

## **FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY DIVERSITY PLAN**

### **II. BACKGROUND**

A distinguishing characteristic of the Batten School is that from its inception, the community has embraced its role as a “conversation changer,” collectively understanding that its road to excellence is not a conventional one, rather one that requires creating new, unexplored pathways. The School is guided by the example of its late founder, Frank Batten Sr., who rose to become publisher of the *Virginian-Pilot* and the founder of an international media conglomerate. In the late 1950s, when the Virginia Governor’s office called for the closing of schools as a means of blocking court-ordered desegregation, Mr. Batten’s *Virginian-Pilot* was alone among major Virginia newspapers to oppose the Massive Resistance doctrine, organizing a full-page advertisement calling for schools to reopen. Mr. Batten cited as his greatest accomplishment, “developing a first-rate company that has high values and makes a contribution to all the communities we serve.” At Batten we hold similar goals for our young school and its graduates.

Consistent with this mindset, the Batten School community aims to develop an organizational culture where diversity, including diversity in race and ethnicity, gender, gender identity, sexual orientation, nationality, religion, veteran status, physical and mental abilities, political philosophy, socio-economic status and intellectual focus, is viewed as a strategic imperative.

Simply stated, a preeminent, forward-looking leadership and public policy school will only flourish in an environment that includes community members with different backgrounds, perspectives, and experiences. This mindset, embedded within the Batten School ethos, will become a defining characteristic of all great public policy schools. With the Batten School effectively positioned as a conversation changer, success on this dimension will further its vision of making a significant impact in the greater Charlottesville community and beyond.

At the beginning of the 2015 fall semester, University of Virginia Provost Thomas Katsouleas charged the Deans of the Schools and the College with developing diversity plans for their respective academic units. He provided the Deans with full methodological discretion, offering the University’s Diversity Plan and working documents from the Provost’s Office as contextual background.

### **III. PLANNING PROCESS**

Through a four-step process, seven Batten School Diversity Objectives have emerged from within our community, along with a plan to achieve these objectives.

### **A. Collect and Assess Community Feedback: Step 1**

Through the fall 2015 semester, five sub-groups within the Batten School community convened to participate in a community-based diversity planning process: (1) the Faculty Executive Committee; (2) the Graduate Student Council; (3) the Undergraduate Student Council; (4) the Student Services team; and (5) the Business Services team. The group members considered and shared their thoughts on six questions:

1. Why does diversity and inclusiveness matter to the Batten School?
2. What are the Batten School's biggest challenges to being a diverse and inclusive community?
3. Of these challenges, which ones can the Batten School control/influence, and which ones are beyond our control?
4. Identify specific goals and targets in your functional areas related to diversity and inclusion.
5. How specifically can we measure achievement and success on the identified goals and targets?
6. What specific programs, initiatives, and resource allocations does the group recommend to increase the likelihood that we will achieve these goals?

During the sessions, faculty, staff, and students proposed a range of strategies to improve the diversity and inclusivity of the Batten School. This feedback has been incorporated herein.

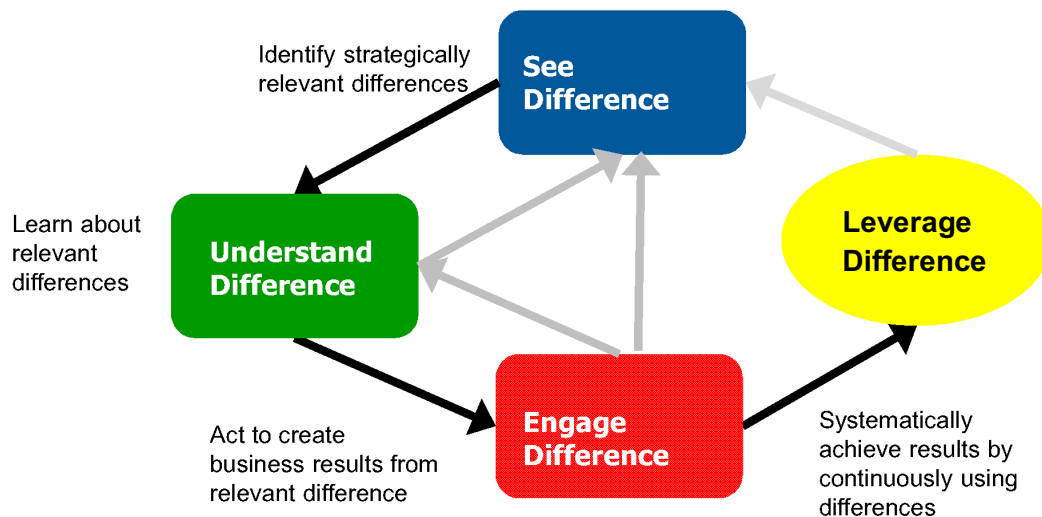
### **B. Build a Batten School Diversity and Inclusivity Framework: Step 2**

After the series of fall meetings, notes from the five sub-groups were compiled into a single document, and on February 1, 2016, the Batten School community gathered for a facilitated Town Hall conversation with Dr. Martin Davidson, Darden School Johnson and Higgins Professor of Business Administration. Professor Davidson received the sub-group meeting notes in advance of the session, and he embedded themes from the compiled qualitative data into this session.

