



ARTS, SCIENCES & ENGINEERING
**FALL 2020 DIVERSITY,
EQUITY & INCLUSION
ANNUAL REPORT**

PREPARED BY

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DEAN FOR DIVERSITY AS&E

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PREAMBLE

As we submit this report, we are in the midst of a global pandemic that has wreaked havoc on our operations and the stability of our income streams. In addition, Arts, Sciences & Engineering (AS&E) has dealt with a substantial structural deficit that caused us to freeze faculty and staff hires, furlough staff in the summer, and reduce operating budgets for FY 21. The pandemic's effects may mean additional reductions in FY22.

COVID-19 has upended the ways we work, educate and provide academic, social, and mental health support for our students. We moved our courses entirely on-line; required students to move out in March; went through a process of appeals that eventually allowed close to 800 students to stay on campus after move out was required—in addition to the international students who could not return home, many students are URM and have unstable home lives. Our staff and faculty moved to remote work. The uncertainties about the pandemic caused many decisions about summer and fall to occur late and for there to be increased worry and workload associated with the fall semester. Our faculty and staff report being overwhelmed and exhausted.

We are doing everything in our power to limit the impact on our faculty and staff—by encouraging vacation time usage, revising the FAR, encouraging faculty to refuse additional service and to be flexible and compassionate with struggling students, extending S/F options, etc.. Faculty and staff look to central administration and shared governance structures for additional attention to their concerns.

The staff furloughs and operating budget cuts had a demoralizing impact on our staff, and were/are by some particularly hard to accept in light of faculty salaries not being reduced. Many of the staff furloughed serve the core functions of AS&E, and their absence caused additional stress and strain on the rest of the staff and on the faculty.

We cannot stress enough the impact that these two interconnected realities has had, and will continue to have, on the climate of our institution. Yet we insist that diversity, equity and inclusion are core to the success of AS&E, and we are truly dedicated to this work, as demonstrated in this report. The report that follows delves into some of the work being done in these domains, and lays out our goals for the short and longer terms.

Our success in meeting the goals to which we aspire requires substantial new fiscal and human resources. Specifically, we note the need for at least a \$20M increase in philanthropically-based funding for diverse faculty hires; at least \$50M in new endowment to fund student financial aid; and an additional \$5M in new endowment funding for additional staff and to fund the kinds of programming we propose here and envision into the future.

Beth Olivares, Dean for Diversity, on behalf of ASE leadership
November 13, 2020

PART I: INFRASTRUCTURE TO SUPPORT EQUITY, DIVERSITY AND INCLUSION

ORGANIZATIONAL SUPPORT IN PLACE TO ADVANCE EQUITY, DIVERSITY, AND INCLUSION

The approach Arts, Sciences & Engineering takes to equity, diversity, and inclusion work is cross-cutting, holistic, theoretical and practical. At the unit level, the priorities articulated in 2019 as a result of a year-long set of conversations across all constituencies highlight the centrality of equity, diversity and inclusion—what we call **intrinsic inclusivity**—to our research and educational endeavors. Our priorities lie in three interconnected domains: becoming more diverse, inclusive and equitable; improving educational experiences and outcomes for all students; and advancing our impact as a research institution.

Success in each of these areas is intimately dependent on the other two, and thus many of the bullet points in each section directly or indirectly reflect those in other sections. The driving force behind all of these priorities is to make Arts, Sciences & Engineering, and the University of Rochester more generally, a destination of choice for faculty, students, staff, visitors, and post-docs.

OUR CURRENT PRIORITIES



INCLUSIVITY

EDUCATION

RESEARCH

INTRINSIC INCLUSIVITY

Our Intrinsic Inclusivity priority has the following sub goals, which link to the goals outlined by the university's Office of Equity and Inclusion, and are explored further in this report.

The report that follows delves into some of the current work being done in these domains, and lays out our goals for the short and longer terms.

