

# Amplify

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UNIVERSITY  
of  
VIRGINIA

Division for Diversity,  
Equity, and Inclusion

# WELCOME.

Welcome to the inaugural edition of *Amplify*, a publication from the Division for Diversity, Equity, and Inclusion at the University of Virginia.

In the pages ahead, you'll read about the important work happening here — in the classroom, in our labs, across our divisions and departments, and throughout the Charlottesville/Albemarle communities.

*Amplify* is dedicated to sharing these narratives by highlighting students, alumni, faculty, staff, and community partners. In each issue, you'll get a glimpse of people, initiatives, and spaces that all play an important role in advancing diversity, equity, inclusion, and community partnerships at UVA.

In sharing the stories of our present, we must also pay respect to the past. We acknowledge that the land that we live, learn, and work on was the traditional territory of the Monacan Indian Nation, and we pay respect to their elders. We also honor and pay respect to the enslaved people who built and who labored at the University of Virginia, and their ancestors.

At the beginning of each issue, we'll ask a difference-maker within our university or local community to set the tone. I can't think of a better person to kick off this inaugural issue than a dedicated diversity champion, Associate Dean of Students, and Director of Multicultural Student Services, Vicki Gist.



Vice President for Diversity, Equity, Inclusion, and Community Partnerships  
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# HELLO!

I am honored to greet you in this inaugural edition of *Amplify*. This is truly an exciting time to be a part of the challenging, but necessary, work of confronting our past and forging a new path for access, inclusion, and belonging at UVA. Today, more than any other time in my 19 years here, there are dedicated efforts in nearly every branch of the University to mold our community into one where all faculty, staff, and students have full opportunity to flourish. We have a thriving league of industrious DEI professionals working daily to enact this change. The establishment of the Equity Center at UVA, the launch of the University's Inclusive Excellence framework, and the report and recommendations of the Racial Equity Task Force are just a few examples of current endeavors to redress longstanding inequities on Grounds and within the community. These measures are not only powerful because they are long overdue, but also because they emphasize accountability as a key component of our path forward, which gives hope to an old-timer like me that **this time it's for real.**

In my area of the University – Student Affairs – I take great joy in contributing to the University's DEI mission. As Associate Dean of Students, I advise the Office of the Dean of Students on diversity and inclusion matters related to the student experience and lead support initiatives for students who have been historically neglected and underrepresented.



*Vicki S. J.*

Associate Dean of Students  
Director, Multicultural Stud  
University of Virginia



This includes oversight of the Multicultural Student Center, LGBTQ Center, Latinx Student Center, and the Interfaith Student Center. My team (shout out to Jannatul, Alex, Alisa, and Erik) strives to provide culturally relevant support services to students, honoring the ways in which they identify while propelling them to take ownership of their UVA experience. I also provide oversight for Fraternity and Sorority Life at UVA, which has its own systemic issues and barriers to address. While this is a recent addition to my portfolio, I look forward to tackling some of the longstanding issues of diversity and inclusion in this space, and to illuminating the valuable contributions of our multicultural and historically Black Greek letter organizations.

Regardless of what space we occupy at UVA, we all have a role to play in bringing us closer toward the vision of an inclusive working, learning, and living environment for all members of our community. We must move beyond words, and focus on actions, demonstrating our commitment through prioritizing diversity, equity, and inclusion in all that we do. In other words, **don't just talk about it, BE about it.**

I hope you enjoy the first issue of *Amplify* and draw inspiration from the wonderful work happening across Grounds and in the community. I also invite you to check out the upcoming programs coordinated by Multicultural Student Services which are posted regularly on our Facebook and Instagram (@mss\_uva) pages.

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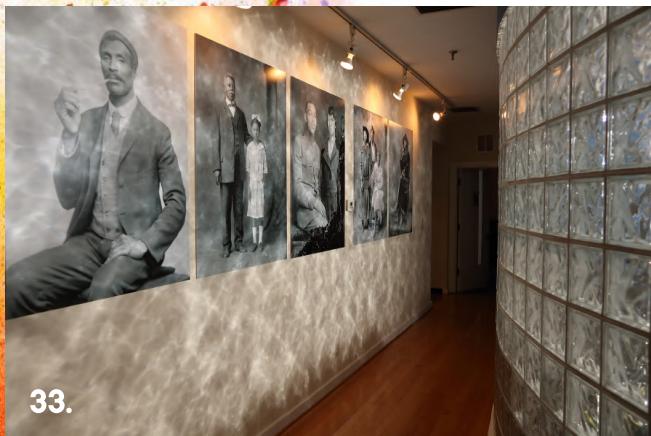
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# READER, WRITER, TEACHER, GARDENER, SEAMSTRESS, CONTRARIAN. PROFESSOR.

***Deborah McDowell: A Profile in Persistence***

**by Erin O'Hare**



# D

EBORAH McDowell's mother loved to tell the story of her first-born child and only daughter's first day of school. Young Deborah insisted on wearing her red flannel Easter coat for her inaugural walk to school in the Pipe Shop neighborhood of Bessemer, Alabama. "Honey, it's *hot*," the girl's mother said. It was no weather for long sleeves or layers, never mind a flannel coat. At that, Deborah hurled herself to the floor and howled and rolled around until the red coat appeared.

Deborah—now Professor McDowell to most, "Debbie" to others, and "Professor McD," or just simply "McD" to many of her students-turned scholars—laughs brightly as she recalls the story, claiming that she herself has no memory of the event, just her mother's story. "I marched down the street in 90-degree weather in a red flannel coat, because that's what I wanted to wear!"

McDowell's mother knew her daughter—and her persistence—well, and likely could have predicted such an event. "My mother, who loved me, would often say of me, and to others in my presence, 'Please, do not get in her way. She is like a dog with a bone.'"



More than 60 years later, McDowell's persistence, well, persists. She's dressed fabulously for school every day since that first one, and when it comes to education—her own and that of others—she is indeed like a dog with a bone, always getting past the people who try (and fail) to get in her way.

And thank goodness, her fellow scholars say, because the fields of African American literature, African American Studies, African Studies, and Africana Studies—and their influence on intellectual, social, and political pursuits beyond the ivory tower—would not be what they are without McDowell, who has also worked tirelessly to broaden and deepen the influence of the Carter G. Woodson Institute for African-American and African Studies, where she served as director from 2008-2021.

After earning a bachelor's degree in literature at Tuskegee University 1972, McDowell, who was the first member of her family to attend college, went on to graduate work at Purdue University. It was the early 1970s, just after the Civil Rights Movement, and at the time, "there were very few institutions offering African American lit as a staple of their curriculum," says McDowell. A 20th century American poetry course might have dedicated one day to Langston Hughes, and that was it.

McDowell had to petition her department to allow her to do one of her PhD exams in the area of African American literature. As she prepared for this exam, she discovered that very few books by African American authors—particularly African American women authors—were in print in affordable editions.

"Well, that's odd," she thought.

"We needed books that were in affordable editions that could be taught," she says, and a few years after finishing her PhD in 1979 (she wrote her dissertation on women novelists of the Harlem Renaissance), McDowell persuaded Beacon Press to sponsor the Black Women Writers series, which she inaugurated, a series devoted to reprinting out-of-print works by African American women writers such as Octavia Butler, Alice Childress, Gayl Jones, and Ann Petry. She brought back into print fourteen titles in all.

This is just one of the ways she "has made an indelible mark in literary studies as a Black Feminist scholar," says Tera Hunter, professor of history and African American studies at Princeton University who specializes in labor, gender, race, and Southern history. "She is a central figure among a group of literary critics who recovered long-neglected texts written by Black women that had been out of print for decades, restoring them to their rightful place in the pantheon of American literature."

**"THERE'S SOMETHING ABOUT BEING A CHILD OF THE WORKING POOR WHERE, YOU KIND OF DON'T KNOW WHAT YOU CAN AND CAN'T DO, BECAUSE YOU OFTEN HAVE FEW MODELS OR ANY PRECEDENTS, SO I BEGAN THINKING—AND THIS HAS BECOME A MANTRA OF MY CAREER: WHAT IS NEEDED? WHAT DO WE NEED, AND HOW CAN I HELP TO MEET THAT NEED?"**

Around that same time, McDowell began work on the first-ever *Norton Anthology of African American Literature*, co-edited by Henry Louis Gates, Jr. and the late Nellie McKay. McDowell and the nine period editors spent ten years working on the anthology, which was first published in 1997 and is now in its fourth edition. It is one of the most, if not the most, popular anthologies used in college-level African American literary survey courses, and its vast offerings cover works from 1746 to the present day and include spirituals and work songs, sermons, short stories, poems, essays, hip-hop lyrics, and more.

McDowell has edited or co-edited a variety of other books and scholarly editions during her career, including *Slavery and the Literary Imagination* (with Arnold Rampersad), *The Changing Same: Black Women's Literature, Criticism, and Theory* (1994), and *Leaving Pipe Shop: Memories of Kin* (1997), a memoir/community history of her birthplace, Bessemer, Alabama. Whether she's writing a scholarly essay or a memoir, "Debbie is a brilliant and elegant thinker and writer," says Hunter. "She has a way with language and storytelling that is rooted in the vernacular traditions of Southern African American culture. And she also lucidly translates social and literary theory to unearth the opaque elements of complex texts in the best ways."

McDowell enjoyed teaching and publishing, and like many academics, she says she first regarded administrative work as "the dark side." As she rose to eminence for her scholarship, she refused any sort of administrative opportunities that came her way... that is, until she was nominated to lead the Woodson Institute in 2008. There, McDowell discovered that not only could she do administrative work, but she also liked it. And she's turned out to be exceptionally good at it.

She is one of “a coveted cadre of Black Studies scholars who came of age as intellectuals in the decades following the Civil Rights Movement and have dedicated their careers to Black institution building,” says La TaSha Levy, a Black Studies scholar and assistant professor in the department of American ethnic studies at the University of Washington who earned a B.A. in African American and African Studies from Woodson.



*Photo by Dan Addison, University Communications*

**“IT’S IMPORTANT TO RECOGNIZE THAT INSTITUTION BUILDING IS ALSO AN INTELLECTUAL PROJECT AND COMMITMENT. SHE’S BEEN ABLE TO BUILD ON THE PROGRAM OF HER PREDECESSORS AND EXPAND THE WOODSON INSTITUTE’S REACH AS A DEPARTMENT WITH LIMITED RESOURCES. UNDER HER LEADERSHIP, THE INSTITUTE HAS DEVELOPED A MUCH WIDER COMMUNITY NETWORK AND SERVES A CRITICAL MASS OF SCHOLARS WORKING IN BLACK STUDIES AND AFRICAN STUDIES.” - LA TASHA LEVY**

**N**AMED for Carter G. Woodson, a Buckingham, Virginia native whose parents were formerly enslaved, and who was just the second African American to receive a doctorate from Harvard (in 1912), the Woodson Institute was founded at UVA in 1981. As the Institute's website says, "Woodson was instrumental in bringing professional recognition to the study of African-American history during a period when most historians held the opinion that African Americans were a people without history." His work extended outside of the academy, too: His leadership led to the first celebration of Negro History Week, now Black History Month.

The Institute's founding director, historian Armstead L. Robinson, took a two-pronged approach to his post: to boost the teaching and research of African American Studies in schools and departments throughout UVA and to develop an African American Studies research center that would draw prominent scholars from all over to Grounds to deepen and broaden the knowledge among students and faculty alike.