The purpose of the Town Hall meeting was to initiate the process of building an underlying framework and model for the Batten School's diversity and inclusion efforts. The Batten School used this framework in both its comprehensive strategic planning process and communication planning process, which took place from 2016-17. Integrating the community-driven diversity and inclusiveness framework into these on-going planning efforts strengthened all three processes, allowing the Batten School to integrate our priorities across numerous dimensions.

Professor Davidson's framework reminded us that diversity is an important strategic asset that modern organizations—particularly schools that emphasize the teaching and practice of leadership and public policy—must leverage to reach their potential. The idea that visionary leaders will catalyze diversity as an organizational differentiator, rather than simply manage it, aligns perfectly with the Batten School's mission and vision of becoming a conversation-changer with a significant impact.

THE LEVERAGING DIFFERENCE CYCLE<sup>1</sup>



**A. Review Feedback and Analyze Current State: Step 3**

Using Professor Davidson's framework as inspiration, in fall 2017, the Batten School revisited its initial data collection and reassessed its current state through a review of new data and meetings with representative community members. This opportunity allowed the Batten School to reflect upon, among other developments, the impact and potential of emerging faculty research across diverse policy fields, new key staff members dedicated to external relations, communications, and data analysis, new advisory and alumni boards, and changes in the job market.

As a caveat, Batten is the smallest school at the University of Virginia, and thus, the demographic information listed below represents a relatively small pool of data. Accordingly, even minor shifts in enrollment (or hiring and retention) could result in large percentage changes in our data. These changes are compounded by our School's youth and rapid growth trajectory; indeed, student, faculty, and staff recruiting efforts have vacillated

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<sup>1</sup> Davidson, Martin, *The End of Diversity As We Know It: Why Diversity Efforts Fail and How Leveraging Difference Can Succeed*, Berrett-Koehler Press, San Francisco, CA (2011).

widely from year-to-year given our changing needs. Notwithstanding, it has been instructive to compare our data across the University and academic disciplines to assess our current state as we plan for the future.<sup>2</sup>

Given the rapidly changing context of leadership and policy in the national and international arenas, not to mention changes within the greater University of Virginia and Charlottesville communities, this Diversity Plan is expressly a “living document” that can—and should—be revisited to best respond to those opportunities and challenges we may encounter along the way.

## 1. Student Demographics

The Batten School enrolls three cohorts of students, two of which are drawn directly and exclusively from the University of Virginia’s undergraduate population. The two-year Bachelor of Arts program, which enrolled its first cohort in 2012, selects students from the College who already have completed at least 60 undergraduate credits and two prerequisites.

The accelerated Master of Public Policy program similarly draws its students from the greater University student pool, including students enrolled in the College, SEAS, and McIntire. Accelerated MPP applicants typically apply in their third undergraduate year and must have earned at least 90 credits before the start of their fourth year, during which they will enroll concurrently in the first year of our MPP program. The pools of applicants for these programs thus are necessarily limited by the number of students who have met the curricular requirements for admission.

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<sup>2</sup> Unless otherwise noted, all data comes from the UVA Diversity Dashboard at [www.diversitydata.virginia.edu](http://www.diversitydata.virginia.edu).

i. Undergraduate Students

2013-17 Undergraduate Students										
	2013		2014		2015		2016		2017	
	Batten	All	Batten	All	Batten	All	Batten	All	Batten	All
<b>African American</b>	9 (8.91%)	917 (6.16%)	10 (7.63%)	927 (6.02%)	10 (6.94%)	951 (6.07%)	9 (5.66%)	1,017 (6.40%)	11 (6.08%)	1,049 (6.54%)
<b>Asian American</b>	16 (15.84%)	1,818 (12.20 %)	15 (11.45%)	1,889 (12.26%)	12 (8.33%)	1,962 (12.52%)	12 (7.55%)	2,067 (13.01%)	13 (7.18%)	2,247 (14.01%)
<b>Hispanic American</b>	6 (5.94%)	843 (5.66%)	5 (3.82%)	918 (5.96%)	6 (4.17%)	932 (5.95%)	9 (5.66%)	991 (6.24%)	11 (6.08%)	1,049 (6.54%)
<b>Multi-Racial American</b>	3 (2.97%)	636 (4.27%)	3 (2.29%)	702 (4.56%)	4 (2.78%)	709 (4.52%)	8 (5.03%)	698 (4.39%)	10 (5.52%)	695 (4.33%)
<b>Native American or Alaskan</b>	0 (0.00%)	18 (0.12%)	0 (0.00%)	16 (0.10%)	0 (0.00%)	17 (0.11%)	0 (0.00%)	16 (0.10%)	0 (0.00%)	15 (0.09%)
<b>Native Hawaiian or Pacific Islander</b>	0 (0.00%)	3 (0.02%)	0 (0.00%)	5 (0.03%)	0 (0.00%)	4 (0.03%)	0 (0.00%)	7 (0.04%)	0 (0.00%)	9 (0.06%)
<b>Non-Resident Alien</b>	3 (2.97%)	902 (6.05)	2 (1.53%)	838 (5.44%)	4 (2.78%)	802 (5.12%)	2 (1.26%)	770 (4.85%)	3 (1.66%)	729 (4.55%)
<b>Unknown</b>	4 (3.96%)	733 (4.92)	2 (1.53%)	716 (4.65%)	4 (2.78%)	873 (5.57%)	5 (3.14%)	916 (5.76%)	3 (1.66%)	952 (5.94%)
<b>White American</b>	60 (59.41%)	9,028 (60.60 %)	94 (71.76%)	9,394 (60.98%)	104 (72.22%)	9,419 (60.11%)	114 (71.70%)	9,409 (59.21%)	130 (71.82%)	9,289 (57.93%)

