FROM CRISIS
Management
TO ACADEMIC
Achievement

Strategy and Operation
of the Office of African American-Affairs (OAAA):
A 10-year Technical Report
2007-2017

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Dean of African-American Affairs,

Division of Student Affairs,

University of Virginia

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Executive Summary

There is a timeless saying that "life is a sprint and not a marathon." This statement applies to the time horizon it takes to make durable structural changes in an organization.

At the Office of African-American Affairs (OAAA) structural change has followed these collated *strategic imperatives*:

1. High graduation rates must be aligned with correspondingly high graduating grade point averages;

2. Strategy must have consistency across the University and achievement must replace a relative history of largely crisis management.

3. Strategy precedes operational effectiveness. Operationally, the strategic aggregate of Cluster Programming must take the pride of place over singular programs.

Multiple high impact outcomes in academic, leadership skill building and identity brand follow.

Academically,

• 29% of the graduating class of 2021 had 3.4 - 4.0 cumulative Grade Point Average after the first semester as opposed to 10% in 2005. This is a substantial record.

• 30% of the graduating class of 2020 had 3.0 - 3.399 cumulative GPA after the first semester as opposed to 21% in 2015. This is a substantial record.

• The graduating class of 2021 is the first to lift a first year cumulative GPA class average to 3.03. Another record.

• 68.4% of the graduating class of 2017 had a cumulative GPA of 3.0 - 4.0. An exemplary marker of academic success.

Testimonials from students, faculty, parents and others add powerful anecdotes to empirical data.

Part I: Who are we?

Who are we and what is our mission?

The Office of African-American Affairs (OAAA) was established in 1976 as an integral part of the Division of Student Affairs at the University of Virginia. ***It is charged with the responsibility of assisting academic and non-academic units in meeting the challenges of service delivery to African-American students.*** The Office assumes broad responsibility for the creation of a supportive environment which promotes the students' full participation in the University's extracurricular life and enhances the sensitivity of the larger community to the needs, interests, and culture of African-American students. At the same time, it recognizes the intellectual and social diversity among the students and strives to gear its programs and services accordingly.

In addition to providing services, the Office also seeks to ***foster interest in African-American culture as a major force in a pluralistic society.*** It maintains on-going cooperative relationships with students, faculty/staff, alumni, parents, and the community. These liaisons exchange information and advice, enhance the opportunities for the educational growth and successful matriculation and retention of African-American students.

Finally, the Office of African-American Affairs serves as ***a change agent***, seeking to assist the University in addressing a range of issues related to students. It advocates their interests and fosters the ***modification of institutional structures, policies, and practices*** which may inhibit the development of a genuinely pluralistic institution.

Aligning the Mission with Institutional Expectations with strategic consistency

The Office of African-American Affairs is charged with the responsibility of assisting academic and non-academic units in meeting the challenges of service delivery to African-American students….

To that end, we locate our strategic position in this mission in 3 pivots. The 3 synchronized pivots are:

1. Enhancement of **student academic performance** with high impact on GPAs at graduation.
2. ***Student Leadership skill building***;
3. Student mastery of competencies in the area of ***identity and difference***;

We locate our strategic consistency in these three pivots in order to begin our strategic implementation of operational effectiveness in the following four programs:

A. Facilitating *entry* and *adjustment* (**Peer advisor program**).
B. *Retention* and preparation for graduation into graduate and professional programs and competitive work places (**GradStar program**).
C. Providing all *skills and competencies in a culturally supportive environment* (**Luther P. Jackson Black Cultural Center**).
D. Enhancement of *quantitative skills* in **STEM** areas through tutoring, mentoring services, and the coordination of STEM support by graduate students).

How has the success of the OAAA been traditionally measured? Graduation Rates as index of standing: JBHE, August 24, 2015

At Flagship State Universities,
the University of Virginia is the Leader By Far in Successfully
Graduating Black Students.

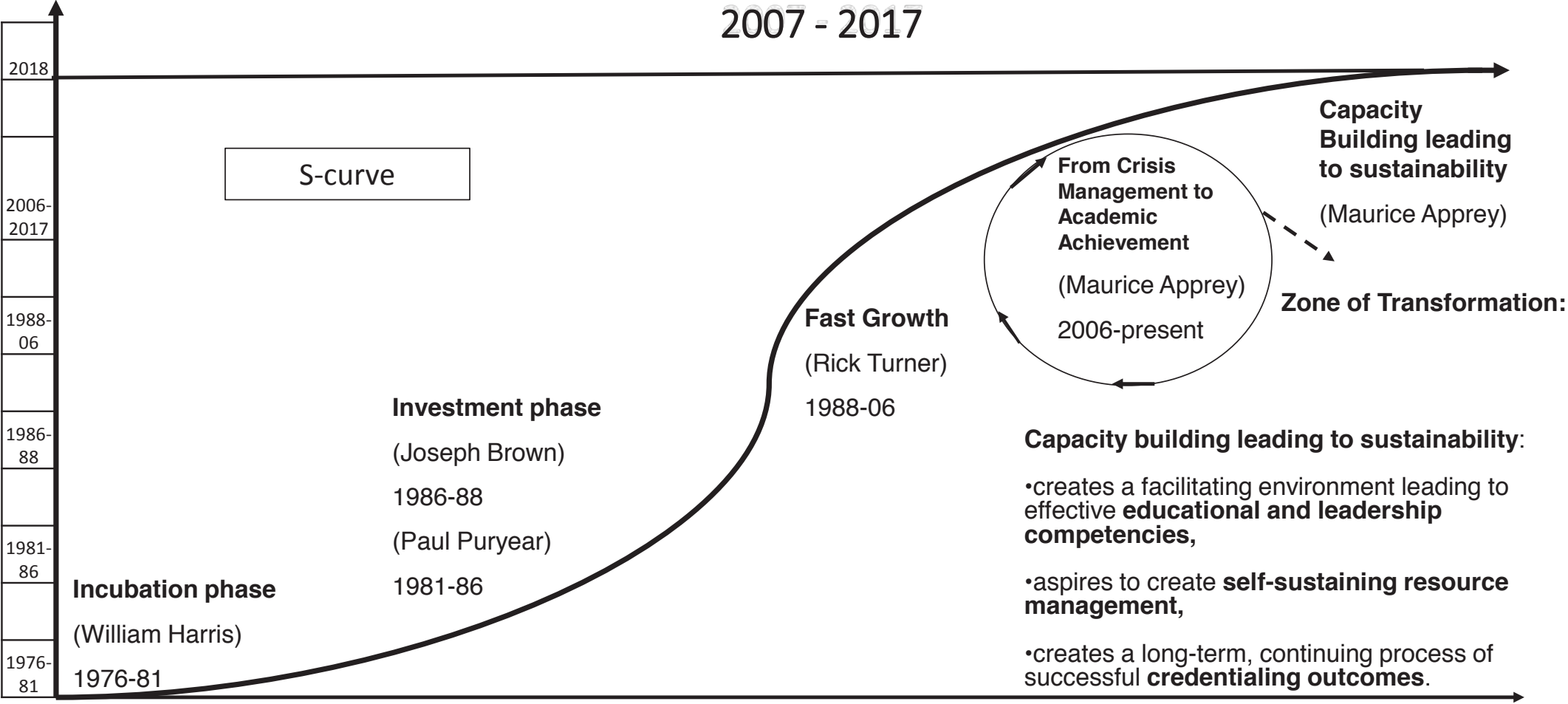|	
University of Virginia	_86%_
University of Calif-Berkeley	70%
University of New Hampshire	70%
University of NC Chapel Hill	69%
University Michigan	67%
National Average	42%

Part II:
New strategies must position the Office for high achievements.

We start with the S-curve to accommodate history and to depart from it

- *The S-curve in management* is used to describe and/or predict the *performance* of the Office product over a time horizon—2007 to 2017.

- The Office builds on the work of each prior Dean and staff.

- Each time a new Dean comes in there is a potential *zone of transformation* where *progressive or retrogressive shifts* could follow.

- Each new accession is therefore a potential zone of transformation.

- The 2007-2017 horizon must therefore foster an innovative advance.

- We will therefore *privilege a largely achievement orientation* over a largely crisis orientation.

Capacity Building at the Office of African-American Affairs
2007 - 2017

2018

2006-2017

1988-06

1986-88

1981-86

1976-81

S-curve

From Crisis Management to Academic Achievement

(Maurice Apprey)

2006-present

Capacity Building leading to sustainability

(Maurice Apprey)

Zone of Transformation:

Fast Growth

(Rick Turner)

1988-06

Investment phase

(Joseph Brown)

1986-88

(Paul Puryear)

1981-86

Incubation phase

(William Harris)

1976-81

Capacity building leading to sustainability:

•creates a facilitating environment leading to effective **educational and leadership competencies,**

•aspires to create **self-sustaining resource management,**

•creates a long-term, continuing process of successful **credentialing outcomes**.

Strategy

- **Strategy as positioning: aligning high graduation rankings with correspondingly high graduation grade point averages; along with leadership skills and competencies.**

....

- **Strategy and differentiation; differentiation as driver of academic strategy.**

- **Strategy and identity branding; identity as driver of leadership strategy.**

....

- Strategy precedes operational effectiveness.

- Strategy as horizonal over time; minimizing annual benchmarks, maximizing medium and long term strategic vision; adding correlates to strategy along the way to discover *a high impact cluster* along the way.

Model of Strategic Positioning
(Appropriating and Modifying Michael E. Porter's *Competitive Strategy*)

Fritz Bondoa, M.A.,
UVA CLAS '15, Foreign Affairs, High Distinction
Brown University '16, Public Affairs
OAAA Peer Advisor Program, Senior Peer Advisor
Booz Allen Hamilton Management Consulting

Michael R. Boone, M.A., EIT,
UVA SEAS '13, Civil Engineering
Wake Forest University '14, Management
HNTB Corporation

Iberedem Ekure, M.Sc.,
UVA SEAS '10, Electrical Engineering
Columbia University '13, Master of Science
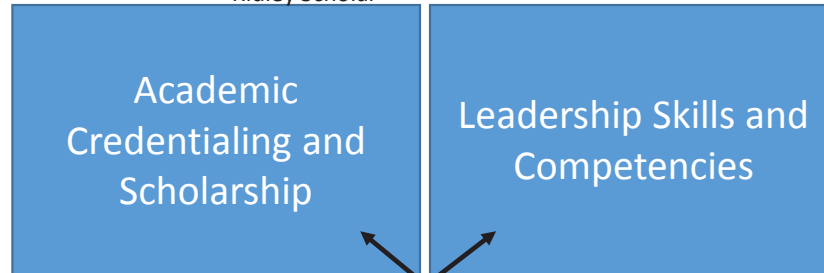OAAA Peer Advisor Program, Senior Peer Advisor
J.P. Morgan

Milan Reed, M.A.,
UVA CLAS '11, Political and Social Thought,
Princeton University '17, Public Affairs, Urban Policy
Black Leadership Institute (BLI)
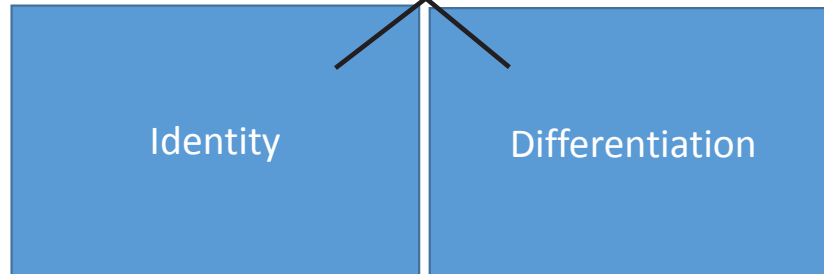NYC Department of Education