Recruitment and retention of more diverse students, staff and faculty

Raising the visibility of our named institutes to make AS&E a national leader on topics of inclusion and equity

Empowering all members of the community to have a voice in our future

Connecting, re-connecting, and partnering with our diverse alumni

Providing multiple opportunities for faculty, staff and students to acquire the skills needed to fully engage a multicultural environment

DIVERSITY STATEMENTS

Within Arts, Sciences & Engineering, individual departments and programs have diversity statements, some of which are excerpted below. Increasing the number of departments who have these, and use them to drive their work, is part of one of our goals for the coming year.

Office of Minority Student Affairs

The Office of Minority Student Affairs (OMSA) is the official academic home of all historically underrepresented minority students (Black/African American, Hispanic/Latinx, American Indian, and Native Hawaiian/Pacific Islander). We are dedicated to the betterment of the minority student experience at Rochester through advocacy, holistic advising, education, and collaboration with campus units. Our department also connects minority students to various resources, on and off campus. We provide our students with the social capital needed to ensure academic, professional, and personal success. OMSA's mission is to enhance the environment in which historically underrepresented minority students live and learn by assisting the University with outreach, recruitment, and yield. We do this through the development, implementation, and coordination of programs, events, and support services designed to help minority students graduate.

Department of Biology

Our department is committed to providing the best possible environment for all its members to learn, perform research, and work. This commitment includes cutting-edge research and an intellectually stimulating atmosphere as well as a safe and inclusive space. We in the Department of Biology value integrity and workplace inclusivity. We strongly believe that our ability to excel in research and educating students is deeply rooted in engaging a diverse community. Therefore, we welcome and value students, faculty and staff who represent all axes of diversity. We are committed to providing a safe and welcoming environment for everyone - including undergraduate and graduate students, researchers of all levels, staff, and faculty - to learn, work, and go about their daily business. We believe that we all have a role to play in building and maintaining a respectful environment and we do not tolerate discrimination or harassment.

Department of Chemical Engineering

One of our Goals and Priorities: "Supportive, inclusive and respectful environment, with equity and integrity."

Our departments share their statements in a wide variety of ways: on their web sites, on social media, in classes and workshops, and in publications.



PROGRAMS THAT ADVANCE EQUITY, DIVERSITY AND INCLUSION

For the purposes of this document, we define a program as advancing diversity if it is specifically meant to increase the participation or outcomes of domestic underrepresented minority (using the federal definition of Native American or Alaska Native, Hispanic, or Black), low-income, or first-generation college students, staff or faculty or women in science, technology and math disciplines. We also consider as meeting the definition of diversity those programs in support of LGBTQ or international students, faculty or staff. We also support and encourage any program or effort meant to bring together people across boundaries of religion, class, political belief, ability level, socio-economic status or any other identity, so as to educate and develop understanding.

AS&E is home to many efforts that are specific to advancing diversity, equity and inclusion on multiple levels. Rather than providing an encyclopedic compendium, we focus here on only some of the most prominent efforts focusing on pre-college, college, and graduate students, as well as staff and faculty. While these are treated here as distinct populations, as it often does, education and impact flows across and among populations; improvements in the recruitment and retention of one population (e.g. URM faculty) will often have salutary impacts on others (e.g. students and staff). What helps equity for one group benefits all. We also highlight some efforts that we find to be very promising at the level of the academic department and program.



PRE-COLLEGE

The **David T. Kearns Center for Leadership & Diversity in Arts, Sciences & Engineering** is home to several US Department of Education programs that focus on improving the educational outcomes for students in the Rochester City School District, which has quite low graduation rates, and a very high child poverty level.

Upward Bound supports 65 high school students in their efforts to persist in high school and apply and gain admission to college annually. This program is designed to help first-generation and/or low-income students who are enrolled in the Rochester City School District, specifically at East Upper School and Monroe Upper School.