Reflecting the overall undergraduate demographics at UVA, female undergraduate students at the Batten School continue to outnumber the male undergraduates. From 2014-2017, female students represented between 55-62% of the Batten School's undergraduate population.<sup>3</sup>

<sup>3</sup> Female undergraduates at Batten have outnumbered male undergraduates since the first class matriculated, with recent data as follows: 2014 – 62% women; 2015 – 60% women; 2016 – 55% women; 2017 – 59% women.

ii. Master of Public Policy Students

Graduate Students										
	2013		2014		2015		2016		2017	
	Batten	All	Batten	All	Batten	All	Batten	All	Batten	All
<b>African American</b>	8 (10.00%)	260 (4.10%)	6 (6.82%)	259 (4.05%)	8 (7.69%)	271 (4.29%)	3 (3.00%)	306 (4.71%)	3 (2.86%)	346 (5.11%)
<b>Asian American</b>	5 (6.25%)	435 (6.86%)	5 (5.68%)	411 (6.43%)	3 (2.88%)	415 (6.57%)	5 (5.00%)	425 (6.54%)	8 (7.62%)	448 (6.62%)
<b>Hispanic American</b>	6 (7.50%)	248 (3.91%)	2 (2.27%)	256 (4.00%)	4 (3.85%)	272 (4.31%)	5 (5.00%)	294 (4.52%)	6 (5.71%)	312 (4.61%)
<b>Multi-Racial American</b>	4 (5.00%)	126 (1.99%)	2 (2.27%)	146 (2.28%)	6 (5.77%)	175 (2.77%)	8 (8.00%)	188 (2.89%)	3 (2.86%)	204 (3.01%)
<b>Native American or Alaskan</b>	0 (0.00%)	9 (0.14%)	0 (0.00%)	6 (0.09%)	0 (0.00%)	9 (0.14%)	0 (0.00%)	7 (0.11%)	0 (0.00%)	4 (0.06%)
<b>Native Hawaiian or Pacific Islander</b>	0 (0.00%)	2 (0.03%)	0 (0.00%)	2 (0.03%)	0 (0.00%)	5 (0.08%)	0 (0.00%)	7 (0.11%)	0 (0.00%)	4 (0.06%)
<b>Non-Resident Alien</b>	7 (8.75%)	1,025 (16.17%)	8 (9.09%)	1,102 (17.23%)	4 (3.85%)	1,159 (18.35%)	7 (7.00%)	1,336 (20.55%)	8 (7.62%)	1,491 (22.02%)
<b>Unknown</b>	5 (6.25%)	404 (6.37%)	6 (6.82%)	388 (6.07%)	3 (2.88%)	306 (4.84%)	2 (2.00%)	248 (3.82%)	3 (2.86%)	211 (3.12%)
<b>White American</b>	45 (56.25%)	3,831 (60.43%)	59 (67.05%)	3,825 (59.81 %)	76 (73.08%)	3,704 (58.64%)	70 (70.00%)	3,689 (56.75%)	74 (70.48%)	3,751 (55.40%)

While the overall population of male graduate students outnumbers female graduate students at UVA, with only one exception since the School's founding in 2007, female MPP students at the Batten School have outnumbered male MPP students. From 2014-2017, female MPP students represented between 48-62% of the MPP population.<sup>4</sup>

<sup>4</sup> The specific data are: 2014 – 48% women; 2015 – 62% women; 2016 – 62% women; 2017 – 57% women.

## 2. Non-student Demographics

### i. Faculty

Given the relatively small size of the Batten School faculty, the breadth of our policy and leadership course offerings, and the number of students (Batten and non-Batten) enrolled in our courses, we necessarily rely upon a large number of additional faculty who may have primary affiliations with other Schools or serve as visiting professors or short-term lecturers. Note that these additional faculty are not necessarily reflected in the data below.

