TO: The Executive Committee of the Board of Visitors:

William H. Goodwin Jr., Chair
Frank M. Conner III, Vice Chair
Frank B. Atkinson
L.D. Britt, M.D.
Kevin J. Fay
John A. Griffin
Victoria D. Harker
Barbara J. Fried – Advisor
Frank E. Genovese – Advisor
John G. Macfarlane III – Advisor

and

The Remaining Members of the Board:

Mark T. Bowles          Tammy S. Murphy
Whittington W. Clement  James V. Reyes
Helen E. Dragas         Jeffrey C. Walker
Bobbie G. Kilberg      Joe Garofalo, Faculty Member
                        Daniel T. Judge, Student Member

FROM: Susan G. Harris

SUBJECT: Minutes of the Executive Committee Meeting on November 12, 2015

The Executive Committee of the Board of Visitors of the University of Virginia met, in Open Session, at 4:00 p.m. on Thursday, November 12, 2015 in the Auditorium of the Albert & Shirley Small Special Collections Library of the Harrison Institute. William H. Goodwin Jr., Chair, presided.

Present were Frank M. Conner III, L. D. Britt, M.D., John A. Griffin, Victoria D. Harker, Barbara J. Fried, Frank E. Genovese, and John G. Macfarlane III.

Jeffrey C. Walker, Joe Garofalo, and Daniel T. Judge also attended.
Present as well were Teresa A. Sullivan, Patrick D. Hogan, Thomas C. Katsouleas, Susan Carkeek, Susan G. Harris, Richard C. Kast, David W. Martel, Marcus L. Martin, M.D., Debra D. Rinker, Nancy A. Rivers, Roscoe C. Roberts, Farnaz F. Thompson, and W. Thomas Leback.

Rector Goodwin opened the meeting and gave the floor to President Sullivan, who began her remarks by observing that diversity has been in the news and that diversity is one of the University’s core values. Supporting diversity is also pragmatic. Virginia is not yet a state where minorities are in the majority, but it will be. If the University does not recruit under-represented minorities, it will not get the best and the brightest.

Ms. Sullivan reviewed recent and current diversity initiatives. During the past week Dr. Martin and his staff held diversity dialogues that focused not on guilt, shame, or blame, but on how everyone carries stereotypes and how not to act on them. Ms. Lampkin has been asked to convene a group of students and faculty to administer a climate survey in the spring to identify diversity issues. Last week Ms. Sullivan wrote to the faculty asking if they were first generation college students themselves, and if they would be willing to meet with current first generation students. Within three days, 125 responses were received. The administration has contacted student groups with large numbers of first generation students to link the faculty with these students. The University’s Fall Fling, which is for prospective African American high school students, will be held this weekend. The University will also look for additional ways to leverage black alumni.

Ms. Sullivan explained that the generational turnover of faculty, which the University is experiencing, creates the opportunity to shape the institution’s intellectual future and to diversify the faculty. Faculty and staff diversity is important partly because it impacts the ability to recruit top students from under-represented minorities.

Last June, Ms. Sullivan invited deans to submit proposals for hiring additional tenure-track or tenured faculty members, over and above the regular hiring plans. Mr. Katsouleas reviewed 54 proposals and approved 20 joint-hire searches using the criteria below. He also approved 11 "target of opportunity" searches.

- Areas of research, scholarship, and creative work that align with the Cornerstone Plan or with school strategic plans;
- Proposals that include coordinated hires in several schools;
- Cluster hires in several schools that will build and/or reinvigorate areas of excellence; and,
- Evidence that hiring could enhance faculty diversity.
Diversity Data Comparing the University of Virginia with Other Institutions In-State and Out-of-State

Dr. Martin presented diversity data comparing the University to William & Mary (W&M); Virginia Tech (Tech); the University of Southern California, Los Angeles (UCLA); University of Michigan (Michigan); University of Pennsylvania (Penn); and the University of North Carolina at Chapel Hill (UNC). The data was from the Integrated Postsecondary Education Data System (IPEDS) for Fall 2013. It compared the percentages of minority undergraduate students, female undergraduate students, minority graduate students, female graduate students, minority staff, female staff, tenured and tenure-track minority faculty, and tenured and tenure-track female faculty. The presentation included trends for these categories at the University during the seven-year period from 2009 through 2015.

Minority Undergraduate Students: The University at 27.7% was in the middle clustered with UNC and W&M. UCLA had the highest percentage at 57.3% with Asian Americans and Hispanic Americans accounting for 49.4% of its undergraduate enrollment. Tech had the lowest percentage at 21.3%. UNC had the highest percentage of African Americans at 8.5%; UCLA had the lowest at 2.6%. The University's percentage was 6.2%.