Tyler Ambrose,
UVA CLAS '18, Government and Foreign Affairs,
Harvard Law School (entering in the Fall of 2018)
Housing and Resident Life, Co-chair
Black Male Initiative, Chair
Ridley Scholar

Krystal Commons, J.D.,
UVA CLAS '09, History, High Distinction
Columbia Law School '12, J.D.
Project RISE, Co-founder
Associate, Williams & Connolly, LLP

Miles Jackson, B.A.,
UVA COMM '16, Commerce, Finance and Business Administration
Black Presidents Council, Chair
J.P. Morgan

Eli Stacey, B.A.,
Tidewater Community College '14, Associate's Degree
UVA CLAS '16, Sociology
Cleveland State University '19, Public Administration
Black Male Initiative, Chair
Cuyahoga Metropolitan Housing Authority

Alysa M. Triplett, B.A.,
UVA COMM '17, Marketing and Management
OAAA Peer Advisor Program, Senior Peer Advisor
LPJ Student Funding Committee, Chair
IBM

T A R G E T S

D R I V E R S

Academic Credentialing and Scholarship

Leadership Skills and Competencies

Identity

Differentiation

Naa Akawa Koppoe, B.S.ED,
UVA CLAS '10, Kinesiology and African-American Studies
Southern Illinois University, Carbondale, Post Bac Program, MEDPREP
Black Leadership Institute (BLI)
Wright State University Boonshoft School of Medicine, M.D. Candidate

Reginald Benbow, M.A.,
UVA CLAS '11, Political and Social Thought,
Duke University '16, Marketing
Johns Hopkins University '17, Urban Education
OAAA Peer Advisor Program, Senior Peer Advisor
Consultant, Deloitte

Communication of Strategy
with 3 Precepts

1."Finis origine pendet"--The end depends upon the beginning (*Latin*, Manilius; Roman poet, A.D. 10-20).

2. Upon matriculation, think and look ahead (Dwen, whe kan; *Fanti,* a Ghanaian language).

3. "Plan or be planned" (Ackoff).

Part III:
Praxis: Strategic Position to be Operationalized

Strategic Position (2007-2017):

High graduation rates must align with correspondingly high graduating GPAs.

With this strategic position and horizon in mind, we ask one pivotal question in order to anchor our service and unobtrusive research.

Most universities have support services to foster facilitating entry, retention and graduation. These programs include peer-support programs, faculty mentoring programs, academic advising, and graduation audits, among others.

What is different at the Office of African American Affairs (OAAA), University of Virginia that enables these same programs to yield substantive outcomes?

There is a clear and explicit *strategic position*;

2. The strategic position of the Office must have *strategic consistency* with the equally high expectations of the University.

3. *Strategy precedes operational effectiveness.*

4. As a result our programs work because, *horizontally*, they are *synchronized* around (i) **leadership**, (ii) **identity**, and (iii) **academic performance**; and *vertically*, they all **rise to the explicit** and clearly stated **strategy.**

5. Each strategic position must have a *strategic horizon* of 5-10 years instead of annual benchmarks. Horizons allow programs to mature over time and for correctives to be applied to programmatic initiatives when necessary.

Component Praxes to *Operationalize Strategy*

3 Component programs constitute the Cluster Programming Aggregate approach to advising, mentoring, coaching and sponsoring:

- Component Praxis #1: Peer Advisor Program;

- Component Praxis #2: GradStar Program;

- Component Praxis #3: The Luther P. Jackson Black Cultural Center

A. Component Praxis #1: Peer Advisor Program

1. ***Strategic Focus***

   "Finis origine pendet" (the end depends upon the beginning) is the first precept for instilling the idea of starting the academic journey well as the ground for building **leadership, identity and academic performance skill sets.** This precept drives the effort to facilitate *entry and adjustment to the first-year experience at the University* with academic, psychological and social support.

2. Sustaining a **Culture** *of High Performance* by:

   a. Providing *a common experience for all students who identify as Black*.

   "If we have similar or shared experiences, then we are one, and therefore I belong here."

   b. Training the Peer Advisors to deliver *culturally sensitive environment and personalized support to a diverse group of Black students.*

3. ***Execution:***

   a. Sharing Information:

   Peer Advisors *point students to* and *connect students with* resources (i.e., OAAA, Student Affairs, Academic Affairs, etc.)

   b. Sharing Experiences:

   Peer Advisors *normalize the experiences of their advisees* in an effort to r*educe feelings of isolation.*

   c. Transfer of Knowledge:

   Peer Advisors *model the use of successful strategies* and *transfer specific skill sets* i.e., choosing a reasonable course load, time management, how to prepare for tests, outline papers, write lab reports, search for study abroad opportunities, etc.

4. ***Flat, Flexible Service Delivery***: Students are involved in every facet of governance of the Program through the Executive Committee and its sub-committees.

B. Component Praxis #2: GradStar Program

1. ***Strategic Focus***: The transfer of leadership, identity and academic skill sets from the University to career destinations (graduate and professional schools and competitive work places).

2. ***Culture of High Performance***: Students are empowered in a culturally sensitive environment to *co-create* opportunities for knowledge acquisition and knowledge transfer in order to succeed in an increasingly global world.

3. ***Execution***:

   I. *Raising the Bar*: Individual and group **tutoring** and academic support services and experiences.

   II. *OAAA Mentoring Program*: U.Va faculty and staff are paired one-to-one with undergraduates for individual **mentoring** support and cross-cultural understanding in reciprocal or complementary learning relationship.

   III. *Pathways*: Pre-professional **coaching** and guidance through activities and collaborations for initial career placement in graduate and professional schools and workplaces.

4. ***Creating a fast, flat and flexible program***: Collaborations with professionally-related student organizations and partnerships with industry (Altria, etc.) to equip students with functional skills—self-branding, emotional intelligence, team-building, mini-project management, business etiquette, etc.

C. Component Praxis #3: Luther P. Jackson (LPJ) Black Cultural Center

1. ***Strategic focus of the program:***

Foster leadership, identity and academic skills as the infrastructure for programmatic initiatives in the cultural center. The sustained focus is the strategic and critical analysis of the functions and meaning of their unique identities as student leaders within the University experience and beyond.

2. ***Sustaining a culture of high performance:***

The cultural center must consistently provide a climate for students to explore and to use culturally embedded opportunities to practice decision making skills from this praxis:

  a. Encourage students to identify multiple opportunities to grow as successful Black leaders;

  b. Encourage students to identify desired and anticipated outcomes;

  c. To articulate and execute program objectives;

  d. To learn from their successes and failures.

L.P.J. Black Cultural Center cont'd

3. Tools for execution:

Primary tools include regular meetings and other activities as laboratories for learning and practice: the production of *Orphée Noir* periodical; Student Funding Committee; Black Leadership Institute;

Black Presidents Council; Black Male Initiative; Black College Women.

4. Flat, fast, and flexible services:

Co-create working meetings in which students can complete designated tasks either independently or together with the Director of Black Cultural center so that thinking, learning, and evaluating is taking place while students plan and respond to organizational needs.

Restating strategy, consistency, horizon and operationalizing interoperability

To recap,

I. we begin with a clear and concise strategic position;

II. we anchor it in the mission of the Office;

III. we foster strategic consistency between the high expectations of the Office and those of the University; we work on the interoperability between programs so that no one program is siloed;

IV. all programs pivot their work around **_leadership skill building, identity, and academic achievement_**; and

V. **_academic performance is measured in multiple quantitative dimensions_**. All else is assessed through qualitative praxes.

MANAGEMENT MODEL TO OPERATIONALIZE STRATEGY:
Task-farming as a Model of Interoperability between Component Cluster Programs

Interoperability is further fostered by the Dean of African-American Affairs who provides strategic leadership for the Office with a "task-farming" approach that winds its way through the four programs, consistently inscribing synthesis between them.
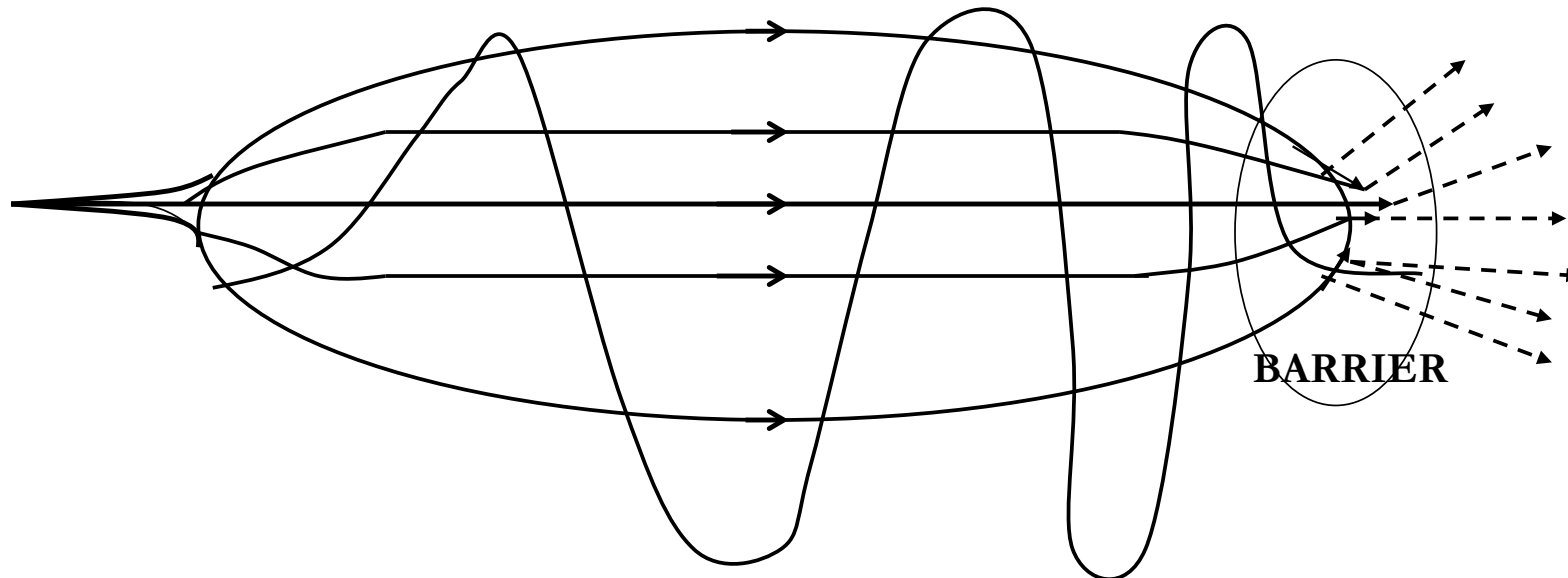
BARRIER

- At the barrier the Dean re-evaluates all the converging products in order to set new goals and then proceeds to new input of new objectives over the next horizon.

One Collective Voice to Operationalize
the Cluster Mentoring Program

So, as each of the four programs or service units pivot their services around (i) leadership as a function of commitment to a purpose, (ii) issues of identity and difference, and (iii) academic performance, the Dean as task-farmer and strategic leader meets with students in multiple settings, furnishing them with a consistent message, that has come to be euphemistically dubbed the "MEAL plan."

The first letter stands for "*motivation*", the second "*exposure*", the third "*academic preparation*", and the fourth "*leadership skills*, *personal and social skills and competencies*." He uses the "MEAL plan" to serve as guidepost for the students to select and make their cognitive and non-cognition engagements and decisions. The MEAL plan serves as a template for writing personal statements for applications and as a template for preparing for interviews. Accordingly, by the third year of college all students know what the Dean is going to say:

1. *Motivation*: stay focused, clarify your goals, be persistent and, most important, sustain your drive to become a teacher, lawyer, doctor, etc.