- 98.5% have a GPA of 2.5 or better
- 100% of our seniors are proficient in ELA & Math
- 100% persist from year to year
- 100% graduate with a rigorous program of study
- 90% enroll in college immediately

The **Upward Bound Math and Science** program is designed to strengthen the math and science skills of 63 participating students annually. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science and ultimately careers in the math and science profession. This program is designed to help first-generation and/or low-income students who are enrolled in the Rochester City School District, specifically at East Upper School, Wilson Commencement High School, and Franklin Upper School.

- 98.41% have a GPA of 2.5 or better
- 100% of our seniors are proficient in ELA & Math
- 98.41% persist from year to year
- 100% graduate with a rigorous program of study
- 100% enroll in college immediately



The **Talent Search** program identifies and assists 500 students from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assists the participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. This program is designed to help first-generation and/or low-income students who are enrolled in the Rochester City School District, specifically from East Lower & Upper Schools and Franklin Lower & Upper Schools.

- 93% of underclassmen persist from year to year
- 69% of seniors graduate in 4 years
- 81% of our seniors enroll in college immediately



UNDERGRADUATE SUPPORT

The College's vision statement encapsulates our goals for undergraduate students both within and outside of the classroom:

The College, grounded in a variety of intellectual and co-curricular traditions and values, welcomes all students. We foster an environment of belonging in which all students become innovative and adaptive life-long learners. Through exploring, reflecting on and refining their own college experiences, students develop into balanced, flexible and self-aware individuals ready to bring value to their communities and the world.

All College offices support students from all backgrounds, and many have programs or efforts specifically targeted at specific student populations. Several offices are dedicated to supporting students from minoritized backgrounds; these include the Office of Minority Student Affairs (OMSA), the David T. Kearns Center for Leadership and Diversity in Arts, Sciences & Engineering (Kearns), and the Paul J. Burgett Intercultural Center (BIC).

Office of Minority Student Affairs (OMSA) The Office of Minority Student Affairs is committed to assisting and advocating for the needs of our students. Our programs include:

Early Connection Opportunity (ECO) This is a four week pre-first year summer program for students identified by Admissions, or by their participation in the Higher Education Opportunity Program (HEOP, below) as needing additional academic and social preparation for college study. Participants spend four summer weeks prior to their first year on campus, engaged in a variety of classes and social activities designed to introduce them to life as a college student.

Higher Education Opportunity Program (HEOP) Funded by the New York State Department of Education, HEOP serves low-income students from New York who demonstrate both academic potential and financial need. The program provides funding for participants, as well as intensive advising and other support systems. While typically coming from the most academically challenging backgrounds of students on campus, HEOP students graduate at rates equal to or higher than their peers, a testament to the program's merits.

Brady Scholars Program The Brady Scholarship is one of the University of Rochester's premier scholarship programs, providing ongoing financial support and individual academic advising, peer mentoring, and special academic and social opportunities designed specifically for Brady scholars. The Brady Scholars program is managed by OMSA, including the enrichment fund process, mentoring and community building.

Martin Luther King, Jr. Commemorative Address Presented annually, this public keynote was instituted in 2001 to promote issues of diversity, freedom, civil rights, and social justice in order to commemorate King's legacy. The Office of Minority Student Affairs (OMSA) and the Office of the President host the commemorative address, a kickoff event of Black History Month.

The **David T. Kearns Center** is the academic home for first-generation college students, and also houses two programs funded by the US Department of Education for low-income, first-generation and underrepresented minority students, as well as several NSF-funded Research Experience for Undergraduate programs.

The **Ronald E. McNair Post-Baccalaureate Achievement Program** is named in honor of the late Challenger space shuttle astronaut and laser physicist. Funded through a grant from the US Department of Education, the objective of the McNair Program is to increase the numbers of low-income, first-generation, and underrepresented minority undergraduates who pursue PhD degrees and go on to careers in research and teaching at the university level. Since the program was first funded in 1992, over 450 students have participated, and 80% have earned graduate degrees.

