

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

**Summary of Recommendations**

**Recruitment and Retention of Black Faculty**

Recommendation 1:

Provision of incentives to academic units to promote the hiring of Black faculty

Objective:

To increase the number of Black instructional faculty in all schools and departments by maintaining a University pool of faculty positions to be allocated to academic units that successfully recruit Black scholars.

Recommendation 2:

Enhancement of efforts to recruit Black faculty members

Objective:

To increase the number of Black faculty candidates interested in the University of Virginia by all departments and schools undertaking more aggressive and innovative recruitment efforts.

Recommendation 3:

Improved monitoring of and accountability for affirmative-action faculty-recruitment efforts

Objective:

To develop a mechanism to ensure that active measures are being undertaken by all divisions of the University to attract Black faculty members.

Recommendation 4:

Enhancement of efforts to retain Black faculty

Objective:

To retain Black faculty members who have been successfully recruited.

Recommendation 5:

Expansion of the number of Black graduate students at the University of Virginia

Objective:

To increase the number of Black graduate students who attended the University of Virginia in all fields.

Recommendation 6:

Enhancement of activities to increase the interest of Black students in attending the University of Virginia

Objective:

To increase the number of Black students attending the University of Virginia.

Recommendation 7:

Development of sustained links between the University and target public school systems

Objective:

To increase the pool of Black students in Virginia who wish to attend college in general and the University of Virginia in particular and to enhance the academic preparation of those students.

Recommendation 8:

Enhancement of financial aid for Black students

Objective:

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

Recommendation 9:

Enhancement of efforts to retain and graduate Black students

Objective:

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

## Retention Recommendations from the "Muddy Floor" Report

June 1996

Main emphasis of report:

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

Recommendations include:

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

Ronda M. Bryant

December 13, 2003

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

**Summary of Recommendations**

**Leadership**

- Make loan lines available to departments to promote the hiring of women and minorities at all levels. Enable departments to use loan lines until appointees leave. Make loan lines available in the Health System as well as in the Provost's area. Publicize the loan lines more aggressively to deans and department chairs.
- Add a component measuring "commitment to equal opportunity" to the recruitment and annual evaluation of all University personnel who have hiring authority. At each level of authority within the institution, persons should be held accountable for their records of accomplishment in hiring/retention, salary equity, and climate.
- Ensure that women faculty and staff can meet and talk confidentially at least once each year. The director of the Office of Equal Opportunity Programs, or her or his designee, will convene these sessions in all areas of the University. The aim of these sessions will be to assess informally the institution's climate for women.
- Require the vice presidents, deans, and department and major unit heads to attend training sessions regarding hiring/retention, salary equity, sexual and other illegal harassment, and climate issues.
- Issue public reports annually on institutional progress toward gender equity.
- Articulate vision and goals regarding women and diversity at the first large meeting of school or department faculty and/or staff held each academic year.
- Include in annual reports assessments of gender climate, representation of women, and salary equity, and set forth in the annual reports goals in these areas for future years.
- Appoint a new standing committee to consult with, counsel, and inform the president and other University officials on gender climate, gender equity, and women's issues, and to help monitor and assess implementation of this action plan.

**Education**

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

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

**Community: Work/Life Issues**

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

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

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

**Summary of Recommendations**

**Community Roundtable**

Recommendations:

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

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

**Curriculum and Pedagogy Roundtable**

Recommendations:

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

**Government and Leadership Roundtable**

Recommendations:

- Leadership in Hiring, Promotion, and Retention – U.Va. must preserve and enhance its own competitiveness in the national market for top-ranked faculty and academic leaders. As a part of this competitive posture, the University needs more women and minorities in its leadership “pipeline,” particularly in academic programs, in order that rising young leaders may be appropriately nurtured and a more diverse leadership pool can be developed from within. The University also needs to become known as an environment friendly to diverse hires from outside. To these ends we recommend:
  - Increase the representation and visibility of women and minorities in positions of governance, including in senior administrative and academic positions.
  - Because we want to hire and retain only the best faculty and administrators, we recommend the following:
    1. Strengthen the loan line initiative and simplify it. Enable departments to use loan lines until appointees leave. Make loan lines available in the Health System as well as in the Provost’s area. Publicize the loan lines more aggressively to deans and department chairs as means of ensuring greater diversity in schools and departments through strategic hiring and retention.
    2. Resurrect the University’s home mortgage loan program and expand it to be available not only to academic, tenure-track faculty but also to general faculty and administrators.
    3. Expand and subsidize U.Va.’s childcare programs so that they are an economically viable option for low-paid staff and junior faculty.
    4. Create healthcare benefits for nonspousal partners.
  - At all levels, create and/or strengthen mentorship programs for women and minorities for faculty and staff, to ensure that both under-represented groups are afforded equality of opportunity to advance.
  - Assess and publish annually the data on the institution’s progress in hiring and retention, comparing the hiring and retention of women and minorities to that of [their] white male

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

### **Policy, Procedures, and Practice Roundtables**

#### Recommendations:

- Provide incentives and rewards, both financial and other, for schools and other administrative units of the University where faculty, staff and student populations reflect a diverse mix of individuals.
- Allocate additional resources to the Provost's faculty loan lines to serve as an incentive and to provide financial support to the schools for recruitment of outstanding minority faculty.
- Provide mentoring and support programs for junior faculty to enhance research skills, with the goal of achieving excellence in academic careers among a diverse faculty mix.
- Provide guidance and encouragement for schools to revise tenure policies to recognize that a diverse faculty may have career life patterns that are not accommodated by current schedules that were established in an earlier era where a more homogeneous mix was accepted.
- Explore the concept of "growing our own" senior faculty and administrators through careful recruitment, mentoring, and other career-enhancing mechanisms to foster long-term career success of a diverse workforce.
- Require that all leadership recruitments and appointments (deans and other high level positions) not be passively supportive of diversity efforts, but to have shown demonstrated leadership and commitment in their previous positions.
- Require that all hiring processes include significant qualified minority applicants in their pools, possibly necessitating an alteration in current recruitment processes.
- Recognize that longstanding University traditions and lifestyles are by their very nature exclusionary, and serve as barriers to becoming a truly democratic and diverse institution; these include fraternities, sororities and other societies and organizations.
- Explore options to recruit, retain, and educate students of diverse origins in a collegial way.
- Find means to continue to attract high quality minority students and to develop recruitment programs that encourage their attendance at U.Va.;
- Continue to support curricular developments of interest to a diverse pool of students;
- Support programs which encourage students to live, work and recreate together across cultural, gender and racial lines.

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

**Summary of Recommendations**

**Academic Faculty**

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

**General Faculty**

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

### **Classified Staff**

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

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

### **Suggested Approaches to Major Challenges**

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

## **Transformational Ideas**

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