Faculty										
	2013		2014		2015		2016		2017	
	Batten	All	Batten	All	Batten	All	Batten	All	Batten	All
<b>African American</b>	0 (0.00%)	76 (3.08%)	1 (5.88%)	81 (3.15%)	1 (4.55%)	84 (3.14%)	1 (4.00%)	87 (3.16%)	1 (3.85%)	106 (3.74%)
<b>Asian American</b>	1 (7.14%)	232 (9.41%)	1 (5.88%)	239 (9.29%)	2 (9.09%)	257 (9.61%)	2 (8.00%)	286 (10.38%)	4 (15.38%)	305 (10.75%)
<b>Hispanic American</b>	0 (0.00%)	48 (1.95%)	0 (0.00%)	57 (2.22%)	0 (0.00%)	76 (2.84%)	1 (4.00%)	87 (3.16%)	1 (3.85%)	80 (2.82%)
<b>Multi-Racial American</b>	0 (0.00%)	15 (0.61%)	0 (0.00%)	17 (0.66%)	0 (0.00%)	19 (0.71%)	0 (0.00%)	18 (0.65%)	0 (0.00%)	24 (0.85%)
<b>Native American or Alaskan</b>	0 (0.00%)	4 (0.16%)	0 (0.00%)	4 (0.16%)	00 (0.00%)	3 (0.11%)	0 (0.00%)	4 (0.15%)	0 (0.00%)	5 (0.18%)
<b>Native Hawaiian or Pacific Islander</b>	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (0.04%)	0 (0.00%)	1 (0.04%)	0 (0.00%)	1 (0.04%)	0 (0.00%)	1 (0.04%)
<b>Non-Resident Alien</b>	0 (0.00%)	79 (3.20%)	0 (0.00%)	89 (3.46%)	0 (0.00%)	103 (3.85%)	0 (0.00%)	114 (4.14%)	0 (0.00%)	128 (4.51%)
<b>Unknown</b>	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (0.04%)	0 (0.00%)	0 (0.00%)
<b>White American</b>	13 (92.86%)	2,012 (81.59%)	15 (88.24%)	2,085 (81.03%)	19 (86.36%)	2,131 (79.69%)	21 (84.00%)	2,156 (78.29%)	20 (76.92%)	2,189 (77.13%)

ii. Staff

Staff										
	2013		2014		2015		2016		2017	
	Batten	All	Batten	All	Batten	All	Batten	All	Batten	All
<b>African American</b>	4 (22.22%)	763 (12.54%)	4 (23.53%)	743 (12.19%)	4 (18.18%)	726 (12.00%)	4 (17.39%)	758 (11.85%)	3 (9.09%)	758 (11.49%)
<b>Asian American</b>	0 (0.00%)	268 (4.40%)	0 (0.00%)	263 (4.31%)	0 (0.00%)	277 (4.58%)	0 (0.00%)	285 (4.45%)	0 (0.00%)	285 (4.32%)
<b>Hispanic American</b>	0 (0.00%)	85 (1.40%)	0 (0.00%)	94 (1.54%)	1 (4.55%)	104 (1.72%)	1 (4.35%)	113 (1.77%)	2 (6.06%)	113 (1.71%)
<b>Multi-Racial American</b>	0 (0.00%)	43 (0.71%)	0 (0.00%)	50 (0.82%)	0 (0.00%)	58 (0.96%)	1 (4.35%)	73 (1.14%)	0 (0.00%)	77 (1.17%)
<b>Native American or Alaskan</b>	0 (0.00%)	9 (0.15%)	0 (0.00%)	6 (0.10%)	0 (0.00%)	5 (0.08%)	0 (0.00%)	10 (0.16%)	0 (0.00%)	13 (0.20%)
<b>Native Hawaiian or Pacific Islander</b>	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (0.02%)	0 (0.00%)	5 (0.08%)	0 (0.00%)	6 (0.09%)
<b>Non-Resident Alien</b>	0 (0.00%)	192 (3.16%)	0 (0.00%)	207 (3.40%)	0 (0.00%)	213 (3.52%)	1 (4.35%)	238 (3.72%)	1 (3.03%)	285 (4.32%)
<b>Unknown</b>	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (0.06%)	0 (0.00%)	9 (0.14%)
<b>White American</b>	14 (77.78%)	4,724 (77.65%)	13 (76.47%)	4,734 (77.64%)	17 (77.27%)	4,666 (77.12%)	16 (69.57%)	4,912 (76.77%)	27 (81.82%)	5,050 (76.56%)

## **B. Define Diversity and Inclusivity Objectives and Strategies: Step 4**

After reviewing the qualitative and quantitative data, the Batten School has adopted seven objectives in support of our diversity and inclusivity goals. More fully described in Section IV, along with related challenges, strategies, measures of success, and timelines for achieving these objectives, they are as follows:

### ***Objective 1: Student Recruitment***

The Batten School will expand its efforts to enhance pipelines for prospective undergraduate and graduate students through strategic outreach and partnerships and program development.

### ***Objective 2: Academic Programming***

The Batten School will dedicate resources (e.g., people, funding, time, space) to create incentives for research centers and faculty to pursue research agendas, programs, and curricula that broaden perspectives throughout the Batten School community.

### ***Objective 3: Faculty and Staff Recruitment and Retention***

The Batten School will develop and implement faculty and staff recruiting strategies that reach further into the recruiting cycle, aiming to strengthen the diversity of high-quality, qualified candidates in all search pools across rank and discipline.

### ***Objective 4: Community Development and Programming***

The Batten School will strategically develop and deliver programming and public events, both on and off Grounds, to engage broad communities and diverse perspectives.

### ***Objective 5: Network Development and Employer Partnerships***

The Batten School will increase institutional support for its students and alumni to expand our network of leaders in wide-ranging policy and geographic areas and across public, private, and non-profit sectors.

### ***Objective 6: Purposeful Planning for Facility Expansion***

The Batten School will lead a major facility expansion process that includes robust conversations aimed at creating spaces that promote both purposeful and serendipitous engagement of people from within and outside the Batten School community. The new space will be designed to enhance dialogue and connection, promoting societal diversity and fostering inclusiveness within Batten and across the University.