2. *Exposure*: test your motivation by engaging in an internship or any set of activities that would allow you to know what you are about to get into, what ethical challenges there are in the anticipated profession, etc.

3. *Academic Preparation*: protect your grades; study broadly and deeply, be as well rounded as possible, etc.

4. *Leadership, Human Skills and Competencies*: learn to lead from the front, the back, the middle and treat leadership as a function of commitment to a purpose or a cause and not necessarily where one is in a hierarchy.

Expected Outcomes from Aggregate Cluster Model

(with *interoperability* between service units)

If we are able to make substantive progress in the tripartite strategy of

- Student **leadership skills** *acquired from multiple service units*,

- Mastery of skills in negotiating *personal, professional and ethnic* **identity** (*identity and difference* along with *bonding, bridging* and *reciprocity* as part of *social capital*)**, and**

- High impact **academic performance,**

1. We will maintain the expectations of the composite strategy of aligning our high graduation rates with high grade point averages as well as furnishing graduating students with substantive and multi-faceted non-cognitive transcripts.

2. *These then will be graduates who are leaders because they are well-rounded in both cognitive and non-cognitive spheres and have the informational influence to make decisive and substantive impact on knowledge generation and knowledge transfer. In addition, they would have a tutored, informed and sustained commitment to society as the index of their leadership.*

Part IV: Results

Quantitative Trends as Indices of Achievement

- "High Honors" denotes the 3.4 - 4.0 category after the first semester of the first year.

- "Honors" denotes the 3.0 – 3.399 category after the first semester of the first year.

- The R-Square points to how linear the change in trends is.

Finis Origine Pendet

Heeding the precept:
"The end hangs upon the beginning,"

High achievements were observed. Three records were broken.

Heeding the precept:
"The end hangs upon the beginning,"

High Honors
3.4 - 4.0
High Honors

	3.4 - 4.0 Fall 05	3.4 - 4.0 Fall 06	3.4 - 4.0Fall 07	3.4 - 4.0Fall 08	3.4 - 4.0Fall 09	3.4 - 4.0 Fall 10	3.4 - 4.0 Fall 11	3.4 - 4.0 Fall 12	3.4 - 4.0 Fall 13	3.4 - 4.0 Fall 14	3.4 - 4.0 Fall 15	3.4 - 4.0 Fall 16	3.4 - 4.0 Fall 17
■ Entering Class	252	186	321	248	258	275	278	188	268	308	309	340	353
■ GPA Honors	25	34	36	35	44	53	61	49	58	73	80	85	104
■ %	10	18	11	14	17	19	22	26	22	24	26	25	29
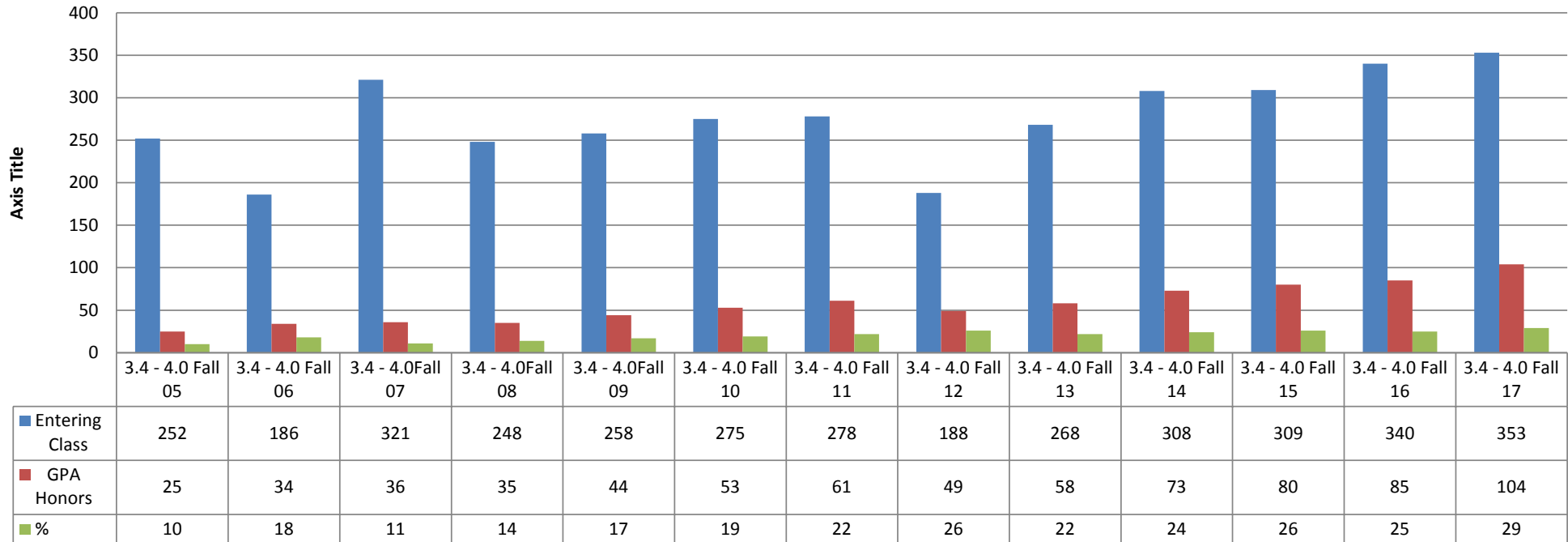
29% of the class of 2021 had 3.4 - 4.0 cumulative GPA after the first semester. This is *a record*.

High Honors (class size and raw scores)

3.4 - 4.0 (Total in class and number in the range after first semester)