**M**CDO WELL, who followed Robinson's successor Reginald Butler as director, has committed herself to honoring and extending their vision, and she's done it justice and then some. "Throughout her tenure at Woodson, Deborah has worked tirelessly to increase faculty diversity, promote inclusion and collaboration on programmatic and institutional levels, and enhance the Institute's outreach to the wider community," wrote Religious Studies professor and former Woodson associate director Cindy Hoehler-Fatton in a 2018 letter recommending McDowell for the Elizabeth Zintl Leadership Award via UVA's Women's Center. "Against many odds, Deborah persevered. She laid the foundation for African American and African Studies to achieve departmental status, which it gained [in spring 2017], with the welcome support of the dean [Ian Baucom]."

When McDowell started leading Woodson, the ranks of its fellowship program—one of the Institute's signature programs since its inception—had been thin for years, hosting only a handful of fellows on Grounds for one-year residencies. "I thought, 'three fellows do not a program make,'" says McDowell, especially when building an intellectual community. She lobbied to increase the number to 12—eight pre-doctoral and four post-doctoral—fellows, and eventually increased the appointment from one year to two. The program now hosts 16 fellows, increasing the number of post-doctoral fellows from three to six.

Along with her English department colleague Marlon Ross, she developed a workshop component to the fellowship, where fellows received feedback and input on book chapters and articles from a senior scholar working in or near their area of study.





**Minor Hall, which houses the Carter G. Woodson Institute; Photo by Dan Addison, University Communications**

WOODSON also needed faculty. When McDowell became director, the Institute had three faculty members, all of whom split their teaching loads between Woodson and another department. “Three people don’t make a department. I wanted to hire people,” she says, noting that she was met with a lot of resistance from some people along the way. But these folks also learned not to get in McDowell’s way. She had chaired various hiring committees in the prestigious English department, so she knew what she was doing. Because Woodson was a program and not a department, she had to hire faculty initially in conjunction with other departments. These joint appointments helped expand the undergraduate curriculum while strengthening the fellowship program and building toward departmental status.

McDowell also wanted Woodson to be involved with academic research and publication, and from 2009 to 2013, the Institute hosted a major annual symposium, the first of which, “The Problem of Punishment,” brought together for the first time many of the names that are now associated with research on carceral studies, including Michelle Alexander, author of *The New Jim Crow*, and the legendary Angela Y. Davis, author of *Are Prisons Obsolete?*, among other books. McDowell edited the papers from that symposium with Claudrena Harold and Juan Battle as *The Punitive Turn: New Approaches to Race and Incarceration*, published in 2013.

McDowell has ensured that Woodson's pursuits are not purely academic, but community-based as well, including its "Currents in Conversation" series, which is designed to explore issues and topics dominating the headlines, airwaves, and social media platforms with implications for the study of race. These fora are not only open to the public but also posted to YouTube so that anyone with an internet connection can engage in the conversation and benefit from the important work of scholars who participate. Tressie McMillan Cottom, a sociologist (and MacArthur Genius Grant recipient) anchored the "Race, Wealth, and College Admissions" panel while still a graduate student working on the dissertation that became her book *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy*.

# "OUR MISSION IS THE MISSION"

"Our mission is the mission of educating," says McDowell of the Woodson Institute, "so, I think we do quite a bit, because Africana Studies, as an intellectual formation, emerges to confront, to address, and in many ways, to correct, the gaps as well as the myths and distortions in much that passes for education, including in U.S. institutions of higher learning." For instance, after the neo-Nazi-organized Unite the Right rally in Charlottesville in August 2017, cries of "This is not who we are!" from across the U.S. likely came out of ignorance. Because yes, it is who we are, says McDowell. "Are you aware that Nazism learned from Jim Crow segregation? It wasn't the other way around.' [...] It so happens that before the Alt-Right Rally of 2017, McDowell had been working with Woodson special assistant James Perla, UVA undergraduates, and students from local high schools on "The Illusion of Progress: Charlottesville's Roots in White Supremacy," a story map designed to educate onlookers, activists, and curious citizens about the roots of white supremacy locally and beyond. "That's some of the educating we do," she says, acknowledging that oftentimes, educating on such a large scale takes time, in large part because learning often takes people to uncomfortable places. As she says, "The world will come along when it comes along."

That sort of education also takes effort, an effort that has included work with students in teachers in Charlottesville's local public high schools, who participated in the "Citizen Justice Initiative" that she coordinated with Perla.

"Prior to the [COVID-19] pandemic, if you were to walk past the front of Minor Hall at night, long after everyone else had gone home, Deborah's office light would be on. When you peered in the window, you would see her typing away at her computer, possibly finishing up comments on a Woodson fellow's book chapter, drafting a proposal to submit to the Dean's Office, answering faculty emails, or completing some report on behalf of the College and Graduate School of Arts & Sciences," says Hoehler-Fatton.

Despite subtle and not-so-subtle attempts in the past to marginalize [Woodson]," Hoehler-Fatton adds, African and African American Studies have a place, both physical and intellectual, on Central Grounds.

# ON OF EDUCATING."

"McD was able to cultivate a vibrant institute in ways that had not been seen before at UVA. And it did not come without a struggle," says Levy. "People don't understand what it takes to protect, defend, and fortify African American Studies. She had to overcome much resistance, including mischaracterizations, distortions, and insubordination. The reality is, Black excellence is threatening, particularly when it is demonstrated by a Black woman. I witnessed some of her struggles behind closed doors, and it's maddening. What many people may not know or understand is that McD will give her last to support students (undergraduate and graduate), even students she does not know personally, and she does it anonymously. I watched her find resources for students facing a myriad of challenges, and she pulled together resources, opportunity, or gave it from her own pockets, and the student has no idea. She has served as a guardian angel for many—without acknowledgment or fanfare. She is selfless. I'm sure she will hate that I even mentioned any of this, but her generosity is remarkable, and it should be noted."

Thabiti Willis knows this from personal experience.

"Thank God for Deborah McDowell," says Willis, a professor of Africana Studies in the history department at Carleton College and a recent Mellon Grant recipient. Turning down a tenure-track appointment at a small liberal arts college in New Jersey to spend two years as a Woodson fellow changed the trajectory of his life and career.

**A**T Woodson, Willis had the time, the space, and the support to take his book manuscript through a level of drafting and continued to work on it at Carleton. That book, *Masquerading Politics: Kinship, Gender, and Ethnicity in a Yoruba Town*, was published in 2018 and received the Chief Isaac Oluwole Delano Book Prize in Yoruba Studies, which honors the best scholarship over the last three years on the study of the Yoruba people of Nigeria and their cultural influence. In the summer between his first and second years at Woodson, Willis developed an interest in Arab hip-hop, and with modest monetary support from Woodson, looked into what race and the African diaspora looks like in the Middle East, in places that were not colonized by white Europeans. While traveling to West Africa to finish his book manuscript, he traveled to the Middle East, visited museums, researched, and observed. He then developed an interest in how Black people are depicted in Middle Eastern art, and that led him to look into the history and memory of pearlning, which in turn led him to a multi-year research project, “Slaves and Singers: Race, Work, and Heritage in a Gulf Country,” for which Willis received a \$300,000 Mellon New Directions Fellowship grant. In addition to the money, McDowell’s support “built within me the confidence that I have something to say here,” says Willis, who has received some pushback from his colleagues over his hip-hop and pearlning studies. “Thank God for Deborah McDowell, who believed in me just enough.”

McDowell isn’t just a fantastic scholar and institution-builder, she’s also an extraordinary teacher. Levy remembers talking with McDowell about a student who was failing her class. “McD asked me to invite the student to a conversation to see what might be going on. She asked me to give the student some grace and the benefit of the doubt and to consider alternatives to failing the student after probing a little more: The student ended up sharing that their mother was battling a chronic illness. Of course, I had no idea, and McD reminded me that there is usually more to the story—and to lean towards grace when dealing with 19–20-year-olds. She continues to be my teacher.”



Photo by Tom Cogill

But don’t get the wrong idea—kindness is not always so soft, and McDowell takes education seriously. Recently, some of her former students reminisced on Twitter about a day when McDowell, upon discovering that no one in the class had done the reading, packed up her things and on her way out of the room, told them to let her know when they were ready to do education. McDowell, who is highly active on Twitter (her own bio serving as inspiration for the title of this article,) weighed in and stood by her decision, much to her former students’ delight.

McDowell knows that Woodson will change when she steps down as director, but she is betting on its changing for the better, confident that her successor will see to that. “Who knows how the pandemic will change funding for higher ed?” she says, but she’s glad that the new director, Robert Trent Vinson, will have the benefit of beginning his term with a recently-announced \$16 million investment from the University.

As much as her scholarship and institution-building has influenced countless people all over the world, McDowell means as much, perhaps even more, to those she holds dear. "When Debbie is on your side, you know someone truly has your back," says Hunter. "Debbie is fun and funny. She is a fabulous cook and the most gracious host," she adds. "Parties at her house are legion. She is the kind of person who finds a way to relate to everyone. I still enjoy coming to Charlottesville because Debbie is there. I know that I will have great meals, be inspired by our conversations, and nurture my (aspirational) creative side with visits to local fabric stores." Yes, fabric stores—in addition to everything else she does, McDowell is a talented seamstress and makes most of her own (very spectacular) clothes.

## "LOOK, I EXPECT TO BE TAKEN TO THE CREMATORIUM IN MY HEELS," MCDOWELL SAYS, LAUGHING. "AND IF I CAN'T, TO ME, THAT WOULD BE A TRAGEDY. BECAUSE WHEN I GET GUSSIED UP, I JUST FEEL DIFFERENT, YOU KNOW?"

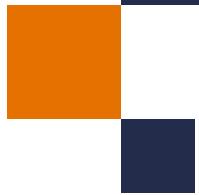
She's forever rejected the notion that academic women who are invested in their appearance cannot be taken seriously. She loves wearing colorful jackets and blouses and dresses with interesting necklines. She loves to wear bright beads and bangles against a stylish black ensemble. She dresses to her moods, and she dresses for herself. If she wants to wear rhinestone earrings to class, she wears them. She wears velvet in the daytime. She's worn a red flannel coat on a 90-degree day in Alabama.

"Look at all of this beauty and abundance in life, is the way I look at it," she says. "So much of living is hardship. I've had quite a bit of hardship and tremendous loss in my life. So, trying to find out what can motivate you to get up and give the world your best possible face, even in the face of trial."

McDowell learned this from her paternal grandmother, Viola, who McDowell says always dressed to the nines and "was deeply invested in the power of learning." Viola left her two young children with their grandmother in Alabama and traveled to West Virginia to pursue a practical nursing degree. When she returned to Alabama and faced job discrimination, she set herself up as a nurse who specialized in caring for wealthy white women post-partum, while also using her earnings to bring her nieces and nephews—one by one—from rural Alabama to receive a slightly better education. Viola was the first person to tell McDowell that if she wanted to make anything of herself, she'd have to leave Pipe Shop. McDowell did indeed leave Pipe Shop, and she is proud not just of the educational institution she's built for many, but of the life she's made for herself.

"Pipe Shop was this community named for an industrial plant, and what is the need? The need is for us to be able to care for ourselves. [My grandmother] thought there was a need for beauty. She thought there was a need for, as she would put it, nice things," says McDowell from her home office full of books and art and framed snapshots, touching her bright beaded necklace as she remembers her grandmother's words. "I've never lost that. One must do hard work, but also be surrounded by beauty."





## **Q&A: NEW DIRECTOR OF THE CARTER G. WOODSON INSTITUTE AIMS TO EXPAND ITS INFLUENCE**

**Originally published in UVA Today, by Russ Bahorsky, rsb5x@virginia.edu.**

Four decades after it was founded as a center for African-American and African studies on Grounds, the University of Virginia's Carter G. Woodson Institute is gearing up to celebrate its 40th anniversary with its new director and chair.