### ***Objective 7: Climate Survey, Assessment, and Accountability***

The Batten School will administer an annual climate survey and/or assessment to the Batten School community on our progress toward a more diverse and inclusive environment.

#### **IV. DIVERSITY OBJECTIVES 1-7**

##### ***Objective 1: Student Recruitment***

The Batten School will expand its efforts to enhance pipelines for prospective undergraduate and graduate students through strategic outreach and partnerships and program development.

##### ***Challenges:***

Given that Batten draws students for two of its three cohorts exclusively from the University's undergraduate population, efforts at diversifying this pool are dependent upon the increased diversification of the undergraduate student population as a whole. Accordingly, Batten's undergraduate recruiting strategies must be conducted in tandem with the recruiting and goals of UVA's central admissions office.

We face different challenges with respect to diversifying our graduate student recruiting. Significantly, recent studies indicate that international student applications are trending downward at American universities, potentially shrinking our pool for talented international students. Coupled with the fact that international students are often ineligible for the types of internships and post-graduate positions many policy students seek—namely, employment with the federal government or in positions involving security clearance—Batten must be all the more deliberate in cultivating a meaningful network of international partners.

##### ***Strategies:***

Given the different pools from which they are drawn, myriad strategies will be used to expand the Batten School's admissions pipeline. All are predicated on the belief that to increase the diversity of our applicant pool, we cannot be passive but must proactively build relationships with more diverse populations (e.g., ethnic, socioeconomic, geographical, ideological, religious, and work experience).

Given the extremely rigorous curriculum of both programs, we continue to assess and address student attrition within our BA and MPP cohorts. Early advising and outreach to student groups, particularly student groups whose members (or a disproportionate number of members) are from underrepresented populations may help students understand the program requirements and prepare them to be more competitive after matriculation.

Strategies to enhance recruiting generally fall into three categories: increased/more strategic funding, ongoing development and cultivation of partnerships, and targeted, professionalized marketing. The implementation of all of these strategies will benefit from Batten's hiring in 2017 of a Director of Outreach and Engagement and Director of Communications and Marketing.

By way of example, entities with whom early advising partnership-building has already begun (and will be built upon in the future) include:

*Nonprofits*

- Public Policy and International Affairs Program (PPIA) – the mission of the PPIA, to “promote the inclusion and full participation of underrepresented groups in public service and to advance their leadership roles throughout our civic institutions serving domestic and international affairs,” directly aligns with the Batten School’s goals. We will continue to build our relationship with the PPIA, which offers summer programs (Junior Summer Institutes) and fellowships for outstanding undergraduate students seeking graduate degrees in the public policy field.
- Posse Foundation – established in 2012 as an initiative of the highly acclaimed Posse Foundation, specific relationship-building with the “Posse Veterans Program” will allow Batten to better reach post-9/11 veterans.
- Examples of other nonprofits that could be targeted for relationship development include 100 Black Men of Central Virginia, Associated Black Charities (VA and MD), UnidosUS, My Brother’s Keeper, Campaign for Black Male Achievement, Running Start, Student Veterans of America, and the National Asian Pacific American Women’s Forum.

*Think Tanks*

- We have begun and will continue outreach with think tanks that can contribute to and promote diversity of background, experience, and thought at the Batten School, and also those programs that provide competitive academic fellowships. We believe this will be an especially effective way to market our program to top applicants, while at the same time maximizing our limited pool of funding for scholarships and fellowships.

*Foundations*

- Relationship-building already has begun with such organizations as the New America Foundation and Millennial Public Policy Fellowship (an initiative of Citi Foundation’s “Pathways to Progress initiative,” which focuses on urban youth).

*Colleges and Universities*

- We have established an ongoing strategy to recruit at the nation’s top 15 HBCUs and HSIs, with a particular eye toward schools have that programs whose missions align with Batten’s goals (e.g., the Spelman Social Justice Fellowship Program or Morehouse’s Andrew Young Center for Global Leadership).
- We also have begun more targeted outreach to women’s colleges (e.g., Hollins University’s Batten Leadership Institute) and colleges/universities with differing religious affiliations.

*Government Intern Programs*

- These programs hold particular promise for future pipeline development, given their specific focus on government- and service-minded applicants.
- Programs that have been identified thus far include: Congressional Black Caucus Foundation (Emerging Leaders, Pathways to C-Suite), Congressional Hispanic Caucus Institute (Public Policy Fellowship), and Asian-Pacific American Institute for Congressional Studies (Congressional Fellowship); AmeriCorps and Peace Corps.