Honors

3.0 – 3.399
Honors

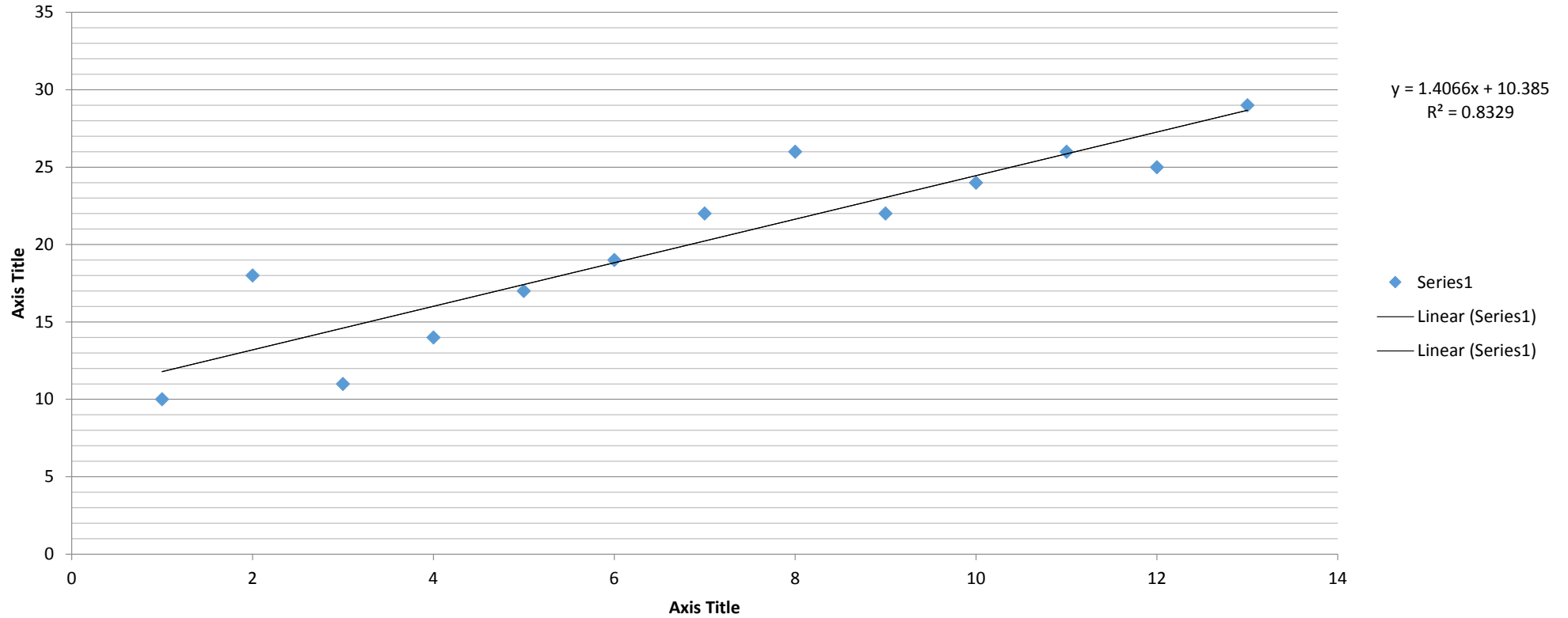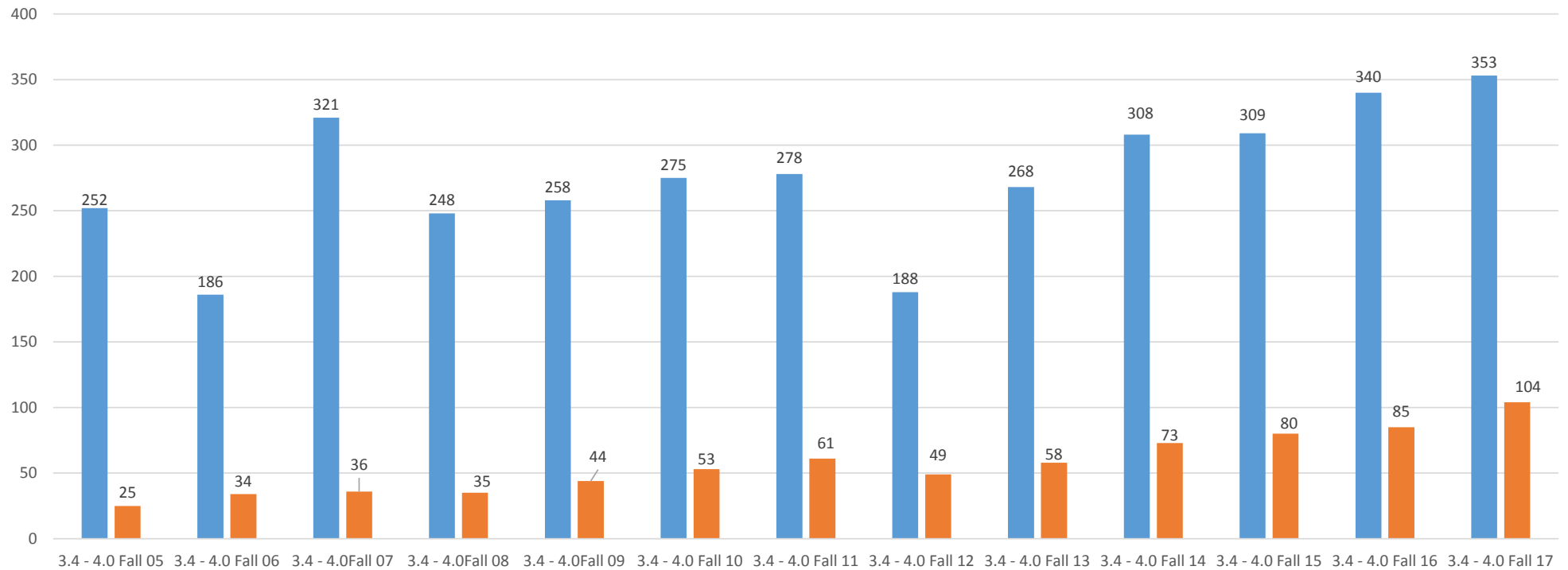|	3.0- 3.399 Fall 05	3.0- 3.399 Fall 06	3.0- 3.399 Fall 07	3.0- 3.399 Fall 08	3.0- 3.399 Fall 09	3.0- 3.399 Fall 10	3.0- 3.399 Fall 11	3.0- 3.399 Fall 12	3.0- 3.399 Fall 13	3.0- 3.399 Fall 14	3.0- 3.399 Fall 15	3.0- 3.399 Fall 16	3.0- 3.399 Fall 17
Entering Class	252	186	321	248	258	275	278	188	268	308	309	340	353
GPA Honors	54	49	77	72	62	70	71	77	74	81	80	101	98
%	21	26	24	29	24	25	25	41	28	26	26	30	28
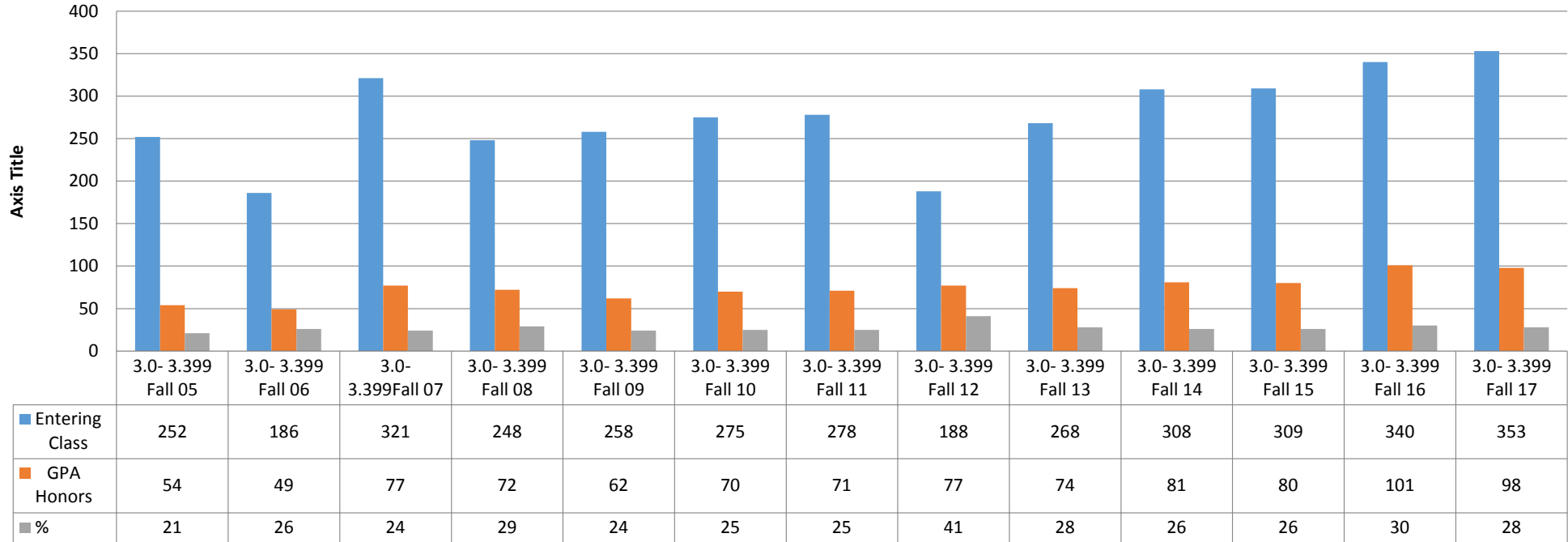
30% of the class of 2020 had 3.0 - 3.999 cumulative GPA after the first semester. This is *a record*.
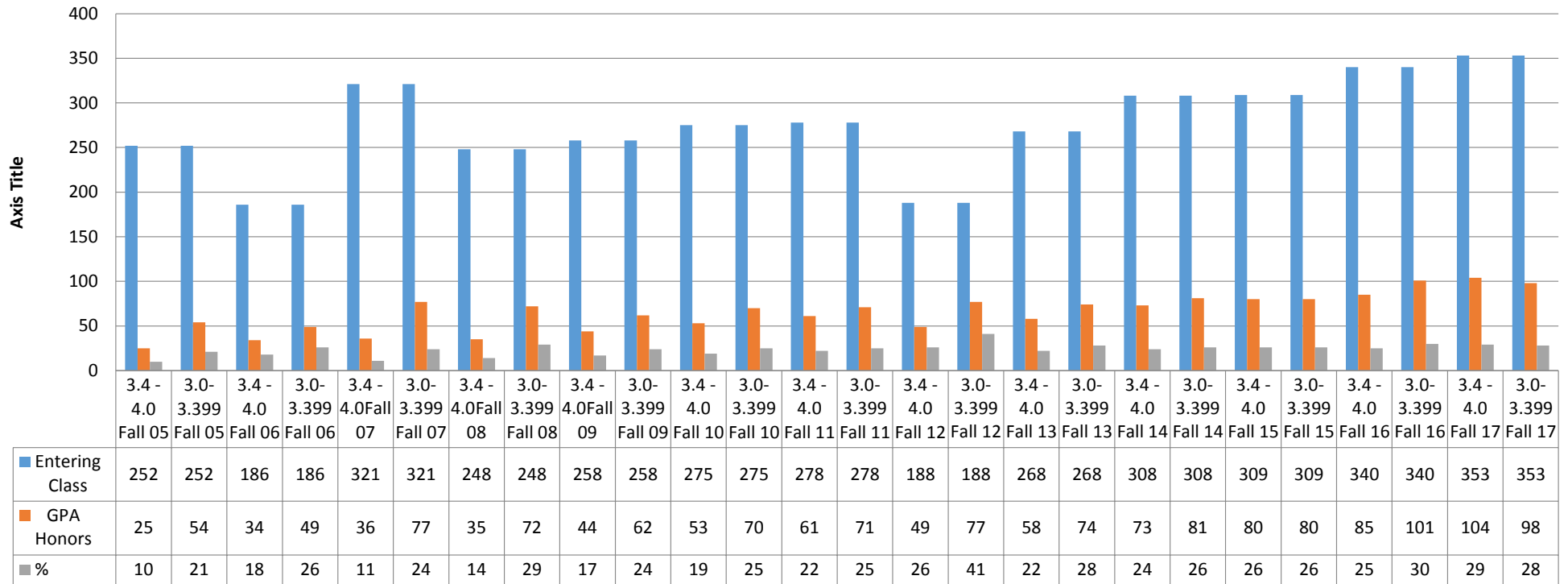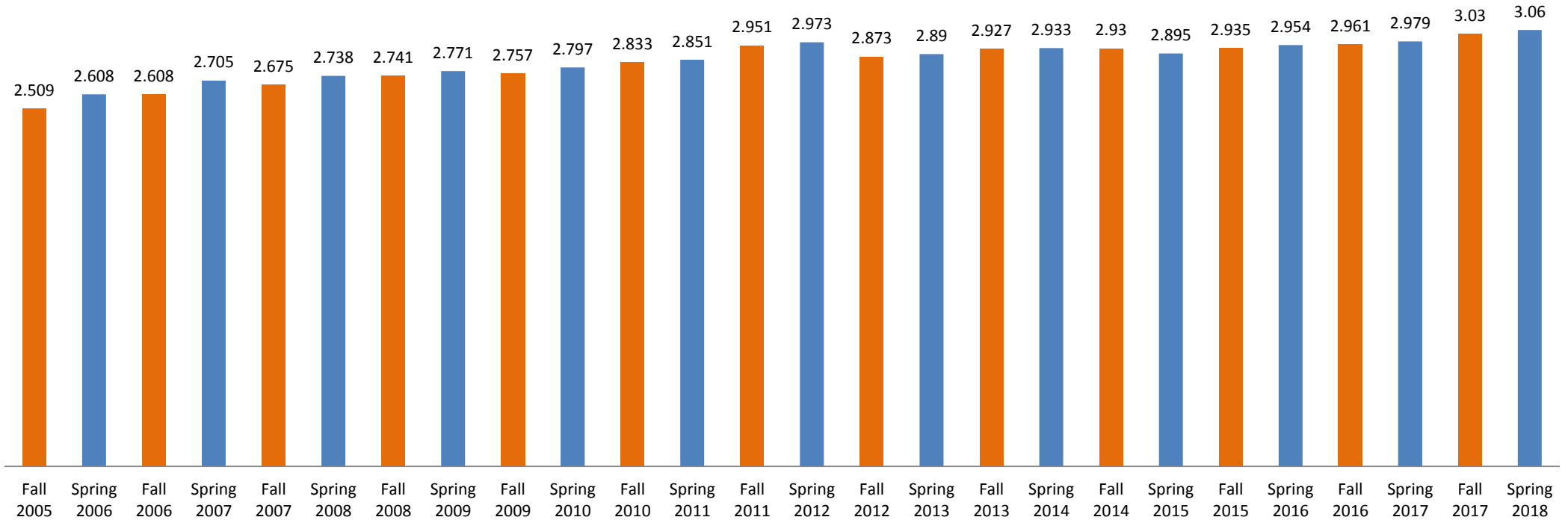
Composite chart of class size, GPA honors, and percentages

Composite Chart of class size, GPA honors, and percentages

	3.4 - 4.0 Fall 05	3.0-3.399 Fall 05	3.4 - 4.0 Fall 06	3.0-3.399 Fall 06	3.4 - 4.0 Fall 07	3.0-3.399 Fall 07	3.4 - 4.0 Fall 08	3.0-3.399 Fall 08	3.4 - 4.0 Fall 09	3.0-3.399 Fall 09	3.4 - 4.0 Fall 10	3.0-3.399 Fall 10	3.4 - 4.0 Fall 11	3.0-3.399 Fall 11	3.4 - 4.0 Fall 12	3.0-3.399 Fall 12	3.4 - 4.0 Fall 13	3.0-3.399 Fall 13	3.4 - 4.0 Fall 14	3.0-3.399 Fall 14	3.4 - 4.0 Fall 15	3.0-3.399 Fall 15	3.4 - 4.0 Fall 16	3.0-3.399 Fall 16	3.4 - 4.0 Fall 17	3.0-3.399 Fall 17
Entering Class	252	252	186	186	321	321	248	248	258	258	275	275	278	278	188	188	268	268	308	308	309	309	340	340	353	353
GPA Honors	25	54	34	49	36	77	35	72	44	62	53	70	61	71	49	77	58	74	73	81	80	80	85	101	104	98
%	10	21	18	26	11	24	14	29	17	24	19	25	22	25	26	41	22	28	24	26	26	26	25	30	29	28

Axis Title

Heeding the precept:
"The end hangs upon the beginning,"
First Year Comparison: Cumulative GPAs
From Fall 2005 to Spring 2018