The **Student Support Services Program** (also currently known as Kearns Scholars) was just funded in September of this year. The goals of this program are specifically to improve the persistence of target students, and to increase their persistence and graduation rates.

As the **academic home for first generation college** students (students, neither of whose parents had earned a four-year college degree while the student was in high school), the Center serves a primary advisor for many such students. At UR, many of our first-generation students also come from low-income backgrounds, and many are also from URM ethnicities. We provide a wide swath of support, including credit bearing courses (listed below); assistance with financial aid appeals, tutoring, study groups, intensive and intrusive advising, financial support for professional development and emergency situations. Approximately 20% of the College population overall identifies as first-generation, and the Center has worked with close to 80% of these students in some form.

Courses offered by the Kearns Center for Kearns and McNair Scholars.

- CAS 145—Navigating the Academy
- CAS 147—Culture of the Academy
- CAS 149—Culture of the Academy II
- CAS 148—Expand your Research Identity
- CAS 109—Intensive Academic Writing

Research Experience for Undergraduate Students (funded by the National Science Foundation) provide the opportunity for students from other institutions where research is not available to spend a summer under the mentorship of an AS&E faculty member, learn how research is done in their field, write and present a paper, and have access to Graduate Record Exam Preparation and multiple other professional development workshops. The REU programs often focus on providing support for women and URM undergraduates; thus, these students are a natural feeder to our graduate programs. Currently, these programs are in Data Science, Optics, and Physics. Proposals are in queue for Electrical and Computer Engineering, Math, and a multidisciplinary engineering program. Most of these programs are handled logistically, and professional development is provided by the staff in the Kearns Center.



The Paul J. Burgett Intercultural Center

One Community Program The Paul J. Burgett Intercultural Center hosts the University Presidential Diversity Award Winning One Community program every year during Orientation in order to engage first-year students in a facilitated discussion that explores the way our students are shaped by all of our intersecting identities and how they are positively and negatively affected by their college experience. In the past, we have trained peer facilitators to help engage our first-year students in small break-out sessions to reflect on their own experiences. In addition to the One Community Program, we often host One Community Gatherings, Dialogues, and Lectures for community members to discuss important and vital intercultural topics.

We oversee the One Community Programming **Mini Grants** application, selection process, and distribution of funds. These mini grants are funded with an annual contribution of \$25,000 each year from the President's Office. <https://rochester.edu/college/bic/one-community/index.html>

LGBTQ Support & Programming We offer a comprehensive advising model and host several intersectional discussion groups for members of the LGBTQ Community. These groups or meet-ups allow for a supportive and safe environment for all students. In addition, we host a very popular and well attended LGBTQ Meet & Greet every semester and a Rainbow Graduation at the end of the academic year. <https://rochester.edu/college/bic/lgbtq/index.html>

Workshops We offer many workshops for our campus community surrounding topics such as implicit bias, microaggressions, bystander intervention, cultural humility, privilege, intercultural communication, safe zone training, etc. For students, every workshop counts towards the Medallion Leadership Program. For faculty and staff, we offer workshops for their staff meetings and/or as a guest lecturer for their class. During the 2020 summer months, we trained over 400 members of our community on various topics, but heavily focused on implicit bias. Since the beginning of the 2020 fall semester, the Paul J. Burgett Intercultural Center has trained over 800 members of our community on many of the workshop topics and these numbers are rising! <https://rochester.edu/college/bic/workshops-discussions/workshops.html>

Meliora Vision & Values Our office coordinates this initiative and highlights one value each year. Prior to the budget cuts, it was our responsibility to make sure that the highlighted value each year was well marketed and promoted to our campus community. Our office oversees the application, selection process, and distribution of Meliora Vision & Values \$200 mini grants to our students.