On Aug. 25, Professor of African and African American studies Robert Trent Vinson officially became the Woodson's newest leader. A former professor of history and Africana studies at the College of William & Mary; current president of the Association for the Study of the Worldwide African Diaspora, the premier scholarly organization for scholars of African and African-diaspora studies; and a former Woodson fellow, Vinson has ambitious plans to give one of the nation's leading centers for Black studies an even more prominent place on the world stage and in the local community.

UVA Today spoke with Vinson about the plans to celebrate the Woodson Institute's past and his vision for its future.

### **Q. What attracted you to the leadership position with the Woodson?**

That's an easy question! So, I was actually a scholar in residence at the Woodson Institute, finishing up my dissertation at Howard University in the 1998-99 academic year, and it was one of the best years of my life. From that point on, I've felt a close connection with the Woodson. When I walk into Minor Hall, it brings me back to 1998 and the fellowship that I had with those graduate students, many of whom are still very close friends.

The Woodson name also played a part. Carter G. Woodson was a giant in African American history and education, and that was a big draw, but the intellectual community of the Woodson planted the seed. When the opportunity was there to come back, it was an easy call. This is one of the premier institutions of African and African-diaspora studies in the world, and being asked to direct it is the highest possible honor.

## **Q. As the newest director, what's your vision for the future of Woodson community?**

My vision is to continue the growth we've had, especially under the leadership of my predecessor, Deborah McDowell. The Woodson started with a mandate to expand African American studies across Grounds and to establish the first program of African American studies in Virginia. Over the past 40 years, we've expanded that vision to become a department; we've expanded our faculty and we've expanded our thematic focus to include African and African diaspora studies.

My vision for the Woodson is to continue that trajectory and to be truly global in how we think about Black studies – in who we hire, in the courses we teach, in the fellows that we invite to be part of our community, and in the books that we produce. I want to continue to grow our faculty, to continue to develop our curriculum offerings in African and African diaspora history and studies, and to expand our language programs – right now we have Swahili, and we want to expand to consider including others.

I also want to expand our study-abroad programming, which we already have in Cape Town and Ghana, but I want to continue to expand that into different parts of the Black world. So that's my mission for curriculum and research, but I also want our students to have opportunities to experience the Black world in a global sense through classes and study-abroad programs, but also through ongoing local community initiatives and partnerships that we have that allow our students to not only be global, but also to be local.

I also want to be sure that we provide students with a supportive space, because we're not just researchers and teachers; we're human beings. So, part of that vision is to build our community, to take care of each other, to recognize the humanity in each other and to provide a space where we can be our best selves and thus be able to do our best work.

Black studies as a discipline is different from just about any other academic discipline, in the sense that it's founded on activism. It was students in the 1960s, who were coming into university spaces and saying that it's not just enough for us to make up the numbers and to be on the margins. We want to see ourselves represented. So, Black studies must speak to the needs of students, particularly those who still don't see themselves represented on Grounds or in the classes they're taking.

## **Q. Expanding on that vision, what are your thoughts on growing the reputation of the Woodson internationally?**

The Woodson is certainly well known in the United States as one of the leading centers of African and African diaspora studies, and I want to continue to grow our global imprint so that folks in Africa, South America, the Caribbean and Europe know more about us, too. I think we're making strides, and that's reflected in the scholarship that we do and where our fellows are coming from. In our current cohort, for instance, we have scholars from Zimbabwe, Brazil and different parts of the Black world, and as we continue to expand where our fellows are coming from, it also expands our reputation.

We also want to expand and enhance that reputation locally. We want to be sure that we're not so forward-looking that we lose sight of what's right in front of us. Often there's an uneasy tension between universities and local Black communities who don't quite feel that the university is a space for them to access or to engage with, but the Woodson has a history of being involved in local history initiatives, like, for instance, our work with the Holsinger Collection – the work of Rufus Holsinger, who photographed Black people in the Charlottesville area during the Jim Crow era in a way that presented them with dignity and with pride and with ambition and hope. We did the initial work of excavating those photographs and exhibiting them.

We also work with the Morven summer program. The Morven site has been many things over the years, including a plantation, but now it's now an educational space to recover and disseminate local African American histories. So, we're partnering with them to have a co-taught course that our students will take advantage of and that will allow them to interact with local Black communities.

So we want to continue to build those local relationships. We don't want to lose sight of the fact that there are people all around us who may be, and should be, interested in what we do ... if only we reach out and meet them on level ground.

## **Q. What are your research interests, and how will they inform the work you'll do with the Woodson?**

My work is focused primarily on 20th-century South African history. But the work does not look at just South Africa and how scholars have traditionally thought and written about South Africa – as if it were a sort of a nation-bounded container.

My first book was on the impact of African Americans and Afro-Caribbean people, particularly Marcus Garvey in South Africa, and what Black South Africans did with the imagery and ideas of African Americans. My work connects the histories of Black South Africans, Afro-Caribbeans and African Americans to show that they all had localized struggles, but also connections on a global level that suggest there are enough similarities in those localized struggles that there is a reason to come together and to seek partnership. So, much of my work is about navigating that tension between paying attention to specificities of the local, but also understanding that, historically, Black people have looked at the global for inspiration.

And so that research is about how Black people around the world have seen themselves not just as members of local communities, but as members of a larger global community, and so one thing we'll be doing is changing the name of the Woodson Institute for African-American and African Studies to more explicitly recognize that the Black world is larger than just Africa and the African American diaspora.

## **Q. What are you most looking forward to in your first year as director of the Woodson?**

The biggest thing is just being on Grounds, seeing my colleagues in person, bumping into them in Minor Hall, making new connections and making new friends.

Meeting my fellow chairs and directors has been wonderful, too – getting to know them and why they chose leadership paths. It's interesting to think about why people take on leadership roles, and I enjoy meeting people who have a sense of a larger collective purpose, who think outside of themselves and who know that their research is important and that their teaching is important, but also that there are other aspects of service. For me, I've done my scholarship, and I will continue to do my scholarship. It's important, but it has to be about something more than me, and long after I'm off the scene, I want the Woodson as an institution to still be here and to be even bigger and better.

I also really value the mentorship part. Students and fellows ask questions that they don't know the answers to simply because they haven't been through the same process I've been through, and I'm hoping to share insights based on my own experience. I find that really gratifying. You're investing in people and saying, "I'm making myself available to you. If you have questions, if you have something that you need, I'm in a position that I can help either by virtue of my position as director or simply by the fact that I've been a professor for the last 20 or so years, and I've picked up a few things along the way."

**Q. This is the 40th anniversary of the Woodson. How is the Woodson celebrating that milestone?**

We'll be making an announcement about our anniversary celebration soon, but I can say that it's going to be a virtual event on Dec. 9 featuring a performance by the a capella group Sweet Honey in the Rock. It's still kind of tricky to gather on Grounds, so we decided not to make this an in-person event, but we hope that will give more people the opportunity to participate.

**Q. What have you learned about the Woodson community in your first weeks as director?**

First of all, I understand that I have a steep learning curve. Every new chair or director has a steep learning curve, and your job is to climb that mountain as quickly as possible. Part of that is asking a lot of questions. In the process of asking those questions, I've learned a lot about how the institution runs, how people tend to work, what's important and what's not important.

That has been enjoyable – learning more and more and seeing what's possible – but I'm seeing that it's important to get the basics right, to leave in place 90% of what Deborah McDowell did because she was fabulous in the role.

Over her long, distinguished tenure leading the Woodson, Deborah operated in the spirit of the possible – making the most out of every opportunity, keeping her eyes on the prize, and supporting people and investing in each individual's potential.

So, the first thing is to keep the trains moving down the track because the momentum is already there. We've got 40 years of good momentum. Then we can figure out what needs to be tweaked.

# **UVA Team Helps K-5 Students Flourish**

## **BUILDING COMPASSIONATE SCHOOLS IN CHARLOTTESVILLE**

**by Katherine Ludwig; LudwigK@virginia.edu**

It's never been more critical to holistically support children's cognitive, emotional, and physical needs as part of their education. Even before the COVID-19 pandemic brought unprecedented disruption to students' learning, the rate of mental and physical languishing among children across the country was rising rapidly. This is especially true in vulnerable populations regularly experiencing poverty, trauma, and community violence.

High levels of mental and physical stress can interfere with a child's academic development, health, and well-being, and the ripple effects can be devastating for families, communities, and society. A critical resource for countering these alarming trends is early intervention at the public-school level—providing children the tools to build resilience and the personal, social, and emotional skills to reach their highest potential. UVA's Compassionate Schools Project is designed to do just that.

### **A Groundbreaking Approach to Education**

Developed by teachers and education experts at the School of Education and Human Development in collaboration with UVA's Contemplative Sciences Center, the Compassionate Schools Project (CSP) incorporates integrated lessons in **mindfulness, social-emotional learning, movement, and healthy eating** into public school education.

School of Education Professor Tish Jennings, a leader of CSP, says, "The idea of the curriculum is to give our children the skills to manage their own health and well-being throughout their lives and to understand what self-care means for them, how they can monitor their needs, and how doing so can empower them to contribute to their communities."





Over the past seven years, UVA researchers have gathered empirical data to measure CSP's impact through a randomized controlled trial involving 20,000 students in 45 public elementary schools across the city of Louisville. While results are not yet determined, participants report calmer classrooms, teachers say they are more satisfied and motivated, and there are positive developments in discipline problem management.

An important result is that based on their experience, the Louisville school system has formally incorporated the class and is expanding the reach to more schools. As UVA researchers prepare the study's results, the time is right to take CSP to the next level.

## **Putting Research into Service**

Equipped with lessons from the Louisville study and a 3Cavaliers grant issued to Jennings along with David Germano, a Professor in Arts & Sciences and Executive Director of the Contemplative Sciences Center, and James Nataro, Professor and Chair of Pediatrics at the Medical School, for a collaborative study to determine CSP's effects on children's health, UVA introduced the CSP curriculum to Charlottesville City Schools in 2019. Beginning with a pilot program in grades K-4 at Johnson Elementary School, the Charlottesville CSP expanded to K-1 classrooms at Greenbrier Elementary this fall, bringing the total number of Charlottesville students benefiting from the curriculum to nearly 400 for the 2021-22 school year.

Allison Pillow, who teaches the CSP curriculum at Johnson Elementary as its School Counselor, says she's seen remarkable effects on students from CSP's integration of social and emotional learning with lessons on "calming and focusing" and mindfulness:

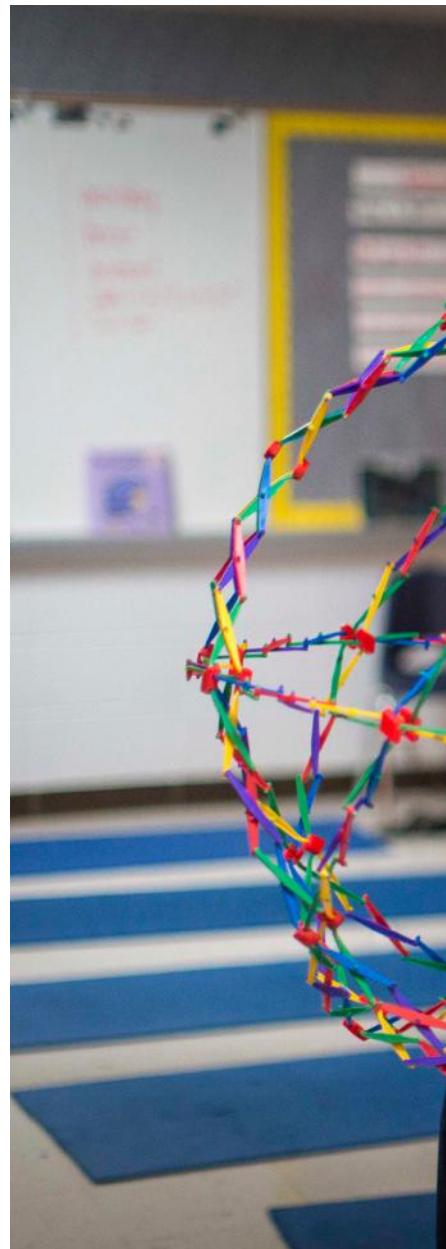
**"THEY'RE UNDERSTANDING WHAT IT MEANS TO HAVE COMPASSION FOR THEMSELVES AND OTHERS AND HOW CALMING THEIR MINDS AND BODIES HELPS THEM REGULATE THEIR EMOTIONS."**

**P**ILLOW says the students especially love the mindful breathing exercises. In a recent program evaluation, one student said: "When I am scared and worried, I like to stop and take deep breaths and when I am done with my breaths I feel much better and then I take some time to tell my body how I am feeling. That helps so much."