The seven-year period data shows increases in Asian Americans, Hispanic Americans, and multi-racial minorities. The percentage of African Americans declined, but the numbers were impacted by the 2009 change in the IPEDS definition of race and ethnicity: students who may have previously listed themselves as African Americans are now being counted in the Hispanic or multi-race categories. When African Americans who identify themselves as multi-race are considered, the percentage of African American students remained level at 8%.

Admission data for first-year African American students from 2012 through 2015 shows increases in applications, offers made, and enrollments. When mixed race African Americans are counted, the percentage of first-year African Americans increased from 7.1% to 8.3%.

Female Undergraduate Students: The University has the second highest percentage at 55.6%. UNC had the highest at 58.1%, and Tech had the lowest at 41.3%.

Minority Graduate Students: The University was near the middle at 17.4%. UCLA had the highest at 36.3% with Asian Americans and Hispanic Americans making up the majority. Tech had the lowest at 14.4%. The seven-year period data shows that the percentages of Asian Americans, Hispanic Americans, and African Americans have been relatively level and that the percentage of other minorities has increased.
Female Graduate Students: The University was in the middle with 51% percent. UNC had the highest at 55.9%. Tech had the lowest at 44.3%.

Minority Staff (excluding the Medical Center): The University was near the middle at 19.7%. UCLA had the highest at 57.4% with Asian Americans and Hispanic Americans comprising the majority. Tech had the lowest at 9.5%. The seven-year period data shows that the percentage of Asian Americans, Hispanic Americans, and other minorities remained stable. While African Americans comprise most of the minority staff, the percentage of African Americans declined from just under 14% to slightly more than 12%.

Female Staff: The University’s percentage was 52%, which was the lowest. Michigan had the highest at 60.2%.

Tenured and Tenure-Track Minority Faculty: The University had the next to lowest at 14.9%. UCLA had the highest at 27.0% with Asian Americans and Hispanic Americans comprising the majority. W&M had the lowest at 11.6%. UNC had the highest percentage of African Americans at 6.5%. The University’s percentage was 3.6%. The seven-year period data shows that the number of African American faculty at the University declined. In 2009, there were 64. In 2015, there were 59. The percentages of Hispanic American, Asian American, and other minority faculty increased.

Tenured and Tenure-Track Female Faculty: The University’s percentage was 27.7%, which was the lowest. UNC had the highest at 36.6%.

Committee members asked about goals for African American faculty and requested data on minority demographics for the Commonwealth and for high school seniors, and four-year graduation rates, employment success, and graduate school acceptance rates for African American students.

Dr. Martin responded to the questions about goals and graduation rates. He would like to see African American tenured and tenure-track faculty at 70 for fall 2016 and 80 for fall 2017. Non-tenure track faculty could add another 90 to 100 individuals.

He reported that the four-year graduation rate for African American students at the University is the highest of all public institutions. Ms. Sullivan added that the graduation rate for African American students is 88% and that the rate for all students is 93%. Ms. Sullivan added that there has been a substantial increase in the grade point averages of African American students due to more intensive advising, tutoring, and study group opportunities.
Faculty Recruitment

Mr. Katsouleas reported on the University’s efforts to strengthen and diversify the faculty. The schools are working on faculty diversity plans that will be completed by the end of the year and submitted to Dr. Martin for feedback.

An analysis of the 2014-2015 data for tenured and tenure track faculty shows that 75 faculty members either left the University or retired. Of these, 54 (72%) were male and 62 (83%) were white. Of the 40 retirements, 39 were white males. No African American faculty left. Of the 93 hires for 2015-2016, males comprise 61%, females 39%, and under-represented minorities comprise 32%.

The University is implementing two new appointment strategies: cluster hires and target of opportunity hires. Cluster hires are strategic in nature, while target hires are opportunistic. The intent of cluster hires is to attract a number of new faculty in concentration areas such as resiliency in the face of environmental change. Cluster hires attract people who want to work with the other individuals in the group. Target of opportunity hires go after individuals who the schools have determined would add value to the University.

In addition to cluster hires and target of opportunity hires, the University now has a template for joint hires, which is an appointment strategy that creates opportunities for schools to share faculty. For example, a faculty member could have an expertise that would benefit the curriculum in both the Curry School of Education and the Frank Batten School of Leadership and Public Policy.

The meeting concluded with the Rector requesting that more definite plans be presented at the next meeting and that a progress assessment of achievement be presented at the first meeting next fall. Committee members requested that they be given the data before the next meeting so that they can determine if it meets their expectations; that it include comparative data using Virginia demographics and the Virginia high school graduate pool; that the data be broken down by school and by department; and research on best practices be included in the information.

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On motion, the meeting was adjourned at 4:50 p.m.

SGH:wtl
These minutes have been posted to the University of Virginia Board of Visitors website.
http://www.virginia.edu/bov/executivecommitteeminutes.html