*University of Virginia Partnerships and Presence*

- Our campus-based partnerships, many of which are described herein, have and continue to be critical to recruitment, particularly with respect to our undergraduate cohort.
- Black Student Alliance: we have been annually invited to have dinner with and offer a keynote address at the Black Leadership Academy, for which we serve as a sponsor.
- Office of African-American Affairs: relationship-building with this office and members of the student-run Peer Advisory Committee allows us to work closely with the Office to better promote and explain Batten application requirements and deadlines.
- Harambee II Celebration: as sponsors and attendees, through this event we connect with outstanding African American first-year students and extend to them special ongoing invitations to meet with Batten's admissions team.
- Office of the Vice President and Chief Officer for Diversity and Equity: relationship-building is enhanced by our participation on the Dr. Martin Luther King, Jr. University-wide Steering Committee and sponsorship of related events.
- UVA Athletic Office: relationship-building is ongoing through our work with Athletics' Academic Advisors and participation in the "Majors Fair" for student-athletes; we also host two specific Information Sessions for athletes at Garrett Hall.
- Residential Housing Information Visits: we take our Information Sessions "on the road" to talk to transfer students, international students, and other students who might not have had the opportunity to learn about Batten, including First Generation students.
- Black Students Leaders in Policy: we continue to work closely with BSLIP to plan marketing events for prospective students and support their efforts.
- Multicultural Student Center: we have jointly sponsored three different events at the Center; these events have allowed us to build relationships with the staff of the Center and meet a wide range of prospective students.
- Office of Undergraduate Admissions: we collaborate on a wide range of events, including the Fall Fling (recognizing top African-American high school students) and the Fall Blast (recruitment event for Hispanic students).

- Batten Ambassadors: these trained Batten students advance our mission and brand by attending many UVA admissions events and providing prospective students with support and guidance during the Batten application process.

Batten's relationship-building will be further aided by the development of a new digital campaign that will appeal to a more targeted applicant pool. Similarly, new admissions models and/or more flexible degree options will similarly advance these goals. Additionally, plans are underway to construct a new admissions model to identify key markers of leadership and post-Batten impact. More MPP options (for example, 15-month accelerated programs or more online offerings) likewise hold the potential to attract a larger, more diverse group of applicants.

The development of more strategic funding/endowed scholarships not only will include more strategic disbursement of internal fellowships, but also the targeting of more students whose sponsoring organizations or government entities provide them with full funding for their graduate tuition. This will "free up" limited resources allowing the Batten School to better attract and increase our percentage of Pell Grant-eligible students and others who will contribute to various aspects of diversity within our community.

***Measures of Success:***

- Data that meets or exceeds comparable diversity-related data at the University of Virginia/peer schools.
- Increased diversity of applicant pools.
- Diversity of matriculating students.
- Number of partnership agreements with partner organizations, educational institutions, and foreign governments.
- Number of students receiving financial assistance; percentage of Pell Grant-eligible students.
- Students' engagement and academic success.

***Timeframe:***

- Partnership development (2018-ongoing).
- Marketing (2018-ongoing).
- Increase percentage of Pell Grant eligible students (2019-ongoing).
- Increase in diversity of applicant pool/matriculants (beginning in 2019, ideally increasing annually until we meet/exceed University/peer data).

## ***Objective 2: Academic Programming***

The Batten School will dedicate resources (e.g., people, funding, time, space) to create incentives for faculty and research centers to pursue research agendas, programs, and curricula that broaden perspectives throughout the Batten School community.

### ***Challenges:***

The Batten School is home to seven academic centers that reflect the core research distinctions of our faculty's expertise. While the faculty working within these centers maintain discrete areas of research, given the centers' diverse and highly relevant foci, cross-disciplinary collaboration among the centers—and their affiliated faculty and students—offers great potential for ground-breaking and impactful research.

### ***Strategies:***

- Incentivize faculty to conduct cross-disciplinary research that contributes to diversity of thought and experience for Batten community members.
- Support faculty-led initiative to develop student cohort based on racial equity policy. This strategic outreach and programming tool could highlight and enhance the work of several Batten faculty and centers.
- Better recognize and promote the centers' and faculty work that contributes to diversity within the greater Charlottesville communities and beyond (e.g., C'Full, "New Vinegar Hill" project, involvement in the creation of new Humanitarian Data Center).

### ***Measures of Success:***

- Number and diversity of faculty and students engaged with Batten School research centers.
- Number of course offerings (and enrollment) drawing students from diverse majors and programs through the centers.
- Creation and engagement of faculty-led racial equity policy cohort.
- Breadth of related faculty research; community and public awareness of the centers' activity and research.

### ***Timeframe:***

- Survey of center activity contributing to diversity of Batten School thought and experience for community members (May 2018-ongoing).
- Additional surveys regarding number of faculty and students involved in center work and public awareness of center activity (May 2019).
- Creation and engagement of faculty-led race equity policy cohort (May 2019).

### ***Objective 3: Faculty and Staff Recruitment and Retention***

The Batten School will develop and implement faculty and staff recruiting strategies that reach further into the recruiting cycle, aiming to strengthen the diversity of high-quality, qualified candidates in all search pools across rank and discipline.

#### ***Challenges:***

The Batten School faces many challenges in diversifying its faculty and staff, including a well-documented broken pipeline within the Ph.D. community. A recent study by the National Science Foundation revealed that only 6.4% of U.S. citizen or permanent resident research doctoral recipients in 2014 were African American, and 6.5% were Hispanic. Data from the Council of Graduate Schools reveals that only 44% of African American and Hispanic Ph.D. students in STEM (defined to include behavioral and social sciences) earned a doctoral degree within seven years, with 36% of the candidates leaving their programs.

The ability to diversify Batten's faculty and staff is similarly limited by a practical consideration: physical space. Faculty and staff offices are presently oversubscribed, with lab space and even offices located in remote locations. With a relatively small community of faculty and staff to begin with, the inability to provide adequate office space for new hires significantly limits our recruiting capabilities.