Intercultural Programs and Events We assist student leaders in the development of academic and social programs to create community and enhance appreciation for culture, language, and all aspects of diversity and intercultural competence and cultural humility. In order to bring awareness and action of important dates, recognitions, holidays, national or international current events, we plan educational programs and events, often with speakers, or co-sponsored events with student organizations or other departments. Lastly, we develop and facilitate credit and non-credit bearing multicultural, educational, and leadership experiences. In the fall of 2020 we offered a two-credit course: CASC 120 - Exploring Intercultural Competence: Preparation for the Global Citizen.



GRADUATE STUDENT SUPPORT

Graduates from the University of Rochester are well-poised – through stellar research experience, presentations at national conferences, and scholarly publications – to pursue roles in the academy and beyond; to that end we seek to successfully graduate more graduate students from underrepresented and historically excluded heritages from the UR. As students advance to the graduate school level, representation in the academy is increasingly less diverse.

Graduate students often need social and emotional bolsters to both support and guide them through transitions common in their academic experience, so they will go onto a career of their choosing. While primary advising comes from the home department and advisor, many students wish to connect with graduate students from similar heritage backgrounds. To this end, we in the Kearns Center

- **support GSOC and ADSE**, which are graduate student groups committed to diversity and graduate student success.
- host social programming such as the weekly GSOC Gathering and host special events like an annual Meet & Greet, GSOC's Fall Hike, Friendsgiving, Winter and Spring Write-A-Thon and Grade-A-Thon, and bring students to BSU's Kwanzaa dinner.
- connect and encourage students to take advantage of academic resources like Future Faculty Programs, the Greene Center, and Writing, Speaking and Argument writing boot camps, plus ASE GEPA services.

Kearns' Assistant Director for Graduate Diversity is a resource for departments that seek to better support their underrepresented students. We work closely with departments such as Chemistry, Physics, ChemE, Optics, and Visual and Cultural Studies on concerns of inclusive climate.

To look at graduate study from one angle brings a focus on need for efforts to **retain** our graduate students. At the same time, we actively **recruit** prospective students from underrepresented heritages to apply to and choose to attend the University of Rochester. In her role as Assistant Director for Graduate Diversity, Liz Daniele publicly **represents forty-four programs across the School of Arts, Science, and Engineering**. For recruitment purposes, Liz has built relationships with several McNair Scholars programs across the nation. These institutions and programs often serve students who have little awareness of opportunities that come with graduate study, so Liz commonly gives presentations that increase awareness of Rochester among undergraduates nationwide as well as spreading knowledge that demystifies the graduate school application process.

In 2020, she gave **invited presentations** at Xavier University, University of Alabama Birmingham, St. Lawrence University, SUNY Geneseo, Tulane U., and Loyola Marymount University. She also offered for the first time a webinar called Basically PhD, which demystified the doctoral application process for high-promise students.

In past years, she has presented at conferences and to students at University of New Mexico, New Mexico Tech, University of Central Florida, Bethune-Cookman U., Baylor U., and Prairie View A&M, plus connected with TRiO colleagues or staff and faculty at North Carolina State University, Hampton U., and Norfolk State University.

Many of these are minority-serving institutions, with which the University of Rochester needs to continue to invest energy and time to build lasting feeder programs. Finally, we partner closely with The National GEM Consortium to support Fellowships that increase diversity in applied sciences and engineering.

Graduate Education and Post-doctoral Affairs (GEPA) Office

Re-look at BIPOC applicants for graduate programs A strong graduate student body is an important determinant of long-term success. Key to maintaining that strength is the diversity of the graduate students and the continuous work required to ensure that every admissions season reaches the broadest pool of potential applicants. In the interest of inclusion and equity, any student that meets the criteria of adding diversity to our ranks with a 3.0 GPA or higher that is on a deny spreadsheet is pushed back to the department by the GEPA office for additional consideration.

Review of graduate applicants The GEPA office is working in the development of a more holistic review of graduate applicants.