Teachers at Johnson are noticing changes too. One explained, "We begin each day with 10 Morning Breaths, and the students come up with new breaths each day to follow along together! I have also seen students practice compassion when others get injured by being extra quiet and sweet to them, and even standing up and giving the hurt or upset person tickets from their own ticket boxes (that they had earned for doing the right thing) to cheer them up."

A key part of CSP's power is its whole-school approach. In Charlottesville the CSP curriculum is directly delivered once or twice a week for 30–60 minutes through the school counselor and **specials** (i.e., PE, Art, Music, Library); however, the lessons and language are emphasized throughout the school day. For example, most classroom teachers at Johnson and Greenbrier have adopted CSP's use of **compassion boards**—where students can post acts of kindness toward themselves or others in little cut-out hearts—and **pause places**—designated corners where students can take a moment to calm down or reflect.

In addition, all teachers can benefit from the professional development and training offered as part of implementing the CSP curriculum. In Charlottesville that training is provided by Polina Mischenko, a postdoctoral research associate at the Contemplative Sciences Center and director of the Charlottesville CSP. Included in the training is Cultivating Awareness and Resilience in Education (CARE), a professional development program co-created by Jennings. The CARE program is designed to help teachers and school administrators manage stress and develop the kinds of skills that support embodying many of the CSP curriculum's learning objectives, including compassion, self-care, and self-awareness.



Expanding CSP's positive effects is the ultimate goal of all involved. Katherine Sublett, the School Counselor at Greenbrier who's leading implementation in grades K-1 this year, says, "We want every student impacted in some way and to scale up as quickly as we can so all grades can receive the curriculum directly." Pillow also has broad aspirations for the program. "A longer-term goal of mine is to have the benefits of this curriculum and practice spread out to our families and our larger Charlottesville community," she says.

Leveraging the University's research and scholarship for direct and tangible benefits to the community is exactly what President Ryan called for in his 2030 strategic plan, *A Great and Good University*. "President Ryan has been very clear and consistent in imploring all of us across Grounds to think about engaged scholarship and service," says Germano, "and about how we need to be focused not only on what we can do at the University, but also on how we can be supportive and engaged with the communities in which it is embedded."



WE NEED TO BE FOCUSED NOT ONLY ON WHAT WE CAN DO AT THE UNIVERSITY, BUT ALSO ON HOW WE CAN BE SUPPORTIVE AND ENGAGED WITH THE COMMUNITIES IN WHICH IT IS EMBEDDED.



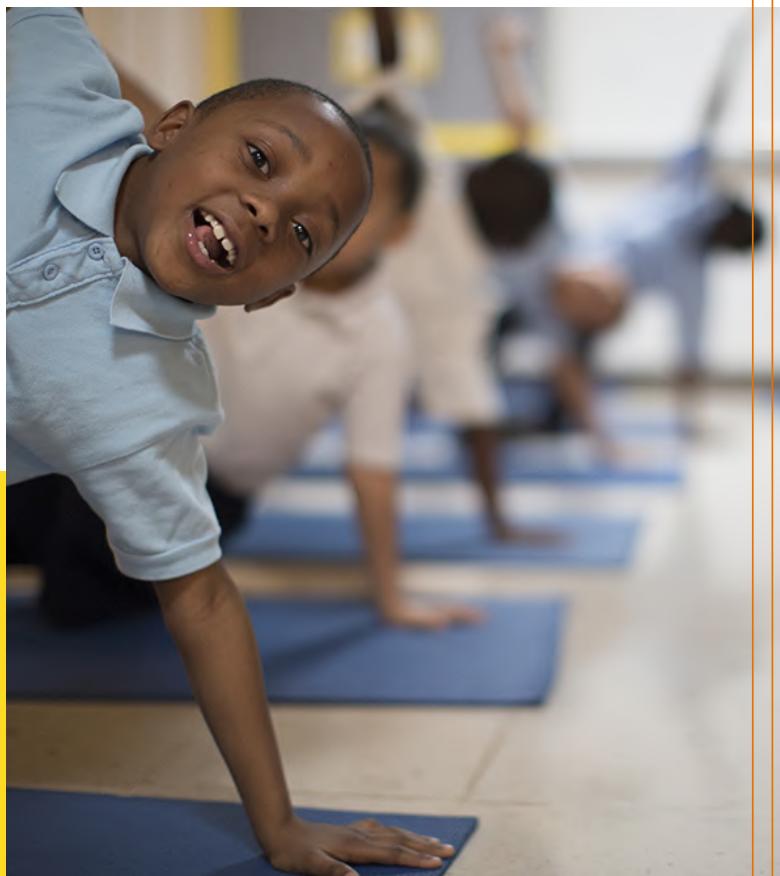
## **Widespread Benefits to Public Health and Well-Being**

**T**HE Charlottesville CSP is poised to transform elementary education across the commonwealth and the nation and to improve public health for generations to come. The study will utilize Fortify Children's Health—a pediatric Clinically Integrated Network (CIN) launched by UVA's Children's Hospital in partnership with the Children's Hospital of the King's Daughters. This CIN is the first of its kind to track children's health data through a network of healthcare providers, including children's schools.

By linking school data to health data, the UVA team can investigate the extent to which the program improves children's mental and physical health, thus decreasing healthcare expenditures. If they can demonstrate that interventions delivered at the school level have positive impacts on common health concerns such as anxiety and ADHD, the program may be adopted at a very low cost by every school across the Commonwealth.

Nataro explains the study's importance: "We need ways to make our society, and particularly our youth, more resilient to the stresses of everyday life and to be able to help heal when they develop these disorders. This is not to say that medication and psychotherapy and psychology don't have their place," he says.

"I THINK THIS REALLY IS A VERY  
IMPORTANT WAY TO HELP US RAISE  
HEALTHIER CHILDREN AND DEVELOP A  
HEALTHIER SOCIETY."



Germano adds that in addition to benefiting the lives of children, this program brings tangible economic benefits for the future. "In today's world, we run across many people who tell us that while they would like to support kids with programs like this, there just is not the money for it. But this research is geared specifically toward the economy of education, and allows us to say, 'Look, we can say no to this sort of thing and save \$50,000, but when we look at the health care data, we are going to spend ten times that on the other end.'"

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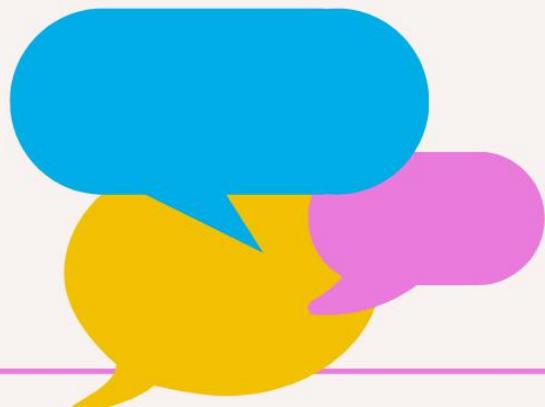
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Division for Diversity,  
Equity, and Inclusion

AMPLIFY



**A**FTER a hectic day of moving into Hereford Residential College and a long goodbye to her parents, she already had plans to check out some evening events offered as part of UVA's Welcome Week activities for new and returning students. She also mentioned several service groups across Grounds that are on her list to investigate, such as Girl Up, an organization she was a part of at Heritage High School in Leesburg, Virginia.

Barrientos's academic agenda is full as well. Her fall classes include courses in philosophy, Spanish, and the Engagements sections in the College of Arts & Sciences. She plans to study political philosophy, policy, and law and has set her sights on attending law school after graduation.

Among the many efforts of the Bolívar Network, encouraging students like Barrientos to attend the University is a top priority. In recognition of her outstanding achievements, the network's scholarship committee selected Barrientos over the spring to receive its first-ever, UVA Bolívar Network First-Year Scholarship. "All the candidates were top-notch, really. But her profile was simply excellent. We couldn't help but choose her for the scholarship," said Hernando Herrera (Col '89).

### ***Start and Restart***

The First-Year Scholarship was originally created in 2009 under the leadership of Herrera and Jenny Willier Murphy (Col '89) during their time on the Bolívar Network's board and with a generous donation from Alexandra Arriaga (Col '87). In honor of their 20th reunion, Herrera and Murphy made five-year pledges and launched the network's first capital campaign (2010-2015), raising \$22,000 of its \$100,000 goal. The scholarship, which recognizes students who demonstrate the network's founding principles of leadership and service to the Hispanic/Latinx community, is designated for an exceptional

INCOMING FIRST-YEAR STUDENT KIARA BARRENTOS (COL '25) DESCRIBED HERSELF AS "VERY OUTGOING, INTERESTED IN ALL KINDS OF ACTIVITIES, AND ALWAYS INVOLVED." THEN SHE LISTED A FEW EXAMPLES: ACADEMICS, EXTRACURRICULARS, SPORTS, DANCE, AND LATINO CULTURE. IT'S CLEAR THAT AT THE UNIVERSITY OF VIRGINIA, BARRENTOS WILL BE JUST AS ACTIVE.

## FIRST FOR A FIRST-YEAR

**Originally published by University Advancement; by Nicole LaBruno,  
nl3d@virginia.edu**

Following a period of inactivity, the revival of the scholarship initiative was marked by the 2020 Bolívar Network Virtual Annual Awards Brunch, which saw the announcement of Undergraduate Book Scholarship recipients, the inauguration of the Valerie Gregory Impact Award—named for the longtime UVA admission dean—and the awarding of the Pablo J. Davis Award to Wayne Cozart (Col '82), the recently retired vice president for development and executive director of the Jefferson Trust at the University of Virginia Alumni Association.

The awards brunch relit the passion to relaunch the First-Year Scholarship Campaign.

When Herrera and Murphy attended the 2020 Awards Brunch, they quickly recognized the Bolívar Network's renewed energy. "Both of us were texting: 'We've got to get the First-Year Scholarship going again!' and that started it," Murphy said.

**T**HEIR excitement spread. Since then, many others have joined the effort, often with much-appreciated insight and helpful advice, including Ashley Cullop (Col '06, Ed '10 '12), chief development officer at the Alumni Association; Molly Bass (Col '88, Ed '90), director of scholarships and endowments at the Alumni Association; and Chelsea "CC" Duncan (Col '09, Ed '12), associate dean and director of diversity, inclusion, and outreach in the Office of Admission.

Led by Claudia Quintero (Col '11), the Bolívar Network board chair; Hannah "Mel" Borja (Col '19), vice-chair for scholarships & awards; as well as Gina M. Flores Stumpf (Col '00) and Brian Zuluaga (Batten '20), both fundraising & development vice-chairs, the Bolívar Network has reset the original \$100,000 goal, raising \$8,000 over the last few months of \$30,000 for the scholarship.