#### ***Strategies:***

- Use target of opportunity and cluster hires strategically to increase the diversity of applicants and recruited faculty.
- Reevaluate recruiting strategies, drawing upon new human and technological capabilities of Ufirst.
- Engage the Batten Boards, network, and partners to develop alternative recruiting pipelines.
- Support professional development opportunities across UVA and beyond for Batten staff and faculty, especially those that will enhance the pipeline for future Batten faculty and staff hires.
- Engage lecturers/visiting professors to provide short-term coverage in teaching/engagement around policy areas affecting underrepresented communities.
- Meet with EOOCR annually to evaluate staff and faculty composition in light of national employment data; make adjustments to recruiting strategies as necessary.
- Ensure that all Hiring Managers are properly trained and informed of hiring goals and requirements and parameters of legal and ethical job searches.
- Through strategic marketing, better engage University community members in Batten School programming and events.

- Create a voluntary and informal mentoring program for new community members from underrepresented communities, pairing them with senior Batten community members as part of their on-boarding process; ensure that they are connected with appropriate professional associations and networks across Grounds and within the greater community.

***Measures of Success:***

- Increase in the diversity of faculty, staff, and postdocs, as well as their relevant applicant pools, to match or exceed data at the University of Virginia or similarly situated peer institutions.
- Diversity and quality of faculty and staff training opportunities that promote a community of inclusion and respect.
- Climate survey data that meets/exceeds comparable data from the University of Virginia or similarly situated peer institutions (see below).
- Adequate collaborative physical space to accommodate faculty and promote robust and diverse academic exchange (see below).

***Timeframe:***

- Increase in diversity of faculty and staff (ongoing until data meets/exceeds University and/or peer school data).
- Reevaluate hiring strategies/collaboration with Ufirst (fall 2018; ongoing).
- Engage Batten boards, network and partners (2018; ongoing).
- Increased engagement of University community members (2018; ongoing).

***Objective 4: Community Development and Programming***

The Batten School will strategically develop and deliver programming and public events, both on and off Grounds, to engage broad communities and diverse perspectives.

***Challenges:***

While our Batten community members' academic and professional areas of interest are extremely diverse, as the smallest school at UVA we face obvious challenges in attracting substantial audiences for topic-specific events, trainings, and even student organizations that contribute to the rich and diverse dialogue and scholarship associated with a top policy and leadership school. Given that our academic program spans only two years and includes a relatively rigorous curriculum, we face additional challenges in cultivating a continuity of programming that could attract and reinforce our community's values and goals as they relate to diversity.

***Strategies:***

- Maximize opportunities for positive program development and reinforce our School's mission during annual programming including: admitted students weekend, new student orientation, leadership retreats, public service initiatives, school-wide book reads, Constitution Day, Dr. Martin Luther King, Jr. Day, Founder's Day, and commencement events.
- Continue to solicit community input, encourage diverse speakers, and provide funding for weekly Batten Hour programming.
- Provide funding for student initiatives that contribute to robust and diverse community dialogue and engagement.
- Partner with our Director of Communications to share our mission through our website and marketing materials and promote our public-facing events to diverse University and community members.
- To the extent there is an insufficient audience for a formal Batten School event featuring a certain policy/leadership area, provide funding for community members' outside professional development opportunities in these fields as appropriate.
- Use our new cloud-based technology platform and Director of Analytics to capture and analyze data to ensure our messaging, events, and community engagement are targeting and reaching a broad and diverse audience.

***Measures of Success:***

- Number of Batten-sponsored events promoting diversity and inclusiveness across all dimensions.
- Number of student initiatives and associated funds for speakers, trainings, and initiatives promoting diversity and inclusiveness.
- Data reflecting increase in diversity of our audience demographics.
- Data reflecting increase in impact/outreach of our marketing and programming initiatives as they relate to our diversity initiatives.

***Timeframe:***

- Annual programming (beginning in spring 2018; ongoing).
- Data analyses of initiatives and associated funding (spring 2019).

***Objective 5: Network Development and Employer Partnerships***

The Batten School will increase institutional support for its students and graduates to expand our network of leaders in wide-ranging policy and geographic areas and across public, private, and non-profit sectors.

***Challenges:***

A necessary corollary to building a diverse network of Batten School alumni and partners is to support our students seeking internships and jobs across all sectors—public, private, and nonprofit—both domestically and abroad. While we proudly claim to “privilege no sector over another,” the reality is that many students, particularly those from underrepresented populations and lower socioeconomic means, cannot afford to take unpaid internships within the public and nonprofit sectors, particularly if the positions are outside the Commonwealth or overseas. While we are proud to provide guaranteed summer funding for our *graduate* students, there are fewer opportunities for undergraduate funding. This results in some students opting for a paid “second choice” policy position, or, worse, forgoing a valuable internship altogether in lieu of other paid, non-policy options.

***Strategies:***

- Expand undergraduate fellowship opportunities following the successful 2017 launch of the Frederic S. Bocock Fellowship for government employment and the Royster-Lawton Fellowship for students interested in social enterprise; commit to eventual full funding of undergraduate student policy-based internships.
- Better cultivate opportunities within the three Batten School Boards to provide a richer array of internships for current undergraduate and graduate students.
- Increase/be more strategic about funding for graduate student internships and APP (thesis) clients to match or exceed offerings at peer schools.
- Continue/expand ongoing advising and programming designed to introduce students to diverse professional policy professionals and opportunities.