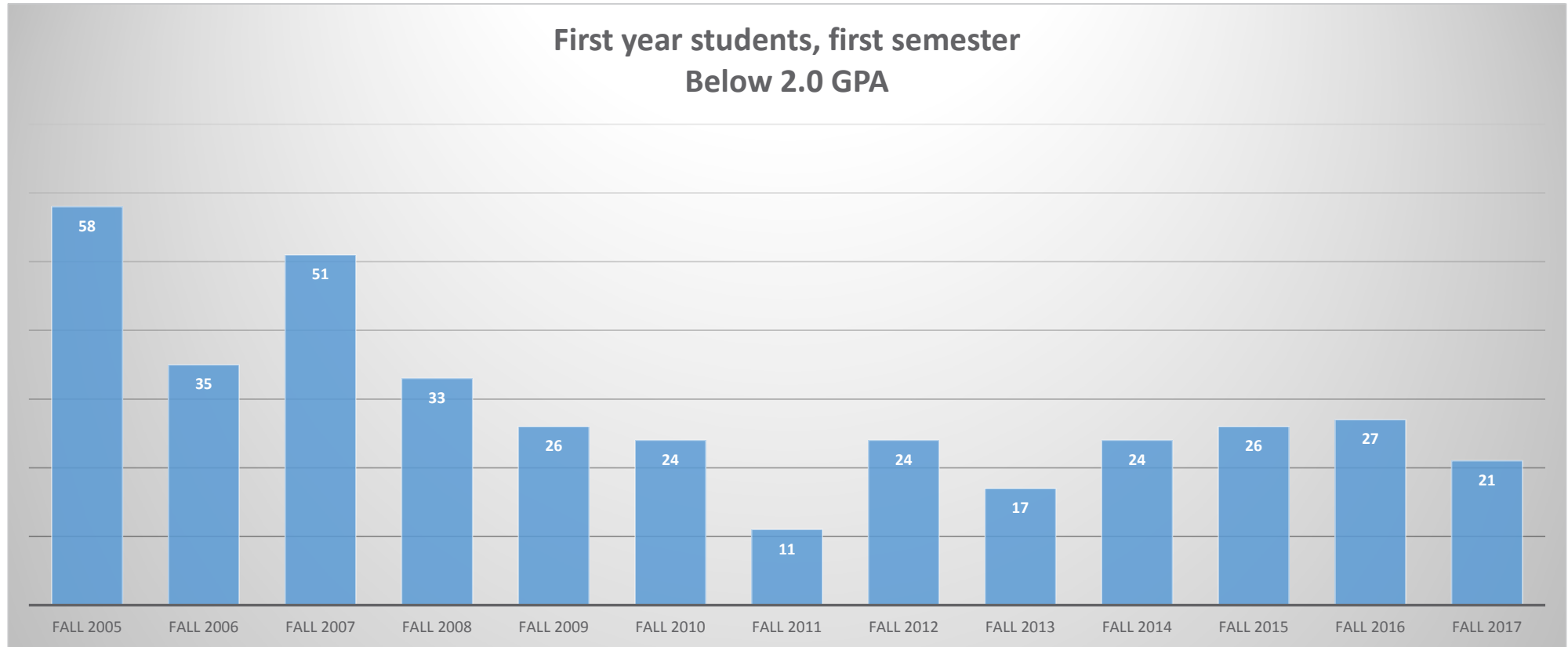|																									
2.509	2.608	2.608	2.705	2.675	2.738	2.741	2.771	2.757	2.797	2.833	2.851	2.951	2.973	2.873	2.89	2.927	2.933	2.93	2.895	2.935	2.954	2.961	2.979	3.03	3.06
Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018

The Class of 2021 is the first class to lift a class average GPA to 3.03 after the first semester. This is *a record*.

Part V: Challenges

- Challenge #1: In spite of increasing percentages of high performing students there were and there still exist a number of students that we must remediate.

- Challenge #2: The R-square for 3.0-3.399 subset over the 2007-2017 time horizon was flat with an anomalous spike in the middle. This subset carries students who tend to be overengaged in multiple organizational activities but content with their academic performance.
  - In order to shift that mindset the Office had to make a cultural change emphasizing the juxtaposition of leadership skills with academic achievements along with the privileging of **cluster programing** over the pre-existing and largely unifocal Peer Advisor mentoring program.

Challenge #1: At risk students after the first semester.

**First year students, first semester
Below 2.0 GPA**

58	35	51	33	26	24	11	24	17	24	26	27	21
FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017

There were 58 students below 2.0 in 2005 compared to 21 in 2017

Challenge #2: Flat R-square of honors chart [0.144]

y = 0.467x + 23.885
$R^2 = 0.144$
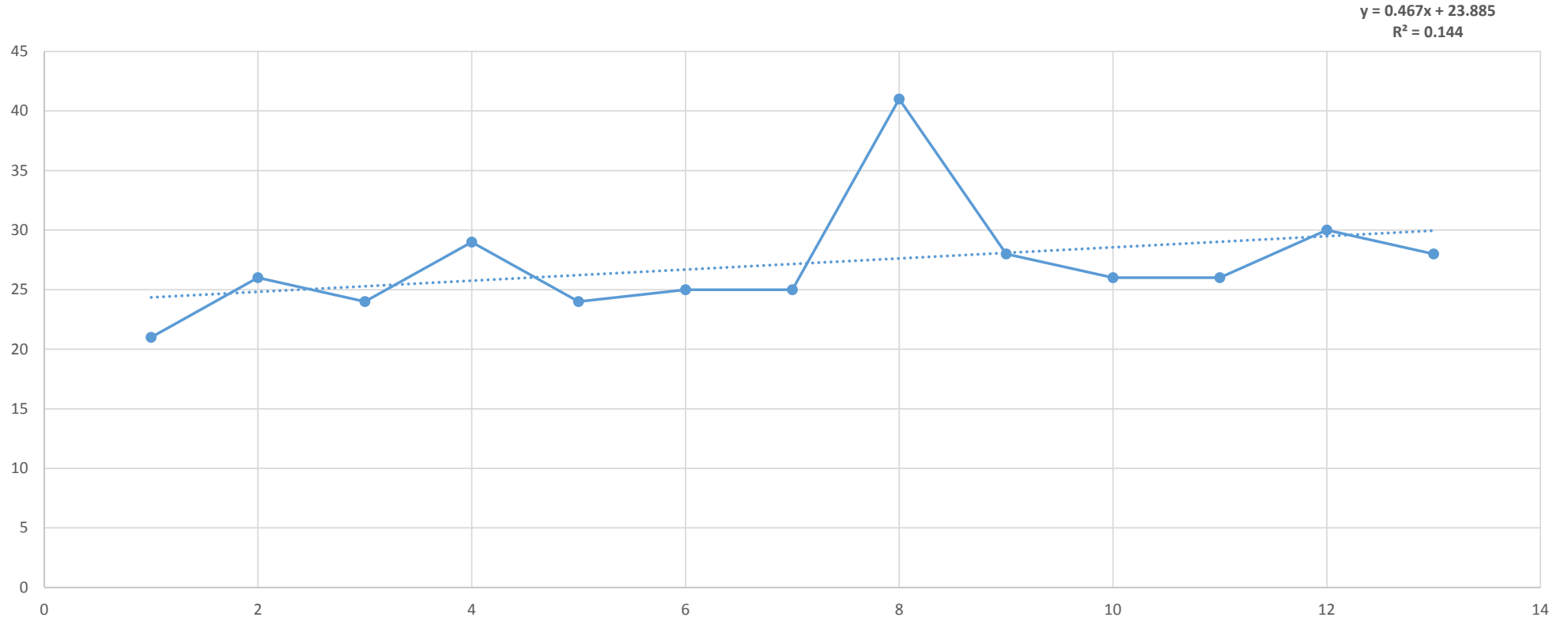
Strategic correctives by graduation after 4 years

- By graduation there are corrective gains in grade point averages in three class subsets: 0.0-3.0; 3.0-3.5; 3.5-4.25.

- Programmatically, we can compare the intervention methods of 2005-2009 and 2010-2017 to demonstrate *progressive shifts in all 3 GPA subsets.*

- At the level of strategy, there is a change in positioning *from mainly peer advisor programming to cluster programming with our tri-partite structure of:* (i) academic success, (ii) leadership and other human skills and competencies, and (iii) identity branding.

From Peer Advisor Program *in se* to Cluster Programming model

Before 2006-2007 entering class (that is, the 2010 graduating class), the predominant impact program was the Peer Advisor Program. After that time period, the impact program was the Cluster Mentoring Program. Table 7 provides the visual chart and Table 7b the descriptive statistics.
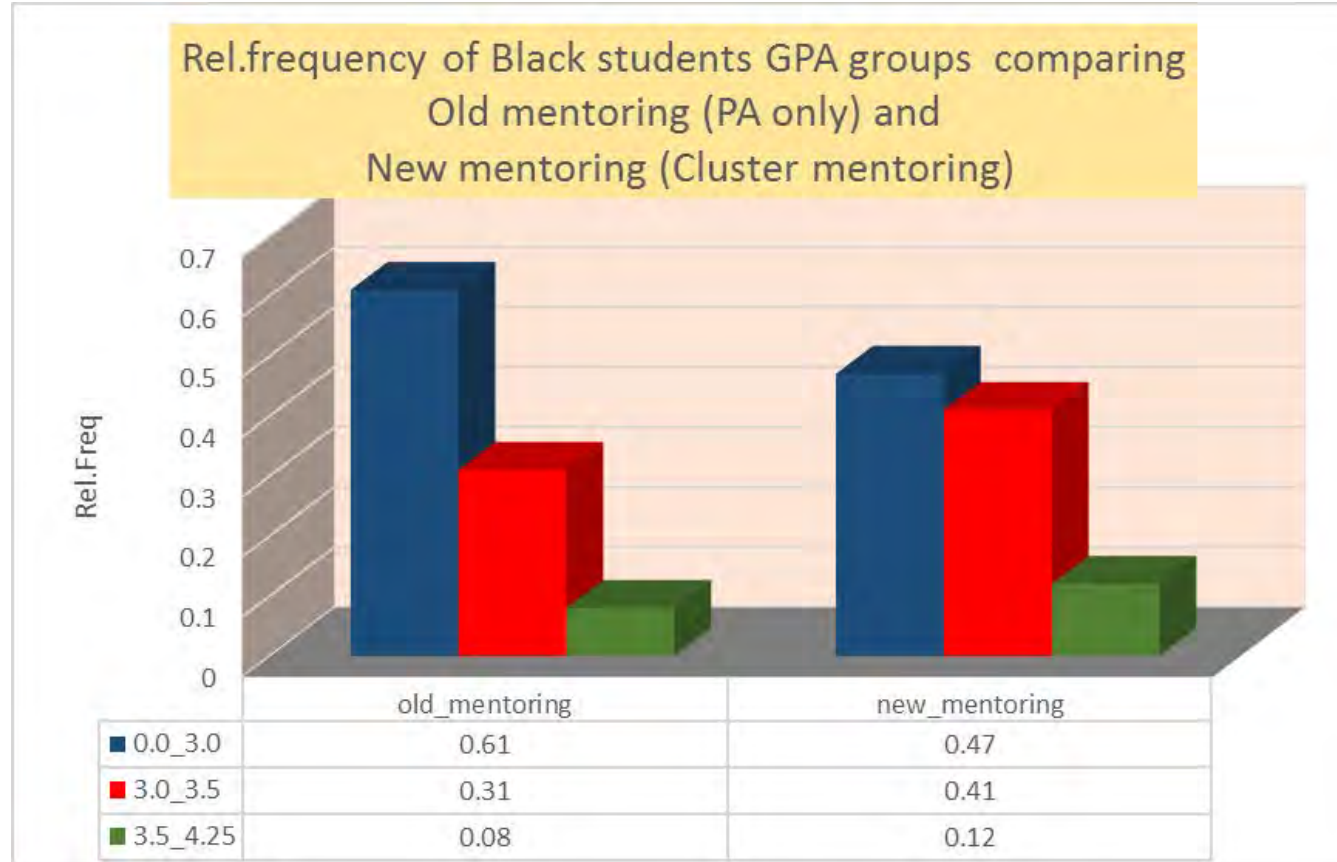
The year 2009 as the point of departure signifying the impact of cluster programming

Mean of Cum. GPA Trends for 2001 – 2015

2010

The graduating class of 2010 was the first to benefit from all 4 years of cluster programming and hence the reason for the upward shift in performance.