For Murphy, Herrera, and the many others involved, it's time to keep up the momentum and enthusiasm to promote giving to the scholarship. Herrera credits Murphy for championing the scholarship and restarting the fundraising effort. "Jenny never forgot. She would regularly remind me (and others) that we had started a dream . . . a project that was meant to address a real need. We couldn't do it without a campaign, so now we are committed to it," he said.

## **Connections that Unite**

Flores Stumpf is proud of the high-level volunteer effort and its impact on the Hispanic and Latinx community. She's also grateful for the collaborative relationships between the Bolívar Network; Student Affairs; the Office of Admission; the Office of Diversity, Equity, and Inclusion; and schools across Grounds in helping coordinate the scholarship award.

**"THE BOLÍVAR NETWORK'S ACCOMPLISHMENTS ARE MANY, BUT ONE STANDS OUT: ITS ABILITY TO CONNECT HISPANIC AND LATINX ALUMNI TO ENCOURAGE THEM TO SHARE EXPERIENCES, GIVE ADVICE, AND INSPIRE A STRONG SENSE OF UNITY."**

"When we first came to the University, there were no Hispanic or Latinx organizations. That's changed," said Herrera. "The Bolívar Network's accomplishments since it began are extensive. It's built connections between different generations of alumni and brought them together. People like Alexandra Arriaga, with her vast experience at places such as Amnesty International USA, and the White House as special assistant to President Bill Clinton and chief of staff to the President's Special Envoy for the Americas; Luis Fortuño (Law '85), the recent governor of Puerto Rico; and Ricardo Padrón (Col '89), who graduated in our class and is now a full professor in UVA's Department of Spanish, Italian, and Portuguese —they are meeting and mentoring brand new students and other graduates."

"Reunions are a great opportunity to meet up with classmates but are also good occasions for supporting the scholarship," Murphy added. "Small gifts—especially recurring gifts that are automatically made each month—really do add up. The scholarship can make a difference for students, especially the first-generation students who need support."

Barrientos is honored by the scholarship and optimistic about the possibilities to increase its impact. "I hope others can join in to support the scholarship," she said. "The Bolívar Network is important to the UVA Hispanic/Latinx community and our future."

Quintero added her thanks: "The current Bolívar Network board is grateful for the groundwork fellow alumni laid years ago to make this inspiring milestone for our community possible today and is excited to continue to build off of that progress."

Learn more about the Bolívar Network and how to support the First-Year Scholarship.

**A founding student member of the Bolívar Network in 1997, 24 years later she's helping lead the charge in the Network's revival.**



## ALUMNI SPOTLIGHT: GINA M. FLORES STUMPF

Gina M. Flores Stumpf ('00) was in her second year at the University of Virginia when she helped found the Bolívar Network, the University's Hispanic and Latino/a/x Alumni Network, alongside other students and alumni. A Spanish Literature and Commerce double major, Gina discovered her passion and calling through her extracurricular involvements, advocating for the Latinx community in leadership roles for various Latinx student groups on grounds and as a resident of La Casa Bolívar. Her early work in these various organizations would shape the trajectory of her career as she continued her commitment to serving her community through various positions at non-profits and earning an M.B.A. in nonprofit management and marketing from Yale.

From early on, Gina realized the importance of the Network's scholarships in creating a sustainable and lasting impact on Latinx students and the alumni community. In 2010, she received the Young Alumni Service Award for her service to the Bolívar Network, and now, in 2021, as part of the Network's revival and re-engagement efforts, she co-chairs the Fundraising & Development committee. Her time managing corporate relations at UnidosUS (formerly the National Council of La Raza), and leading fundraising at the Smithsonian Latino Center, the Washington Center for Internships and Academic Seminars, and currently SkillsUSA, have proven invaluable to the Network and the resurgence of the First-Year Scholarship. Having already secured a \$30k pledge from generous alumni to this fund earlier this year, Gina hopes to continue supporting the next generation of Latinx student leaders and create support systems to strengthen the resilience of the community both on and off Grounds.

# A CLOSER LOOK AT ARTIFICIAL INTELLIGENCE-INSPIRED POLICING TECHNOLOGIES

**Originally published in UVA Today; by Emma Candelier, [ec2ms@virginia.edu](mailto:ec2ms@virginia.edu)**

Artificial intelligence-inspired policing technology and techniques like facial recognition software and digital surveillance continue to find traction and champions among law enforcement agencies, but at what cost to the public?

Some cities like Wilmington, North Carolina, have even adopted AI-driven policing, where technology like ShotSpotter identifies gunshots and their locations. Renée Cummings, data activist in residence at the University of Virginia's School of Data Science, warns that the rules of citizenship are changing with the development of AI-inspired policing technologies. She explains, "If the rules are changing, then the public needs to have a voice and has the right to provide input on where we need to go with these technologies as well as demand solutions that are accountable, explainable and ethical."



**Renée Cummings (Photo by Dan Addison, University Communications)**

As artificial intelligence is used toward the development of technology-based solutions, Cummings' research questions the ethical use of technology to collect and track citizen data, aiming to hold agencies more accountable and to provide citizens greater transparency.

**"WE'RE CREATING A TOOL THAT WOULD GIVE CITIZENS THE ABILITY TO SEE HOW THESE POWERFUL TOOLS ARE USED AND HOW THEY IMPACT OUR LIVES."**

"Law enforcement, national security, and defense agencies are spending a lot of money on surveillance tools with little oversight as to their impact on communities and an individual's right to privacy," Cummings said.

Cummings and a team of data science graduate students are developing an algorithmic tool to evaluate the impact of AI-inspired law enforcement technologies. Their goal is to create an "algorithmic force score" that would eventually be used in an application that tracks technologies currently used by law enforcement agencies by force and zip code.

Sarah Adams and Claire Setser, both students in the online M.S. in Data Science program, said they chose the project because they wanted to put their data science skills to work for the public good. Cummings praised their effort. "The algorithmic foundation was created with tremendous effort by Sarah and Claire who went through massive amounts of existing data to create an algorithm force model."

# CENTER FOR COMMUNITY PARTNERSHIPS



*Photo provided by the Center for Community Partnerships*

**President Jim Ryan announced his intentions to open community-focused office in an easily accessible location as part of the 2030 Strategic Plan's Good Neighbor Program:**

**IN PARTNERSHIP WITH OUR NEIGHBORS IN CHARLOTTESVILLE AND SURROUNDING COUNTIES, WE WILL WORK TOWARD BEING A JUST AND SUSTAINABLE COMMUNITY. WE WILL WORK COLLABORATIVELY, AND WITH ALL DUE HUMILITY, WITH OUR COMMUNITY PARTNERS TO ADDRESS KEY CHALLENGES, INCLUDING HOUSING, LIVING WAGES, LOCAL EDUCATIONAL OPPORTUNITIES, AND ACCESS TO HEALTH CARE. WE WILL SET AMBITIOUS SUSTAINABILITY GOALS AND DEVELOP A REALISTIC PLAN TO MEET THEM, INCLUDING AN IMPROVED TRANSPORTATION SYSTEM. WE WILL LAUNCH THE CENTER FOR THE REDRESS OF INEQUITY, WHICH WILL SUPPORT COMMUNITY-ENGAGED SCHOLARSHIP TO MODEL HOW PUBLIC RESEARCH UNIVERSITIES CAN HELP REDUCE RACIAL AND SOCIOECONOMIC INEQUITIES IN OUR LOCAL COMMUNITIES. TO MAKE IT EASIER FOR OUR NEIGHBORS TO INTERACT WITH THE UNIVERSITY, WE WILL CREATE A COMMUNITY ENGAGEMENT OFFICE IN AN EASILY ACCESSIBLE LOCATION IN TOWN.**



This vision became the Center for Community Partnerships, which opened in the fall of 2020, located on the 4th floor of the former Albemarle Hotel at 617 West Main Street." This office space is anchored by the Equity Center, and is shared with the Division for Diversity, Equity, and Inclusion; Academic Outreach; members of Descendants of Enslaved Communities at UVA; and the Community Fellows-in-Residence.

The interior office space was designed by assistant professor of architecture Elgin Cleckley, incorporating elements of Charlottesville's history and physical geography.

**T**HE design of the Center for Community Partnerships and the Equity Center tells a story of past, present, and future through its empathically designed elements. The story is an inclusive narrative, one full of deep meaning. These meanings bring to the fore the connections we see, and ones to discover. Taking in the story, you feel connections that tell a full narrative of our lived experience in Charlottesville. As you experience the design, you begin to see the world around you differently, sparked and inspired by the use of color, interactive exhibitions, symbolic furniture, social justice artworks, and collective graphics. The story the design tells is our story, one we have and will write, words spoken in our beloved community.

**by Elgin Cleckley; elc2n@virginia.edu**



## WALKING IN

Imagine standing on West Main Street, in front of the old Albemarle Hotel. Close your eyes, and suddenly you're transported through time, asking yourself:

### WHO WAS HERE BEFORE ME?

- \* Close your eyes again, and open, the Union Army Troops march by in 1865.
- \* You open your eyes, and you are on the Monacan Three Notch'd Trail.
- \* Close, and open again, and you're off to see Diana Ross and the Supremes in the Gaslight Restaurant, on the ground floor of the Albemarle Hotel.



## TAKING THE ELEVATOR OR STAIRS UP IN THE HOTEL

You continue to transport yourself through time. You think to yourself:

**THIS HOTEL WAS SEGREGATED. YET, YOU, WE, ALL ASCEND.**



## AS YOUR REACH THE CENTER

You open the door to rays of light, as you are now above, up at the level of the Monticello Plantation to the left, in the distance. And you feel it. The light beams strong through the windows, you think to yourself:

**A ONCE PRIVILEGED VIEW, IS NOW OURS.**

THE FIRST THING YOU NOTICE ARE THE COLORS –  
THE WALLS ARE BATHED IN SHADES OF BLUE / GREY,  
MIMICKING THE HUES OF THE BLUE RIDGE  
MOUNTAINS, WHICH YOU CAN NOW SEE CLEARLY.



*Photo by Tom Cogill*

THE PORTRAITS ARE LARGE, AND YOU GAZE AT THE EYES OF  
A BLACK FAMILY, WOMAN, COUPLE. THE PORTRAITS  
CAPTURE THE TIME, THAT OF BLACK CHARLOTTESVILLE,  
NOW AT THE LEVEL OF MONTICELLO, SLATE GLISTENING IN  
THE LOW CLOUDS AND MIST OF EARLY MORNINGS.

It's the tones of the mountains, captured in four colors, throughout all of the public spaces and offices. The color mimics Buckingham Slate, the prized natural resource from the heart of Virginia, quarried by the enslaved who built the Academical Village.

## THIS SLATE IS A RECORD, A MATERIAL TEXT OF OUR HUMAN SETTLEMENT, FROM NATIVE TO NOW. THOSE PEAKED ROOFS HAVE STORIES TO TELL, AND YOU SEE THEM NOW, FOREGROUNDED, TO FAMILIAR CURVING MOUNTAINS.

The colors are backdrop for the art, turning the long wall to the left into a community gallery. The first series is that of the famed Rufus Holsinger photographic portraits. His University Studio was once a few blocks west of here (where Mel's Café stands now), the leading photographer of the early twentieth century.