SUPPORT OF DIVERSE FACULTY AND INCLUSIVE COMMUNITY FOR FACULTY

In her role as Faculty Development and Diversity Officer, and as Dean for Diversity, Beth Olivares has developed a series of programs, policies and practices that focus on the recruitment and development of BIPOC faculty. Supported by the other deans in AS&E, these efforts have grown over time, and are poised for further expansion and depth. Over the past seven years, as shown below, the diversity of our tenured and tenure track faculty has grown, though it is still not where we would like it to be.

Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total	351	362	357	361	370	370	382	374
URM	17	19	22	24	27	27	31	32
% URM	4.8%	5.2%	6.1%	6.6%	7.3%	7.3%	8%	8.5%
Women	84	86	88	90	92	94	104	109
% Women	23.9%	23.7%	24.6%	24.9%	24.8%	25.4%	27.2%	29%

Expansion of target of opportunity for Black and Indigenous People of Color (BIPOC) faculty Donald Hall, Dean of the Faculty, has expressed a very strong support for any department who identifies a potential "target of opportunity," a candidate to who would add to the diversity of the department, outside of the regular search process. Currently, faculty hiring is on pause, but identification of target of opportunity candidates is on-going.

Faculty Search Training When we search for faculty, every search committee is required to meet with the Faculty Development and Diversity Officers, to discuss the entirety of the search process and the goals of increasing diversity and eliminating bias. We provide data on the potential pool of applicants to each search from IPEDS, provide best practices in searching, and discuss relevant anti-bias research. Workshop materials are available for review on request.

AS&E-specific new faculty orientation We began an orientation for new AS&E faculty about ten years ago. Each year, this orientation has expanded and included an introduction to AS&E curricula, support services, leadership, and other important information to the new members of our community. This orientation includes instructional and tenure track faculty. Many positive outcomes have emerged, including the development of close friendships of faculty across disciplines.

Junior faculty development (including all faculty classifications: tenure track, instructional track and teaching track) On hire, each new faculty member is provided with a mentor. Chairs meet each year (often more frequently) with their junior faculty to ensure that they have the needed support.

The FDDOs along with the Senior Associate Dean of the Faculty hold regular **workshops**, informal lunch meetings, and other events for junior faculty. In addition, the Dean for Diversity and Senior Associate Dean of the Faculty instituted, pre-COVID, an occasional series called "Civitas: Sense of Community and Shared Vision" which brings together a diverse set of faculty in social situations to discuss issues of equity and inclusion.

Hiring junior BIPOC faculty into post-doctoral fellows for one year prior to joining the tenure track

This is a practice begun in Arts & Sciences by Dean Gloria Culver; over the past several years, departments have been interested in hiring junior BIPOC scholars who have benefitted from a first year as a post-doc prior to joining the tenure track.

Funding for BIPOC faculty to attend conferences and for external mentoring

AS&E established a small fund for BIPOC faculty professional development, which has been used by junior faculty to attend conferences and to become part of the National Association for Faculty Diversity's summer workshop, for example.

Anti-racism training

In response to the "summer of racial reckoning" in 2020, the Dean for Diversity along with her colleagues in the Kearns Center and the Paul J. Burgett Intercultural Center developed a three-part series for faculty entitled "Fostering an Anti-Racist Campus." These workshop, first held over the fall semester 2020, discuss the language of race and racism, the origins of race, some of the history of race and social protest here at UR, and the position of ourselves in society. We review contemporary language, and gain understanding of its importance as part of the struggle for equity and when discussing race and racism. Participants leave with an overview of power dynamics as interwoven with the history of race and racism in the US and on campus. Sessions focused on racism in the classroom, and provide faculty with the opportunity to develop individual action plans for making change. These are being adapted for staff and students and will continue.

"These workshops are overdue!"

"I am looking to better understand race on campus and in Rochester to find tangible solutions to the apparent problems we face through actions in my department."

"These are issues that I have always cared deeply about. I am hoping to learn more about myself, implicit biases, how I can become a better educator."

DIVERSITY COMMITTEES IN DEPARTMENTS

Some AS&E departments have diversity, equity and inclusion committees; others are in the process of forming them.