Supporting data

Descriptive Statistics						
	Count	Mean	Median	Max	Min	Standard.dev
Black 2001	291	2.890765	2.87	3.902	1.093	0.443866
Black 2002	298	2.84998	2.8525	3.944	1.789	0.436172
Black 2003	277	2.857144	2.893	3.888	1.755	0.434578
Black 2004	273	2.864465	2.88	3.786	1.808	0.421844
Black 2005	275	2.87304	2.903	3.944	1.863	0.455845
Black 2006	271	2.867074	2.873	3.819	1.833	0.41962
Black 2007	249	2.846759	2.883	3.9	1.617	0.457472
Black 2008	278	2.849406	2.867	3.935	1.804	0.422593
Black 2009	307	2.864251	2.825	3.956	1.722	0.460427
Black 2010	266	2.887218	2.904	4	1.832	0.472163
Black 2011	313	2.941585	2.953	4	1.856	0.413602
Black 2012	329	2.973264	3.016	4	1.897	0.432401
Black 2013	311	3.012312	3.023	4	1.981	0.413231
Black 2014	310	2.997971	3.0275	3.952	1.727	0.436271
Black 2015	315	3.074594	3.118	3.955	1.79	0.428413

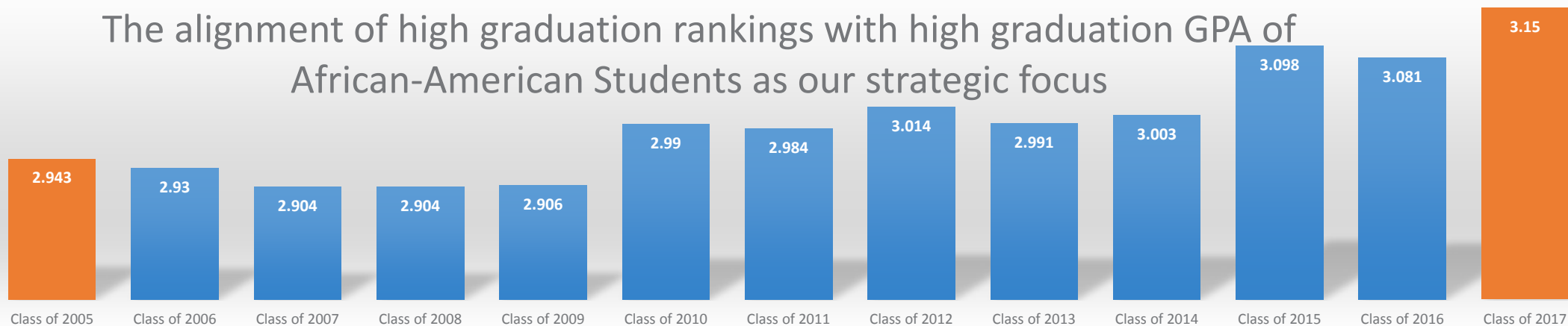# Although the 3.0-3.399 subset caused concern at the beginning, all subsets progressively improved with cluster mentoring.

Rel.frequency of Black students GPA groups comparing
Old mentoring (PA only) and
New mentoring (Cluster mentoring)

	old_mentoring	new_mentoring
0.0_3.0	0.61	0.47
3.0_3.5	0.31	0.41
3.5_4.25	0.08	0.12

Old mentoring 2005 – 2009 (PA only)
and New mentoring 2010 - 2017(Cluster mentoring);
progressive shifts in three cohorts of 0.0-3.0, 3.0-3.5, 3.5-4.25

Part VI:

The alignment of high graduation rankings with high graduation GPA of African-American Students as our strategic focus

The 25 year class graduation rate of above 80% in 6 years is now aligned with graduating GPAs of above 3.0 for our new graduates.

More graduates can now compete for graduate and professional schools and competitive work places.

Entering Year	Graduation Year	Number of students in graduating class	GPA
2001	Class of 2005	204	2.943
2002	Class of 2006	209	2.93
2003	Class of 2007	190	2.904
2004	Class of 2008	199	2.904
2005	Class of 2009	232	2.906
2006	Class of 2010	170	2.99
2007	Class of 2011	252	2.984
2008	Class of 2012	208	3.014
2009	Class of 2013	223	2.991
2010	Class of 2014	204	3.003
2011	Class of 2015	196	3.098
2012	Class of 2016	152	3.081
2013	Class of 2017	282	3.15

3.0 - 4.0 GPA
Degree Recipient Data
2006 - 2017
% Scores : *A record*

Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
41.6	36.1	37.4	38.7	40.4	45.8	51.9	52.7	53.2	60.6	63.9	68.4
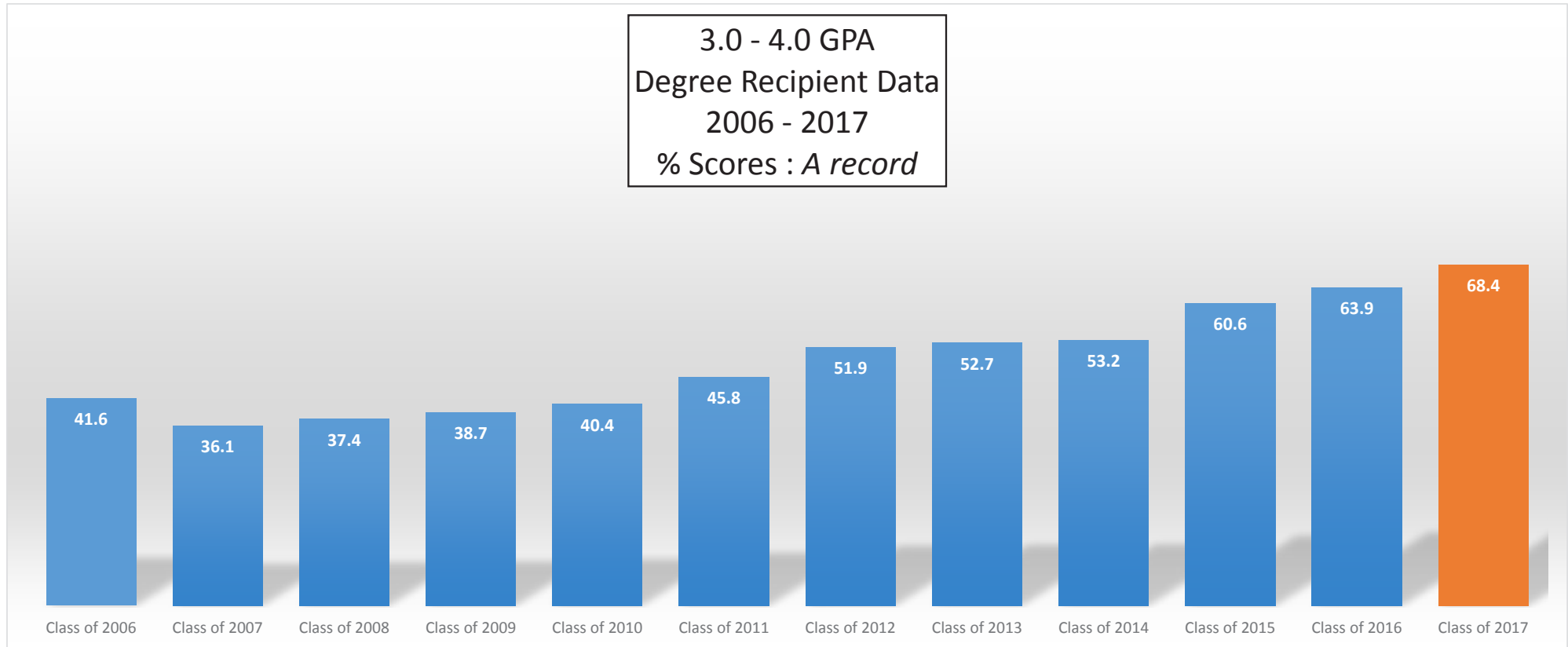
The 25 year class graduation rate of above 80% in 6 years is now aligned
with the high percentage of graduates above 3.0.
41.6% graduated above 3.0 in 2005. 68.4% graduated above 3.0 in 2017.

More graduates can now compete for graduate and professional schools and competitive work places.

Part VII:

Where do Black students stand
in relation to White students
in their graduating classes?

Where do Black students stand in relation to White students in their graduating classes?

- Conventional statistical analyses would use class averages for comparison.

- Problem!

- The numbers of each group are uneven and therefore comparisons based on averages would distort our findings.

- Answer!

- Use a variation of Manhattan scatter plots to put all subjects in one design to see where they settle.

- *Height* speaks to level of performance;

- *Density* addresses degree of success by the number in each GPA cohort.

Cumulative GPA Breakdown

Degree Recipient GPA Data			
Class of 2003			
Black Students		White Students	
3.4000 - 4.000	29	3.4000 - 4.000	922
3.000 - 3.399	76	3.000 - 3.399	885
2.000 - 2.999	166	2.000 - 2.999	549
Under 2.000	6	Under 2.000	2
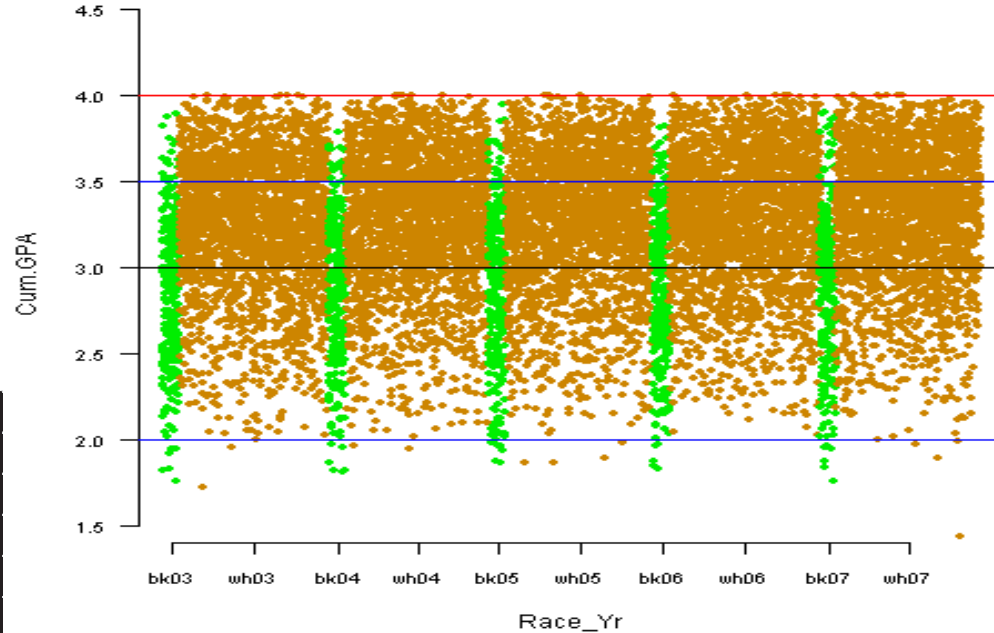
Degree Recipient GPA Data			
Class of 2005			
Black Students		White Students	
3.4000 - 4.000	38	3.4000 - 4.000	986
3.000 - 3.399	78	3.000 - 3.399	805
2.000 - 2.999	152	2.000 - 2.999	525
Under 2.000	7	Under 2.000	4

GRADUATING GPA for 2003 - 2007

Degree Recipient GPA Data			
Class of 2004			
Black Students		White Students	
3.4000 - 4.000	24	3.4000 - 4.000	945
3.000 - 3.399	86	3.000 - 3.399	806
2.000 - 2.999	157	2.000 - 2.999	494
Under 2.000	6	Under 2.000	2

Degree Recipient GPA Data			
Class of 2006			
Black Students		White Students	
3.4000 - 4.000	31	3.4000 - 4.000	1027
3.000 - 3.399	82	3.000 - 3.399	828
2.000 - 2.999	153	2.000 - 2.999	520
Under 2.000	5	Under 2.000	0

