooklyn Nets + BSE Global, Inc.
- Cal Poly University
- Connecticut College
- Carnegie Melon University
- FedEx Ground
- Florida Gulf Coast University
- Georgia Southern University
- Georgia State University

- Harvard University
- Kellogg Community College
- Kentucky Community & Technical College (KCTCS)
- Michigan State University
- National Black MBA Association, Inc.
- NCAA
- Oberlin College
- OHM Advisors
- Sibcy Cline Realtors
- Syracuse University
- Texas A & M University
- Texas Christian University
- TFA-South Carolina
- UC Berkeley
- University of Michigan
- University of South Georgia
- University of Georgia System

- Teach for America South Carolina
- SUNY System
- Cal State Fullerton
- Stanford University
- The College of New Jersey (TCNJ)
- University of Alabama
- University of Alabama Birmingham
- University of Denver
- University of Georgia System
- University of Kentucky
- University of Wisconsin–Platteville
- UNLV
- Whitman College
- Georgia State University
- University of Denver
- UC Berkeley

CITATIONS

Williams, D., and Wade-Golden, K. (2013). *The Chief Diversity Officer: Strategy, Structure and Change Management*. Sterling, VA: Stylus Publishing Press.

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D. Simplified List of Goals

Racial Equity Initiative and Objective:
1. ENDOW EQUITY at UVA: Dedicate funding for racial equity: • $100-150 million for *immediate* needs, • $500-650 million *in perpetuity* through a quasi-endowment • $100-150 million *collaboratively* through incentive matching funds
2. Launch the EQUITY SCORECARD: Develop a scorecard of institutional racial equity goals that are posted publicly, reviewed annually, and used in leadership performance evaluations.
3. Fund the Division for Diversity, Equity, and Inclusion: Fund and empower the DDEI so that it can fulfill its overall mission and execute or coordinate efficiently against all of these initiatives.
4. Commit to REPRESENT VIRGINIA in student body demographics: Recruit, admit and support an undergraduate population that reflects the racial and economic demographics of the state of Virginia.
5. Launch INCLUSIVE FACULTY INITIATIVE: Reform search, hiring, mentoring, promotion and retention practices and double the number of underrepresented minority faculty– currently approximately 200 out of a total faculty of 3,000–by 2030.
6. Build PATHWAYS FOR STAFF SUCCESS. Improve career development, salary equity, and hiring of historically underrepresented groups for leadership positions and contracting opportunities so that Black and Latinx Staff and Contractors benefit from job promotion and wealth building.
7. Launch the GROUNDS FOR ALL Campaign: Improve the climate at UVA by rethinking, reframing, retelling, and renaming UVA's historic landscape and also by addressing other barriers such as concerns about policing practices.
8. Provide ANTI-RACISM EDUCATION: Empower all members of the UVA community with the courage, understanding, knowledge and skills to take effective anti-racist actions and to foster a culture of belonging and inclusion.
9. REVIEW TENURE AND ACADEMIC POLICIES: Review Promotion and Tenure policies and other academic policies to ensure that they advance principles of racial equity and global best practices for inclusive excellence.
10. ENDOW CARTER G. WOODSON Institute: Build the preeminent department of African-American and African Diaspora Studies by creating an endowment for the new department and supporting its long-term growth.
11. Launch PAY OUR DEBTS Reparative Scholarship Program: Recognize the descendants of enslaved laborers who built and maintained the University by working with the Alumni Association to create scholarships for both degree and nondegree education.
12. Restore INDIGENOUS NATION'S PLATFORM: Repair relationships with Indigenous communities by creating a Center for Native American and Indigenous Studies with appropriate academic and administrative staffing and including a Tribal Liaison.