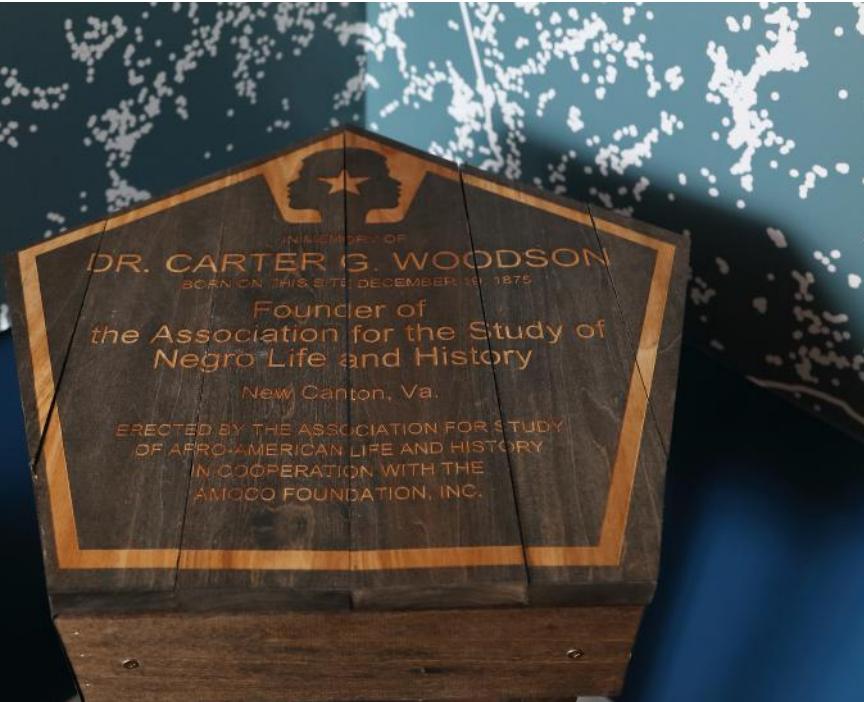


*Photo provided by The Equity Center*

## BATHED IN BLU

The entry spaces' walls are Ridge blue, with a large circular light fixture above the entrance and surrounding the main entrance.

YOU SEE YOURSELF; YOU  
AT YOUR HOME, NOTICING  
THE TRAIL. YOU'VE LIVED  
FOR ME.



MAGINE sitting here with your kids, as they construct Woodson's life through puzzle pieces, learning of his accomplishments. The stone covered seats and glass display work to bring forward the life and legacy of Carter G. Woodson, born in New Canton, Buckingham County.



**WATCH:** Elgin Cleckley explains the design behind the Equity Center logo.

# THE RIDGE BLUE

s are bathed in Blue  
map of Charlottesville  
ng counties.

YOU SEE US. YOU POINT  
CING 64 FOLLOWING  
LOCATED YOURSELF,  
NOW.



**Photos by Tom Cogill**



MATERIAL becomes memorial, respectfully housing printed copies of Miseducation of the Negro in an interactive exhibit by Peyton Spangler (Arch '19). You might also imagine watching your kids, sitting on furniture located herein and in the front entrance hall referencing the NAACP offices of the 1960s.

**THE DESIGN SHARES THIS STORY, EACH ROOM, A CHAPTER. YOU TELL, YOU LEARN, AND WHEN YOU LEAVE, YOU SHARE WITH OTHERS. THIS IS THE CENTER FOR COMMUNITY PARTNERSHIPS. THIS IS US.**



*Photo by Woody Wingfield*



## Memorial to Enslaved Laborers

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# REFLECTIONS: ORAL HISTORIES @ UVA

SHOWCASING DIVERSE PERSPECTIVES AND AMPLIFYING PREVIOUSLY UNHEARD VOICES.



by Logan Botts; [lb8dk@virginia.edu](mailto:lb8dk@virginia.edu)

Our mission at Reflections: Oral Histories at UVA is to collect, contextualize, and disseminate stories from the University of Virginia community, showcasing diverse perspectives and amplifying previously unheard voices. From the founder, Thomas Jefferson, to notable alumni, the historical narrative at the University of Virginia has for a very long time been dominated by stories of white men. For much of the University's history, this representation captured the composition of the student body, faculty, and administration. But the story of the University has always been one of diversity. From the enslaved peoples whose unpaid labor built the physical landscape to the hidden hero nurses who faced immense adversity while providing essential care at UVA Hospital, Black people and people of color have made integral contributions to this community. Our narrative is enriched when we embrace the complete history, even when the truth is difficult to confront. At Reflections, we don't just look for stories that capture the great and good, but the bad and the ugly as well. By addressing institutional gaps in our history, we empower our community to reconcile our past with our current goals, atone for these infractions in the best way possible, and move forward.

Since the inception of Reflections, we have sought out ways to incorporate inclusion and equity into our organizational framework to ensure that we reflect the diversity of stories we intend to capture. Minority students at UVA have for decades assumed the role of advocates and trailblazers within the community, and have consistently driven the University to make critical and tangible changes. From the Memorial for Enslaved Laborers student group who fought for visible recognition of the contribution of the enslaved laborers at UVA, to the student leaders who led the undocUVA movement so that all students regardless of immigration status can matriculate at UVA, student leaders have always taken charge in memorializing and institutionalizing the topics they care about. Reflections -- now under the umbrella of the Inclusive Excellence Fellowship program in the Division for Diversity, Equity, and Inclusion -- empowers students already doing the work to improve diversity within the University's narrative by providing an established infrastructure and environment where they can be compensated for their efforts. Ultimately, Reflections is a platform to showcase the work that students-- especially students of color -- are already doing. Our fellowship program is designed such that students (with the help of a faculty advisor, our administrative team, and working group) can design and implement an oral history collection on an underrepresented topic important to them.

Through this program, our goal is to collect critical history while also achieving equity for UVA's current students. An example of a student who undertook this work prior to Reflections is Natalia Heguaburo (CLAS '19). Natalia began collecting UVA's Hispanic/Latinx history for her American Studies thesis. In her thesis, titled **(In)visible Archives: The Significance of Hispanic and Latinx Students throughout the University of Virginia's History**, she argues for a renewed understanding of the significance of archival work in minority historical documentation to correct the incomplete history of the University of Virginia. Focusing primarily on the creation and development of Hispanic/Latinx student organizations, Natalia's efforts provided the groundwork for Reflection's Latinx Oral History Initiative. Previously published on an independent site, Natalia's work will soon be integrated into the Reflections archives.

**IN A UNIVERSITY THAT CAN BE DIFFICULT TO  
NAVIGATE AS A MINORITY STUDENT, IT IS IMPERATIVE  
THAT WE OFFER THESE STORIES AS A REMINDER OF  
WHERE WE'VE BEEN, HOW WE'VE GROWN, AND WHAT  
WE SHOULD ASPIRE TO BE IN THE FUTURE.**



During the 2019-2020 academic year, as the Reflections pilot fellow, Kayla Dunn built upon Natalia's work by collecting oral histories of Hispanic and Latinx Alumni. Over the course of the school year, Kayla conducted over a dozen interviews and in-depth archival research to formulate a more comprehensive picture of the Latinx experience. The interviews, along with a guidebook contextualizing the research have all been published on the [Reflections website](#). Kayla's project culminated with a virtual event that united the interviewees with other alumni and current students. In that forum, the value of this work for alumni, current, and prospective students was evident. Hearing the shared experiences and struggles of alumni is validating for students currently at the University, and seeing the work of current students is inspiring for alumni.





To preserve and expand upon Kayla's work, Reflections made the Latinx Oral History Initiative a permanent installment and continues to collect and publish interviews from the Latinx community. As the program's first student collection, its existence has inspired other students to cultivate initiatives that reflect their own communities and experiences. During the 2020-21 school year, fourth-year student Pilar Jimenez Larre Borges carried on the research and interview collection of Latinx stories which culminated in another virtual launch event at the end of Spring 2021. Her collection focused extensively on Latinx student organizations and preserving institutional memory. Over the next year, Reflections will have a new student fellow exploring the legacy of student activism at the University. Additionally, we have maintained our commitment to working with partners across the University to use the information we learn from our conversations to inform data-driven and institutional solutions to issues related to diversity, equity, and inclusion.

Not only is Reflections a space to host stories about members of the UVA community, but it is also a platform where we can respond to broader social trends and issues in our country. Looking critically at the world around us can galvanize deep introspection about our own community. Designed by director Logan Botts, and supported by the Democracy Initiative, Still We Rise is Reflections' most recent project. Focusing primarily on the Black UVA experience, the **Still We Rise podcast** unites the perspectives of students, faculty, administrators, and members of the Charlottesville community on a single platform as we explore concepts closely tied to racial equality, and justice. By analyzing the racial history of athletics, admissions, student activism, and the relationship between UVA and Charlottesville in an accessible format, we hope to draw more people into the conversation about diversity, equity, and inclusion at UVA. The podcast is available on all major platforms and we encourage people to add to the conversation by sharing their own stories about their experiences at UVA through the self-submission feature on our website. To contact Reflections' co-directors with questions or comments, or to find ways to contribute to our work, please visit our website.





**Q&A: Jenn Glassman**  
**Director, Procurement and Supplier Diversity Services**

**Q: Tell us a little about yourself and what led you to UVA?**

Over the past twenty years, I have worked for various research institutes and universities, supporting their procurement and service/supply sourcing needs, leading major change initiatives, and solving enterprise business challenges. I spent the bulk of my career working on state-wide procurement and technology initiatives for the University of California and UC San Diego.

When I learned about the opportunity to lead UVA's Procurement and Supply Diversity Services unit, I was excited to be part of an organization about to undergo so much change. It's a dynamic time to be in Procurement for a couple of reasons. First, there's the Finance Strategic Transformation (FST), which will impact every single procure-to-pay process at the University today, giving us a chance to improve the ease and efficiency of buying and paying for goods and services. More broadly, Procurement has a renewed energy and focus on helping the University fulfill its goods and services needs through more local, minority-owned, woman-owned, and small businesses.

**Q: What is the role of the Office of Procurement, and what is your role as Director of Procurement & Supplier Diversity Services?**

Procurement's role is to buy, ensure delivery, and pay for goods and services that our faculty and staff use to fulfill UVA's mission.

A good Procurement team helps its organization find what it needs, reduce costs by seeking competition, and improve a deal's terms by creatively negotiating. A great Procurement team proactively develops high trust relationships with suppliers and UVA stakeholders and uses data to identify and pursue opportunities that people may not realize are out there.

As Director of Procurement & Supplier Diversity Services, my goal is to cultivate a high-performing team that puts together great business relationships for the University and relentlessly seeks to improve the everyday process of buying and paying for goods and services.

**Q: Can you tell us about your office's DEI-related efforts in supplier services? What are your current and future goals related to these efforts?**

Like all other state agencies in the Commonwealth, UVA aims to direct 42% of its discretionary spending to small, woman-owned, and minority-owned businesses. For the last decade, UVA's Supplier Diversity program has tried to achieve that goal by focusing primarily on small businesses' involvement with construction projects. This strategy has had positive results but is also narrowly focused.

The program's future lies in making a deeper connection with UVA's local community and surrounding regions. We need to make the fundamentals of doing business with UVA easy and accessible. We need to proactively search for companies that may not necessarily be knocking on our door to do business with us because there were too many barriers in the past. Finally, we need our buyers – both in Procurement and out in the departments – to have both the tools and mindset to find local, small, woman-owned, and minority-owned businesses that can meet UVA's needs.

**Q: Why is having a robust supplier diversity program important?**



UVA CAN CREATE A POSITIVE ECONOMIC IMPACT ON OUR COMMUNITY, NEARBY COUNTIES, AND THROUGHOUT THE COMMONWEALTH. ONE FUNDAMENTAL WAY WE DO THAT IS BY CREATIVELY AND COMPETITIVELY SOURCING GOODS AND SERVICES TO LOCAL, MINORITY-OWNED, WOMAN-OWNED, AND SMALL BUSINESSES. AS WE CULTIVATE FRUITFUL RELATIONSHIPS WITH THESE BUSINESSES, WE BOTH FULFILL OUR BUYING NEEDS WHILE HELPING LOCAL AND REGIONAL COMPANIES DEVELOP AND EXPAND.