Degree Recipient GPA Data			
Class of 2007			
Black Students		White Students	
3.4000 - 4.000	27	3.4000 - 4.000	1047
3.000 - 3.399	63	3.000 - 3.399	771
2.000 - 2.999	152	2.000 - 2.999	460
Under 2.000	7	Under 2.000	4

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Cumulative GPA Breakdown

Degree Recipient GPA Data			
Class of 2008			
Black Students		White Students	
3.4000 - 4.000	29	3.4000 - 4.000	1069
3.000 - 3.399	75	3.000 - 3.399	720
2.000 - 2.999	169	2.000 - 2.999	464
Under 2.000	5	Under 2.000	7

Degree Recipient GPA Data			
Class of 2010			
Black Students		White Students	
3.4000 - 4.000	40	3.4000 - 4.000	1224
3.000 - 3.399	68	3.000 - 3.399	731
2.000 - 2.999	152	2.000 - 2.999	449
Under 2.000	6	Under 2.000	5

GRADUATING GPA for 2008 - 2012
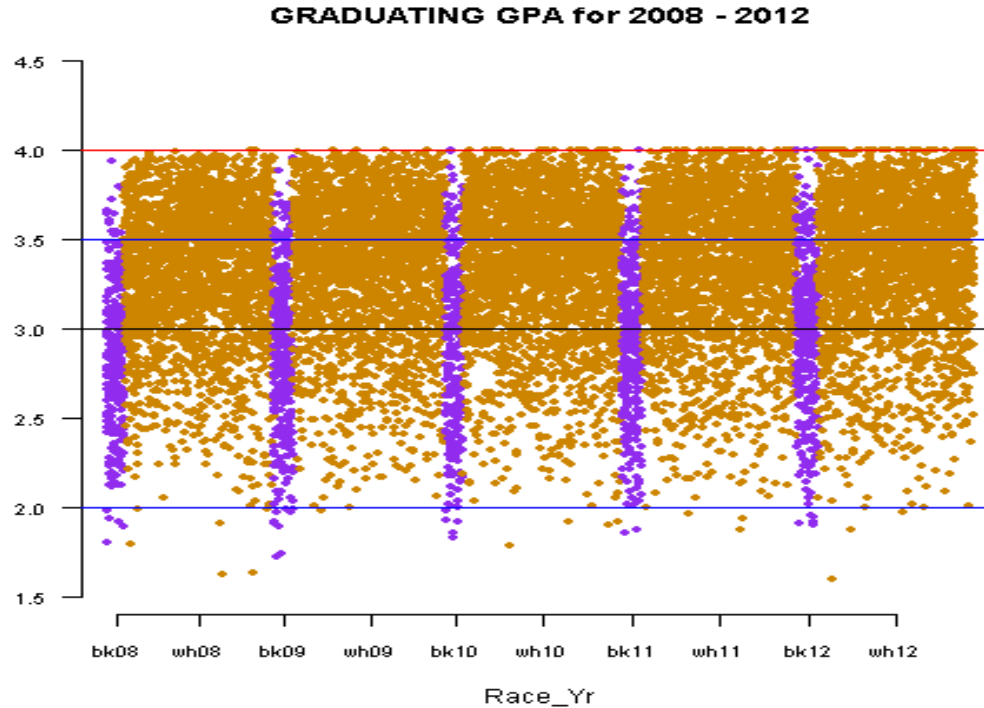
Degree Recipient GPA Data			
Class of 2009			
Black Students		White Students	
3.4000 - 4.000	43	3.4000 - 4.000	1164
3.000 - 3.399	76	3.000 - 3.399	736
2.000 - 2.999	176	2.000 - 2.999	409
Under 2.000	12	Under 2.000	2

Degree Recipient GPA Data			
Class of 2011			
Black Students		White Students	
3.4000 - 4.000	42	3.4000 - 4.000	1203
3.000 - 3.399	102	3.000 - 3.399	721
2.000 - 2.999	168	2.000 - 2.999	416
Under 2.000	2	Under 2.000	3

Degree Recipient GPA Data			
Class of 2012			
Black Students		White Students	
3.4000 - 4.000	56	3.4000 - 4.000	1212
3.000 - 3.399	115	3.000 - 3.399	735
2.000 - 2.999	153	2.000 - 2.999	412
Under 2.000	5	Under 2.000	3

Cumulative GPA Breakdown

Degree Recipient GPA Data
Class of 2013

Black Students		White Students	
3.4000 - 4.000	53	3.4000 - 4.000	1307
3.000 - 3.399	11	3.000 - 3.399	774
2.000 - 2.999	144	2.000 - 2.999	407
Under 2.000	3	Under 2.000	0

Degree Recipient GPA Data
Class of 2015

Black Students		White Students	
3.4000 - 4.000	72	3.4000 - 4.000	1487
3.000 - 3.399	119	3.000 - 3.399	829
2.000 - 2.999	123	2.000 - 2.999	402
Under 2.000	1	Under 2.000	1

GRADUATING GPA for 2013   2017

Cum.GPA vs Race_Yr (bk13, bk14, bk15, bk16, wh16, bk17, wh17)

Degree Recipient GPA Data
Class of 2014

Black Students		White Students	
3.4000 - 4.000	52	3.4000 - 4.000	1361
3.000 - 3.399	113	3.000 - 3.399	759
2.000 - 2.999	141	2.000 - 2.999	390
Under 2.000	4	Under 2.000	1

Degree Recipient GPA Data
Class of 2016

Black Students		White Students	
3.4000 - 4.000	72	3.4000 - 4.000	1603
3.000 - 3.399	111	3.000 - 3.399	854
2.000 - 2.999	103	2.000 - 2.999	373
Under 2.000	0	Under 2.000	3

Degree Recipient GPA Data
Class of 2017

Black Students		White Students	
3.4000 - 4.000	85	3.4000 - 4.000	1626
3.000 - 3.399	107	3.000 - 3.399	857
2.000 - 2.999	113	2.000 - 2.999	362
Under 2.000	2	Under 2.000	0

Part VIII: Academic activities in pictures.

Professor S. Smith working with Pre-Law support group.

Mrs. Margie Howell confers with a foreign affairs major student about diplomacy.

Math tutoring session

Math tutoring session

Dean Apprey mentoring a medical student, who is now at MD Anderson Hospital, in Texas.

Ambassador W. Nat Howell mentors foreign affairs aspirants.

Part IX: Leadership Training in pictures.

BPC Meeting with President Sullivan and Student Affairs Executives

BPC Monthly Meeting

BPC Monthly Meeting

BPC Meeting with UVA Officials

Peer Advisor orientation training

Peer Advisors at Orientation

Personal Branding Series, closing dinner with Students, OAAA Deans and Industry sponsors

Peer Advisors taking a ropes course

Student receiving a Personal Branding Series completion certificate at the closing dinner

Peer Advisors

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Part X:
Identity Brand

Project RISE service project

Donning of the Kente Graduation Ceremony

Black College Women (BCW)
Book Club Meeting

Kwanzaa Celebration

End of the year cookout hosted
by LPJ and Project RISE

Black College Women (BCW) at
Humpback Mountain hiking

Black Male Initiative (BMI) Meeting

Students at the Donning of the Kente
Graduation Ceremony

Students on stage during the
Donning of the Kente Graduation Ceremony

Project RISE members celebrating
graduation

Students celebrating and showing off their
Kente stoles at Graduation

Part XI:
Representative Publications
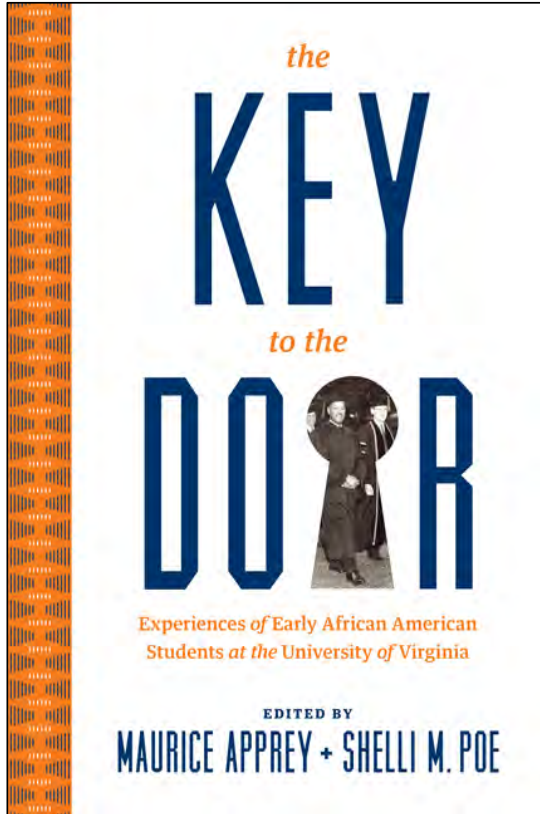
Apprey, M. (2017). *The Key to the Door: Experiences of Early African American Students at the University of Virginia*. Charlottesville and London: University of Virginia Press.

Apprey, M. (2017). Effective History: The Horizon for Sustained and Catalytic Change at the University of Virginia, Or Why It Was Necessary to Publish Key to the Door. *The Journal of Thomas Jefferson's Life and Times*. Volume 1-Number 2, pp. 79-83.

Book Review:
M. Andrew Holowchak. Review of *The Key to the Door: Experiences of Early African American Students at the University of Virginia*. In: *The Journal of Thomas Jefferson's Life and Times*. Volume 1-Number 2, pp. 101-103.

BOOK DOCUMENTS THE STRUGGLES AND TRIUMPHS OF UVA'S PIONEERING BLACK STUDENTS

Representative Publications

GRADUATION IS THE FLOOR, NOT THE CEILING, FOR AFRICAN-AMERICAN STUDENTS AT U.VA.

Strategy Precedes Operational Effectiveness: Aligning High Graduation Rankings With Competitive Graduation Grade Point Averages

From Crisis Management to Academic Achievement: A University Cluster-mentoring Model for Black Undergraduates

Other Publications on Historical Injuries

Urgent Voluntary Errands (Maurice Apprey)

A Pluperfect Errand: A Turbulent return to beginnings in the Transgenerational Transmission of Destructive Aggression. (Maurice Apprey)

Images of Psychoanalysis: A Phenomenological Study of Medical Students' Sense of Psychoanalysis Before and After a Four-Week Elective Course (Maurice Apprey)

Representing, Theorizing and Reconfiguring the Concept of Transgenerational Haunting in Order to Facilitate Healing. (Maurice Apprey)

Part XII:
Representative Testimonials

1a
Representative participant feedback
from a student after a personal branding seminar

From: B.
Sent: Tuesday, January 26, 2016
To: pgrimes@virginia.edu
Subject: Personal Branding Follow Up

 Hi Dean Grimes!

I just wanted to thank you again for coordinating such a wonderful branding seminar! Here is how it benefited me personally:

Participating in the Personal Branding Seminar last semester helped me to become aware of how crucial physical presence is when interviewing for a job position. Physically attending to someone plays a very large role in the interview setting, and I am so appreciative of learning the skills that can lead to a successful meeting. I was able to use this knowledge in an interview for a Research Assistant position with a psychology laboratory here at U.Va., and I was offered the job!

Thank you,

B.

1b
Representative participant feedback
from a student after a personal branding seminar

Subject: Branding Seminar

Hi Dean Grimes,

I hope this email finds you well!
Firstly, I would like to thank you for the opportunity of participating in the Altria Branding Seminar.
Coming into U.Va, I was never fully exposed to the professional world of resumes, interviews and networking.
Therefore during my first year, I found myself struggling when it came to interviewing and/or securing
internships of any sort.