***Measures of Success:***

- Increased diversity of meaningful internships, fellowships, and employment-at-graduation (e.g., data regarding percentage of employment by sector, policy fields represented, geographic diversity).
- Increased guaranteed funding for graduate students’ summer internships.
- Consistent with the Batten School’s Strategic Plan (and peer school offerings), successful fundraising to allow us to provide guaranteed summer internship funding for all eligible Batten undergraduates.
- Data reflecting higher student and/or alumni satisfaction with internship and employment experiences.
- Number of strategic relationships with University, local, state, federal, and international partners dedicated to improving policymaking as it relates to at-risk and/or diverse populations.

***Timeframe:***

- Evaluation of internship and employment data (spring 2018; ongoing).
- Alumni satisfaction survey (by summer 2020; ongoing).
- Guaranteed funding for undergraduate internships (2024).

***Objective 6: Purposeful Planning for Facility Expansion***

Having outgrown our current academic home in Garrett Hall, planning already has begun for the construction of a new facility that will include, among other features, classroom space, office space to accommodate all Batten faculty, and adequate convening space for Batten and Charlottesville-area community members. In connection with these plans, the Batten School is committed to including robust conversations aimed at creating not merely adequate facilities, but thoughtfully and purposefully designed space that will promote both serendipitous and intentional engagement of people from within and outside the Batten School community. The Batten School's new space will be designed to enhance dialogue and connection, ideally promoting societal diversity and fostering inclusiveness within Batten and across the University and Charlottesville communities.

***Challenges:***

The Batten School received University permission to embark on an initial planning process and feasibility study for a facility expansion in the future "Emmett Ivy Corridor," and, in connection with the University's Offices of the Architect and Provost, this study was completed in December 2017. Significantly, the resulting study and space plan affirm the Batten School's commitment to develop a facility with a significant number of "shared reservable spaces" for University partners, and dedicated, accessible public fora for discourse and dialogue across disciplines. Beyond this feasibility study, we await formal University approval for site development—a necessary precursor to the fundraising that will be required before the construction of any future facility.

***Strategies:***

- Continue to engage potential University partners in the planning phase of our facility expansion project. Such partners may include but are not limited to the Office of the President, Office of the Dean of Students, Weldon Cooper Center, Office of Admissions, Miller Center of Public Affairs, Office of the Registrar, Office of African-American Affairs, and Multi-Cultural Student Services.
- Consult with Batten and School of Architecture faculty regarding design strategies that promote inclusive and welcoming community space.
- Hold focus groups and conduct surveys among Batten and external audiences regarding future space needs and goals.

***Measures of Success:***

- Short-term success will be defined by the construction of a facility with collaborative spaces, as described above; a significant percentage of space dedicated to facilitating diverse interactions will be indicative of a successful planning process and design.
- Longer-term success will be evaluated by data reflecting the reservations for/types of events occurring in our public space, as well as the number and types of community members using this designated space.

***Timeframe:***

- Planning, fundraising and space assessment through 2019; project completion by 2023.

***Objective 7: Climate Survey, Assessment, and Accountability***

As described herein, five sub-groups within the Batten School community convened in fall 2015 to participate in thoughtful discussions about the role of diversity in the context of effective leadership, public policy, and the future of our school.<sup>5</sup> Objectives 1-6 of this Diversity Plan reflect the Batten School's response to many of those areas of concern that were raised or identified in this process.

Notwithstanding, Objective 7—namely, an annual climate survey that captures the Batten School's progress toward the Diversity Plan's goals—is likewise critical to the Plan's success. Accordingly, the Batten School Faculty Executive Committee will administer an annual climate survey and communicate the results to our Batten School community members. Likewise, the Committee will ensure that community members are held accountable for the seven Diversity Plan Objectives, offering revisions and recommendations to this living document as appropriate.

***Challenges:***

Creation of survey that adequately captures feedback from diverse pool of community members that includes undergraduate and graduate students, faculty, and staff.

Effective development distribution of survey in collaboration with similar University-wide survey initiatives.

Effective annual reporting and communication of responses and/or progress made in relation to survey results and Diversity Plan Objectives.

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<sup>5</sup> See *supra* pp 3-4 ("Collect and Assess Community Feedback: Step 1" and "Build a Batten School Diversity and Inclusivity Framework: Step 2").

***Strategies:***

- Design, distribute, and evaluate annual climate survey that will capture community feedback and/or progress related to Diversity Plan Objectives.
- Communicate Diversity Plan Objectives, related goals, and initiatives.
- Communicate survey results and hold feedback sessions to address and improve upon any identified areas of concern; recognize and reward related areas of improvement or success.

***Measures of Success:***

- Annual improvement in survey results that meet/surpass results across the greater University and in comparison with data at similar national institutions.

***Timeframe:***

- The initial survey will be completed, distributed, and analyzed by the Faculty Executive Committee by the conclusion of the 2017-18 academic year.
- The survey should be reevaluated, distributed, and compared to previous surveys and University/national data annually; in connection with the survey, progress toward the Diversity Plan Objectives should be similarly revisited and assessed.