IT'S A WIN-WIN.



**Q: If a business would like to become a UVA supplier, where can they go for information and to register?**

A good place to start is [procurement.virginia.edu](http://procurement.virginia.edu). Later this year, we will have new resources on our website to help new and existing suppliers be notified of new sourcing opportunities related to the types of goods and services they provide.

## **Q: What have been the outcomes of your efforts thus far at UVA and in the community?**

When I joined UVA in 2020, we focused on involving local, woman-owned, minority-owned, and small businesses in our COVID supply chain strategy. It was exciting to see these businesses step up to deliver critical supplies in a time of great need.

From October 2020 through July 2021, Augie Maurelli, AVP of Financial Operations, and I facilitated a Supplier Diversity Programmatic Review. This review took a historical look-back at UVA's Supplier Diversity program and recommended future strategies and a near-term roadmap. Several community business leaders participated in the review and will play an ongoing role in advising the program.

We are now focused on implementing the strategies identified in the aforementioned review, including making major investments in our data model so that we can effectively capture spending opportunities with small, minority, and women-owned businesses; hiring a Supplier Diversity Director, and launching a community engagement portal to serve as a virtual front door for businesses collaborating with UVA.

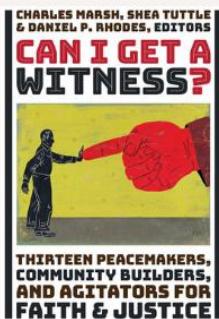
## **Q: What can suppliers expect to see from your office in the near future? Are there any recent developments you'd like to share?**

Our local, minority-owned, woman-owned, and small businesses can expect to see UVA reaching out to them to invite them to participate in sourcing events, learn more about engaging with UVA, and meet prospective clients. Suppliers and the community can also expect to have more visibility into what product and service categories UVA currently buys. This data will highlight available categories for local businesses to potentially compete in or develop new business lines to fulfill these needs.

**Jenn Glassman; [jglassman@virginia.edu](mailto:jglassman@virginia.edu)**

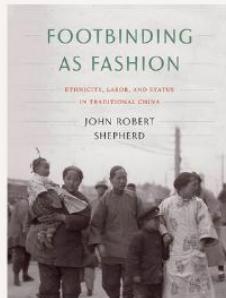
# DEI Reading List

*Books by UVA faculty*



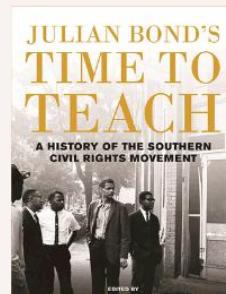
**Can I Get A Witness?  
Thirteen Peacemakers,  
Community Builders, and  
Agitators for Faith & Justice**

by Charles Marsh, Commonwealth Professor of Religious Studies and Director of the Project on Lived Theology



**Footbinding as Fashion:  
Ethnicity, Labor,  
& Status China**

by John Robert Shepherd, Associate Professor of Anthropology



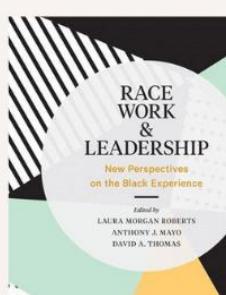
**Julian Bond's Time to Teach:  
A History of the Southern  
Civil Rights Movement**

by the late Julian Bond, Professor Emeritus of History



**Me (Moth)**

by Amber McBride, Professor of English

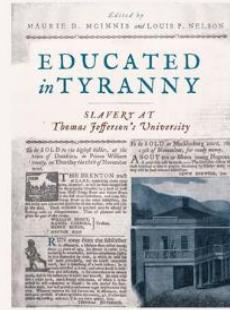


**Race, Work & Leadership:  
New Perspectives on the  
Black Experience**

by Laura Morgan Roberts, Professor of Practice at the Darden School of Business

**Educated in Tyranny:  
Slavery at Thomas Jefferson's University**

by Louis Nelson, Vice Provost for Academic Outreach and Professor of Architectural History



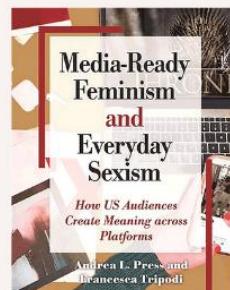
**Jacob Lawrence:  
The American Struggle**

by Elizabeth Turner, Professor in Modern Art



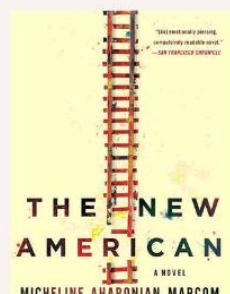
**Media-Ready Feminism and  
Everyday Sexism**

by Andrea L. Press, William R. Kenan Jr. Professor of Media Studies and Sociology



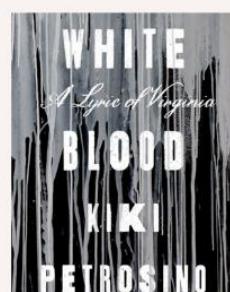
**The New American: A Novel**

by Micheline Aharonian Marcom, Professor of Creative Writing



**White Blood:  
A Lyric of Virginia**

by Kiki Petrosino, Professor of Poetry



SCHOOLS, UNITS, AND DEPARTMENTS ACROSS GROUNDS ARE CLEARING A PATH FOR THE UNIVERSITY TO BE WHAT WE KNOW IT CAN BE: BOTH GREAT AND GOOD.

# TOWARD INCLUSIVE EXCELLENCE

## A DIVERSE LENS AT THE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

The School of Education and Human Development's Office of Diversity, Equity, and Inclusion (ODEI) was created and launched in August 2020 -- with the appointment of Robert Q. Berry, III, Samuel Braley Gray Professor of Mathematics Education, as Associate Dean for DEI. Serving on the Dean's leadership team, Berry's mandate is to lead the Office in improving the school's efforts to address racism and other forms of social injustice, both internally and externally; creating and sustaining an inclusive and equitable school environment; and enhancing school-wide DEI accountability, effectiveness, and collaboration. Catalina Piatt-Esguerra joined ODEI in January 2021, serving as the inaugural Programs Manager. Together, Berry and Piatt-Esguerra have designed and spearheaded a number of programs that span the different constituencies of the School.



Launched DEI Collective Professional Learning Series where staff, faculty, and students focus on a DEI topic monthly through a set of readings, podcasts/media, reflection questions, and an end-of-month Zoom engagement session.



Created DEI Faculty Committees across departments and partnered with the Associate Dean for Faculty Affairs to examine the DEI lens in the faculty mentoring program.



This summer, in partnership with Student Voices of Injustice, the team launched the first 'All-Staff DEI Dive In' a session which focused on microaggressions as well as a bi-annual All-Staff Social aimed at community-building.



For students, there is a new School-wide Student Advisory Board and an ODEI Affinities Gathering, which is a monthly support program designed to support students across an intersection of identities throughout the school.



Successfully rolled out the School's DEI Small Grants program, a funding opportunity for faculty, staff, and students to propose work that furthers the mission and vision of DEI at the School level.



**Robert Q. Berry, III**



**Catalina Piatt-Esguerra**



**Mary Margaret Hughes**

This fall, Mary Margaret Hughes (doctoral student in Curriculum, Instruction, and Special Education) joined the team as an intern.

The ODEI office introduced a suite of new programs, called Beyond the Common Read, that complement the themes and topics introduced by the School's annual Common Read.

This year's Common Read is *Minor Feelings: An Asian American Reckoning* by Cathy Park Hong. Through a collaboration with the Asian Student Union and faculty in the College of Arts and Sciences, as well as film screenings and a panel discussing the role of Asian American history in public education with the Virginia Department of Education, these programs offer additional explorations and points of entry for the Common Read experience.

As they continue to navigate how their goals manifest into action items, initiatives, and engagement, Berry and Piatt-Esguerra have begun to implement the vision of the Office of DEI through the School's Inclusive Excellence Plan, co-created this past academic year in partnership with leadership across the School, which aims to champion the goals of DEI at both the macro-and micro-levels of the School of Education and Human Development.

Learn more about the School's Office of Diversity, Equity, and Inclusion.

# UVA LIBRARY: DIVERSIFYING COLLECTIONS, REFRAMING NARRATIVES, AND WORKING TOWARD AN INCLUSIVE LIBRARY

# A

university library should be a place where all students, faculty, staff, and community members feel that they belong. The UVA Library has renewed and articulated their efforts towards diversity, equity, inclusion, and accessibility (DEIA). All Library services, resources, and spaces are touched by this work, but among the most important are the ongoing needs to diversify collections and to empower staff to actively work toward a more inclusive library.

## Diversifying Collections

The Library's efforts to broaden the diversity of its collections have gained considerable momentum. The Collection and Development Team has launched strategies that include purchase plans to regularly update and include resources by, about, and for unheard and overlooked voices — LGBTQIA people, cultural and religious minorities, Indigenous people, people of color, and people with disabilities. Existing collections are scrutinized for disparity and inequity, seeking to bridge gaps. The team has also enhanced the Library's digital collections with a diverse array of databases examining racism, ethnic identity, gender roles, and more.



The Library holds "Hack-the-Stacks" events, in which interested parties use the Library's purchase recommendation feature as a means of filling gaps in the collections. Recent "Hack-the-Stacks" events include a partnership with UVA's Greater Caribbean Group Network to strengthen collections of non-English materials from the Caribbean region; and an initiative to add collections in Indigenous studies from a list prepared by UVA faculty and students along with elders from the Monacan Indian Nation, the tribe upon whose ancestral land UVA sits.

## Reframing Narratives

The Library is working to address racist terminology that persists in archival records, catalogs, and information systems. The "Subject Enhancement Initiative" allowed staff to examine specific headings that needed changing, and seek language that humanizes instead of

marginalizes. For instance, the term "slaves" as applied to forced Black labor in pre-emancipation America was changed to "enslaved laborers"; "illegal aliens" to "undocumented immigrants." Likewise, the Library's participation in the "On These Grounds" project — a digital initiative funded by the Andrew W. Mellon Foundation to describe the history of enslavement in archival materials at colleges and universities — will enhance the discovery of aspects of enslaved lives and center these experiences in our descriptive work moving forward.

+



*Frances E. W. Harper.*

## Working Toward and Inclusive Library

Self-examination also extends to the many individuals who enable the Library to function from day to day. Knowing we each have room to learn and possess biases we may not be aware of, staff are asked to complete an “Understanding Difference” goal by engaging in activity that connects them to people of differing backgrounds as part of the yearly performance review process. The aim is to foster appreciation and respect among differences of ethnicity, faith, age, sexual preference, gender identity, ability, and social class, and to increase cultural fluency and improve staff interactions with the public and each other. To assist in this work, an Understanding Difference resource guide is continually updated with new resources contributed by staff.

In 2021, Virginia’s Academic Library Consortium, VIVA, launched a new webinar series intent on tackling the topic of building anti-racist practices into library work. A task force comprised of staff from several VIVA institutions, and led by librarians from UVA, was appointed to develop and implement the series as one way of fostering an anti-racist culture within member organizations. The goal of the series is to build community through conversation, creating a space where participants can talk through their projects, engage with scholars, and learn about best practices that libraries could and should embody. The first webinar featured Elaine Westbrooks, Vice Provost for University Libraries and University Librarian at the University of North Carolina at Chapel Hill. Westbrooks spoke on “The Reckoning: Visioning and Planning a New Paradigm for Equity, Antiracism, and Social Justice in Libraries.” The webinar series is available for online viewing.