However, I am very proud to inform you that I was selected for the 2016 Sophomore Wells Fargo
Leaders Conference in Charlotte, North Carolina. It was a very long process and in order to succeed,
I had to use all of my newly acquired skills to depict myself.
The first step included a resume and essay submission that I completed with the help of one of the program
Directors, Brittney Grimes. After that, half of the applicant pool was selected for a phone interview.
For the phone interview I used the SCAR model that we had mastered during the Branding Seminar.
A week later I was informed that I was selected for the three day conference and would have the
opportunity to interview for a paid Summer internship.

I will keep you updated on my overall experience at the conference and let you know how the interview goes.
Once again, thank you very much!
Best,
M.

2a
Representative critical incidents:
Assisting students to correct non-optimal services to Black students

Student A asks for help to deal with what she considers unfair treatment by an instructor and a graduate assistant in architecture. She is afraid they want her to fail and be asked to leave the program as other Black students are supposed to have done. What is most unfair to her was that the graduate assistant's feedback came at the 11th hour and there was no time to make changes and pass the course.

My investigatory interview with her suggests that the graduate assistant did not know how to teach what we call ***the wicked problems of design thinking*** in management, architecture and engineering. I

I teach her Gaston Bachelard's method of debunking dichotomies and Cartesian splits like: soft and hard; inside and outside; the apparent X and the real X, etc.

She gets it! She passes the course.

My surmise was right; and the intervention purposeful.

In following up with the Dean of the school she says: "That is very interesting; perhaps we are introducing design thinking too soon to first years."

2b
Representative critical incidents:
Assisting faculty to provide optimal services to Black students

Student B from the McIntyre School of Commerce reports that her peers in a small study group are discriminating against her and the professor feels helpless and is unhelpful.

I meet with the group at 7:30 p.m. for 2 hours to resolve their tensions.

The result is that the one student she is most suspicious of recognizes that she (the suspected student) has brought family issues of her own that have seeped into the group. She has ***intense sibling rivalries*** with her brothers. In her own words:

"I defeated them all, especially the blue-eyed boy; and now I am afraid I killed him off. He is not doing well."

Three months later the Black student reports cynically as follows: "Now we are the best of friends." Six months later, she is full of genuine gratitude: " I am so glad we came to your office that night."

2c
Representative critical incidents:
Assisting Student Financial Services to provide optimal services to Black students

Student C goes to the office of student financial services. He is agitated that his parents are not following the financial aid application requirements that would enable him to get funding. The Office of Student Financial Aid calls: "Please come and get your student. We are afraid he will hurt somebody or himself...."

My intervention reveals ***unresolved adoption*** issues in the family manifesting as student financial aid problem.

The case is successfully resolved on multiple fronts.

Intrigued by the extent and expertise that went into the resolution, the student asks to meet me with a single question on his mind: "Why do you do what you do?"

2d
Representative critical incidents:
Assisting *Counseling and Psychological Services* to provide optimal services to Black students

Student D has ***a psychotic break*** following her mixing a particular non-prescription pill with her prescription pills. After a week's hospitalization, Counseling and Psychological Services (CAPS) staff want her to take a year off to get treatment before returning. She refuses because she has one semester to graduate and is convinced she can succeed.

After interviewing her and her parents we discover ***the latent reasons*** for the breakdown.

The cause of the breakdown can be understood.

The risk of repetition is reduced and I can personally provide non-clinical support to her.

The result?

She was successful.

She is now a practicing clinician in a cognate mental health field in which I practice.

3a
Representative participant feedback
from a student

Dear Dean Bassett ,

Just wanted to take the time to say a brief minute to say Thank You !

As I come to celebrate an additional year on this birthday occasion I just wanted to acknowledge those who helped me get to where I am today.

Though I yet have a long way to get to where I wish to be, I am quite thankful for where I am a the moment, and would keep giving my best and pushing forward to get to where I hope to one day be.

All the meanwhile, I am most thankful for the journey, and especially for your support and courtesy during my time at the University of Virginia, through the OAAA and beyond. I am most thankful that God allowed for me to share along in your path; it has been a great pleasure.

Once again, thank you for all you've done, and just for who you are. Best of wishes this Labor Day weekend.

Sincerely,

J.

3b
Representative participant feedback
from a student

Hi Dean Bassett,

I hope that you and the program are having a great start to this school year! I miss you and I wanted to check in and let you know how things have been going post grad.

Today I just accepted a job offer as a Marshal's Aide at the Supreme Court and I am very excited to start working. It is a 2 year appointment and my first day is September 16. This summer I have been on a couple of interviews and I think that my experience as a Senior PA really gave me the confidence that I needed to articulate my strengths in the professional world. Working with you, H., and T. this past school year has been an amazing experience and has helped me grow tremendously as a person.

I have learned that there are so many great opportunities that I can explore and that there are multiple ways to pursue my goals and interests.

Thank you for always encouraging and believing in me,

Love,

A.

3c
Representative participant feedback
from a student

Hey Dean Bassett!

I hope you're enjoying your break and enjoying the holidays!

I finally got a chance to read Tuesdays With Morrie. It was truly remarkable! I really appreciated all the wisdom. I even wrote down a few of my favorite quotes. Thank you so much for recommending it to me!

As I read the first few chapters, I realized that their dialogue reminded me of our conversation the Monday before we all left for break; me rambling on about my problems and you asking questions to prompt my thought while sprinkling in your insightful perspective. I really appreciated you taking out the time to sit down and talk to me. It was by far the most candid conversation I've ever had with any adult. I left there feeling like I'd finally found an adult I could trust.

I'm really taking this time to figure out my life and decide what standards I want to live my life by; deciding what I value and what I believe would give me more meaning. You were right. It's difficult. But I realize it's not going to happen overnight.

I really do hope to have more conversations like the one we had.

I was thinking, maybe we could be Tuesday people, just like Morrie and Mitch! That's if your schedule allows for it. Maybe twice a month? Let me know. I look forward to hearing from you.

Everyone could use a Coach. I'd be honored to call you mine.

Thanks again.

Sincerely,

B.

4a
Representative participant feedback
from a student

Dean Mason,

Although we've known each other for less than a year, I feel like you know me better than any Dean or professor I've encountered in my entire life. Your ability to analyze situations and interpret emotions from multiple angles is unrivaled… You don't just guide those around you, you empower them!

It goes without saying that you've had a tremendous impact on my life, and I can't thank you enough for that. I look forward to keeping in touch and giving back to the office that supported me from beginning to end.

Best,
M.

4b
Representative participant feedback
from two students

Dear Dean Mason,

We wanted to say thank you for being your mentor, believing in us and supporting us. We are so appreciative of all the time you have put into talking with us and guiding us. We are so thankful that you have given us the opportunity to implement Write Direction and Success at SEA.

Our time working with you has been invaluable and our experience at UVA wouldn't have been the same without you. We have learned a great deal from your advice and stories. You have encouraged us and pushed us to think strategically with everything that we do. Thank you for always being there for us in all situations. We will miss walking into LPJ to see you, but we will surely keep in touch.

Love ,
S & J

4c
Representative participant feedback
from a student

Dear Dean Mason,

I want to express my deepest gratitude to you for the recommendation you made on my behalf. You went the extra mile to assist me, and I have gained a significant benefit as a result. I am happy to inform you that I have been selected as a participant in the "UVA in Paris" study abroad program. Without your recommendation, I do not feel that my application would have made the same impact. Thank you once again for your assistance. It means a lot that you would take the time out of your busy schedule to help me succeed. If I can be of any service to you in the future, please do not hesitate to contact me.

Sincerely,

K.

Feedback From Perspective Student: University-Wide Service (Admissions and Recruitment)

From: M.
Date: 1/26/2018
To: Dean Michael Mason

Subject: Thank you!

Hello Mr. Mason,

I have great news! I have just been accepted to UVA! Meeting you and having such a wide-ranging conversation greatly influenced my decision to apply.

If I choose UVA, I look forward to more enriching conversations with you.
Thank you again for being so kind to me during my visit and being available.

Best,
M.

Feedback from Faculty after a Workshop on College Advising

Dear Maurice:

Thirty years of teaching have brought me to many meetings like this morning's for first-year advisers, but none has ever included words more eloquent and compelling than yours. I can't thank you enough: one doesn't go—or at least I don't go—to these meetings hoping for inspiration, but you provided it.

All the best,

V.

Feedback from Parent

Dr. Apprey,

….We wanted to personally thank you for your kind support and careful guidance you provided for C. I told my husband G… that I see you as a special operations Navy Seal – because you dropped down into the middle of our problem and rescued us! You showed us great kindness and a pathway to recovery. C is precious to us and we can't thank you enough for what you did! C had a successful summer with his classes and we appreciate the time you spent with him. Going forward, please keep C on your radar as he works toward graduation. We know he has untapped potential and we believe your mentoring will make all the difference in his achievement. Hope you are enjoying the remainder of the summer. Hope to see you soon!

L.

Office of African-American Affairs

Maurice Apprey, Dean
Patrice Preston Grimes, Associate Dean
Kimberley C. Bassett, Associate Dean
Michael Gerard Mason, Assistant Dean
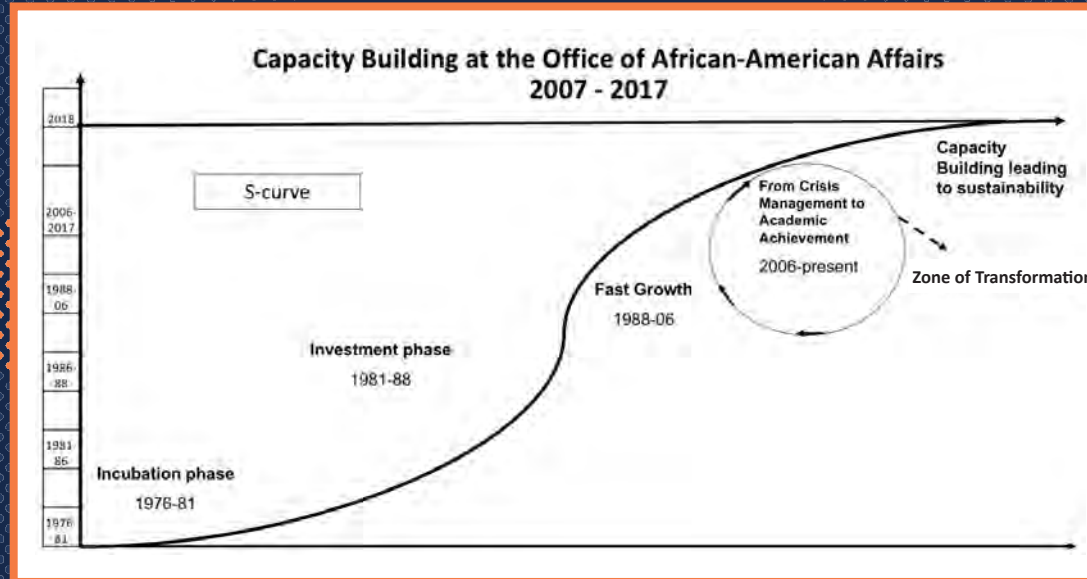Jeffery C. Smith, Executive Assistant
Angela Comfort, Office Manager
Deanna Carter, Office Specialist

Victor Apprey (PhD, Systems Engineering, SEAS '87)
Statistical Consultant

Strategy and Operation of the Office of African American-Affairs (OAAA):
A 10-year Technical Report 2007-2017

Capacity Building at the Office of African-American Affairs 2007 - 2017

Maurice Apprey
Dean of African-American Affairs
Division of Student Affairs
University of Virginia
March 19th, 2018