## Inclusive Excellence

At the heart of the Library's DEIA efforts will be the implementation of an Inclusive Excellence plan. As part of that effort, the Library has received a grant from UVA's Division for Diversity, Equity, and Inclusion that will enable author and organizational change consultant Dr. Kathy Obear of the Center for Transformational Change to lead a development program for Library senior leadership and managers, with a plan to extend training to all Library staff. The aim of the program is to deepen the capacity of staff at all levels of the organization to effectively guide systemic organizational change and accelerate progress towards achieving IE goals, including becoming a racially equitable and inclusive organization.



# ADVANCING RACIAL EQUITY AT UVA

## ***Updates from the Racial Equity Task Force***

In September of 2020, the University's Board of Visitors (BOV) endorsed eleven long-term goals with twenty specific actions to advance racial equity at the University. These initiatives were rooted in the analysis and recommendations of President Jim Ryan's [Racial Equity Task Force](#), convened in the summer of 2020. This important work is now ongoing across many areas of the University. The eleven initiatives also fit within UVA's Inclusive Excellence framework and are organized within five categories: Infrastructure and Investment, Access and Success, Climate and Intergroup Relations, Education and Scholarship, and Healing and Repair. In *Amplify* we will provide updates on the ongoing and important work to address racial inequities at UVA.

## INFRASTRUCTURE + INVESTMENT

Policies, resources, and organizational and communication structures that inform and enable a diverse, inclusive, and equitable organization.

## ACCESS + SUCCESS

Processes like recruitment, retention, development, student support and their impact on compositional diversity and context-specific outcomes or benefits.

## 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.

## EDUCATION + SCHOLARSHIP

Curriculum, teaching, research, scholarship, and employee and student development.

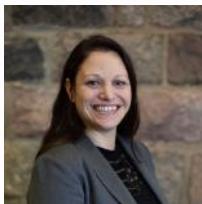
## HEALING + REPAIR

Curriculum, teaching, research, scholarship, and employee and student development.

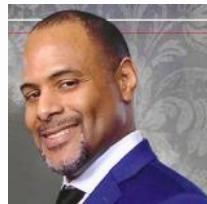
## INFRASTRUCTURE + INVESTMENT

**Goal:** Develop plans for funding racial equity initiatives, including funds from UVA's Strategic Investment Fund.

### WELCOME NEW TEAM MEMBERS!



**Catherine Allen-West**  
DIRECTOR OF COMMUNICATIONS  
DIVISION FOR DIVERSITY, EQUITY, AND INCLUSION



**Eugene Anderson**  
DIRECTOR OF DEVELOPMENT  
FOR DIVERSITY, EQUITY, AND INCLUSION  
UNIVERSITY ADVANCEMENT



**Sly Mata**  
DIRECTOR OF DIVERSITY EDUCATION  
DIVISION FOR DIVERSITY, EQUITY, AND INCLUSION



**Shilpa Narayan**  
ASSISTANT DIRECTOR FOR ASSESSMENT AND  
DATA ANALYTICS  
DIVISION FOR DIVERSITY, EQUITY, AND INCLUSION



### SUPPORTING THE CARTER G. WOODSON INSTITUTE

Along with the College and Graduate School of Arts & Sciences, the University will invest \$16 million to support the Carter G. Woodson Institute.

## CLIMATE + INTERGROUP RELATIONS

**Goal:** Improve the climate at UVA by rethinking, reframing, retelling, and renaming UVA's historic landscape.

### UNIVERSITY NAMES NEW COMMITTEES ON FREE SPEECH AND THE HISTORIC LANDSCAPE AT UVA

### BOARD OF VISITORS VOTES TO DROP 'CURRY' FROM SCHOOL NAME





## ACCESS + SUCCESS

**Goal:** Double the number of underrepresented faculty at UVA by 2030.

### \$5 MILLION GRANT BACKS NEW ACADEMIC PROGRAM ON “RACE, PLACE, AND EQUITY.”

A new UVA initiative, funded by a three-year, \$5 million grant from The Andrew W. Mellon Foundation, will create a broad, interdisciplinary undergraduate program on “Race, Place and Equity” while partly funding 30 post-doctoral fellows and three faculty members, expanding UVA’s academic strengths in teaching about racial equity and democracy.



REMOVAL OF THE GEORGE ROGERS CLARK STATUE



### BOV APPROVES MODIFICATIONS TO ‘WHISPERING WALL’ MEMORIAL

BOV APPROVES REMOVING  
WITHERS NAME FROM LAW  
SCHOOL WING

## EDUCATION + SCHOLARSHIP

**Goal:** Develop a series of educational programs around racial equity and anti-racism, including leadership development programs focused on equity, including racial equity.



In 2020-21, the executive leadership of the University participated in a series of development sessions promoting racial equity in academia with scholars Sharon Fries-Britt, Laura Morgan Roberts, and Ibram X. Kendi.

### Racial Equity Speaker Series

Laura Morgan Roberts  
March 23, 12-1 PM



Ijeoma Oluo  
April 2, 12-1 PM

Ibram Kendi  
April 21, 5-6 PM



The Division for Diversity, Equity, and Inclusion partnered with the Native American and Indigenous Studies group to structure an Inclusive Excellence Faculty Fellow, **Tanya Denckla Cobb**, to focus on support for the Native American and Indigenous community at UVA.

The Division for Diversity, Equity, and Inclusion launched a 2020-2021 Racial Equity Speakers series. These public speaker sessions include internationally recognized scholars and thinkers: Eduardo Bonilla-Silva, Eddie Glaude Jr., Laura Morgan Roberts, Ijeoma Oluo, and Ibram X. Kendi.

## Remembering for our Future

The Division for Diversity, Equity, and Inclusion hosted a four-part dialogue series called "Remembering for Our Future" to examine the history of race, racism, and racial ideas at the University. An introduction to racial literacy was also developed as a presentation for departments and groups. Collectively among these two programs ~ **900 people engaged in anti-racism education.**

## HEALING + REPAIR

**Goal:** Explore potential initiatives to recognize and support Native American students and Native American studies.



COLLEGE and GRADUATE SCHOOL  
of ARTS & SCIENCES

This fall: UVA welcomed its first cohort of Interdisciplinary PhD Fellows in Indigenous Studies and marked the first semester that a new minor in Native American Studies is available.



# VA-NC ALLIANCE AIMS TO DIVERSIFY STEM WORKFORCE

The Virginia–North Carolina Louis Stokes Alliance for Minority Participation (VA-NC Alliance) strives to diversify the science, technology, engineering, and mathematics (STEM) workforce, by supporting underrepresented minority students in their pursuit of STEM baccalaureate degrees, and subsequently graduate school and employment opportunities.

Named for the late Congressman Louis Stokes, the National Science Foundation (NSF) Louis Stokes Alliances for Minority Participation Program provides funding to the VA-NC Alliance and forty-plus other Alliances across the United States. Each Alliance provides opportunities for students, builds community among its cohort members, increases engagement between partner schools, and fosters academic and professional networks.

UVA leads the VA-NC Alliance whose partners include Historically Black Colleges and Universities (HBCUs), Predominately White Institutions, community colleges, and one federal laboratory. In addition to UVA, the twelve Alliance partners are:

**BENNETT COLLEGE, ELIZABETH CITY STATE UNIVERSITY (ECSU),, GEORGE MASON UNIVERSITY, JOHNSON C. SMITH UNIVERSITY, THE NATIONAL RADIO ASTRONOMY OBSERVATORY, OLD DOMINION UNIVERSITY, PIEDMONT, VIRGINIA COMMUNITY COLLEGE (PVCC), SAINT AUGUSTINE'S UNIVERSITY, VIRGINIA COMMONWEALTH UNIVERSITY, AND VIRGINIA TECH.**



**Phil Arras**



**Bryam Ayvar**

During the summer of 2021, the Alliance hosted its twelfth summer research program and second virtual experience (necessitated by the ongoing COVID-10 pandemic).

One of the Alliance's dedicated faculty members, Phil Arras, professor of Astronomy, worked with University of Virginia student Bryam Ayvar and Virginia Tech undergraduate Emily Frank on research into the movement of photons in the atmosphere of exoplanets and nonlinear wave interactions.

Alma Salisbury, a student from partner school Elizabeth City State University, an HBCU located in North Carolina, conducted research closer to the earth with Professor Lauren Simkins from the Department of Environmental Science. Professor Simkins, once an LSAMP student herself, remarked on the impact of the program on her and her students, saying: "Serving as a faculty adviser in the VA-NC Alliance Summer Research Program was a wonderful experience. Alma learned the research tools remarkably fast, which allowed her to contribute meaningfully to the Ice & Ocean Group's research. She also was an active participant in our group discussions on environmental justice, anti-racism in higher education, ethical data management, and impacts of settler colonialism in Antarctica, where some of us conduct our research. I feel as if I have come full circle from being an Alliance Scholar in Oklahoma as an undergraduate student and in California as a graduate student. I am eager to remain involved in the program each summer."



**"WORKING WITH THE ICE AND OCEAN GROUP OVER THE SUMMER INCLUDED STIMULATING GROUP MEETINGS AND NEW UNDERSTANDING ABOUT ASPECTS OF ENVIRONMENTAL SCIENCE. I WAS ABLE TO EXPAND MY KNOWLEDGE IN PROGRAMS AND CODING LANGUAGES IN THE SHORT EIGHT WEEKS THIS PAST SUMMER."**

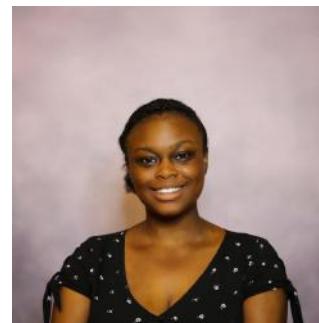
***Alma Salisbury***

In addition to engaging students from HBCUs, one of the Alliance's goals is to increase the number of students transferring from community colleges to four-year institutions. To that end, the summer program recruits students from another Alliance partner school located in Charlottesville: Piedmont Virginia Community College (PVCC). Liam Kidd, who transferred from PVCC to UVA in fall 2021, engaged in a research project with Gary Koenig, associate professor in the Department of Chemical Engineering. "Without my participation in this summer's program, I would have been lacking vital information on various graduate degree programs. It was a tough decision but the program helped me decide to pursue a graduate degree from the University of Virginia. My short time here as an undergraduate has been exciting, challenging, and formative so I look forward to the next chapter in my education," said Kidd.

Ireolu Orenuga also worked with Koenig researching a potential high energy density battery technology.

**"THE VA-NC ALLIANCE SUMMER RESEARCH PROGRAM PROVIDED ME WITH A LOT OF RESOURCES AND INFORMATION ABOUT GRADUATE SCHOOL PROGRAMS THAT I WAS PREVIOUSLY COGNIZANT OF. AFTER THIS PROGRAM, I NOW INTEND TO PURSUE MY MD-PHD IN BIOCHEMISTRY, AND I FEEL MORE THAN ADEQUATELY PREPARED TO DO SO."**

***Ireolu Orenuga***



From 2007 to 2020, the Alliance has seen a 315% increase in the number of STEM degrees earned by underrepresented students at its partner schools. During this same period, the number of underrepresented students enrolled at its partner schools increased by 207%.

# 2022 COMMUNITY MLK CELEBRATION

***Why We Can't Wait***

***January 17 - 31***

***mlk.virginia.edu***

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# Amplify

NOVEMBER 2021



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