Below are some examples that highlight the importance of this work.

The Department of Chemistry at the University of Rochester asserts that all individuals interested in pursuing education, research, and/or teaching in the chemical sciences should have an equal opportunity to do so in a welcoming, encouraging, and equitable atmosphere. We recognize and affirm that recruiting, retaining, and supporting students, postdocs, staff, and faculty with diverse identities and lived experiences—including different races, ethnicities, nationalities, gender identities and expressions, sexual orientations, ages, socioeconomic backgrounds, and physical and learning abilities—is crucial to establishing a classroom culture where all students feel valued and vibrant research teams equipped to tackle cutting-edge challenges through creative and innovative approaches. Toward this goal, we commit to building and sustaining actively an environment where people from all backgrounds, particularly those historically underrepresented in chemistry, can excel.

The mission of the Diversity, Equity, Inclusion, and Outreach Committee is to bring undergraduate students, graduate students, postdocs, staff and faculty together to:

- Identify areas where our department needs to improve with respect to diversity, equity, and inclusion
- Define specific goals for improving in these areas
- Develop and execute action plans to achieve these goals
- Evaluate progress toward these goals at regular intervals

Gwen M. Greene Center for Career Education & Connections Equity and access are also one of our four strategic goals for our current strategic plan. We updated our goal in the summer of 2020 to better reflect our actions in response to the needs of our students and what was happening throughout our community.

The Department of History We have a department standing committee on Climate and Culture with representatives from faculty, staff, graduate students, and undergraduate majors. Upon that committee's recommendation, we created faculty, staff, and undergraduate ombudspersons. (Committee also drafted the statement above.) We are proposing to change the committee's name and charge to the Committee on Diversity and Inclusion.

POLICY CHANGES

Family leave

In 2019, AS&E instituted a generous family leave policy for faculty. This provides clarity to departments and equity across the school in the manner in which these leaves are handled. The policy can be found [here](#).

Family friendly hours for meetings

Based on concerns for faculty work/life balance, in AS&E instituted a policy that all official meetings should end by 5PM. Thus, our Faculty Council, Cabinet of Department Chairs, and other standing committees end promptly at 5PM.

Short lists and reconsideration of BIPOC applicants for faculty positions

Once departments have submitted short lists of their top candidates for any faculty search, the Director of Faculty Affairs accesses the FORT system (our corollary to HRMS for faculty applicants) to determine the gender and ethnic diversity of the short list, as well as of the entire applicant pool. The short list document requires a full description of the ways in which the candidate is worthy of hire, including how they might add to the diversity of the program or curricular offerings. The Director of Faculty Affairs also highlights candidates who have identified as people of color in the application (the search committee does not have access to this) and send their names to the chair and the chair of the search committee, for possible reconsideration. Although we work with all search committees on eliminating bias in the evaluation process, we want to ensure that all candidates of color are carefully reviewed.

Changes to Faculty Activity Report (FAR)

Over the past several years, the FAR used by AS&E has changed. Recently we included a section on the ways in which the faculty member has added to diversity and equity within the department.

While we will ask faculty to complete the annual Faculty Activity Report (FAR) in order to best understand the successes and challenges faced this year, we acknowledge that 2020 has been a year of unprecedented challenges in many different areas including but not limited to health, productivity, and transition to hybrid and on-line teaching platforms. In order to understand the challenges faculty have individually faced, we have added the following question into the FAR:

Impact of COVID: Please comment below on any impact that COVID had on your professional career during 2020, including but not limited to impacts on your research, teaching, or service, as well as infrastructural or financial constraints as a result of the pandemic.

We plan to implement our standard teaching evaluations at the end of the semester, as a way for faculty to receive feedback on what went well in this hybrid/online environment, and what didn't go so well that might need to be addressed next semester. It is important for students to be able to provide this feedback in a formal way. However, these evaluations will not be used punitively. If a faculty member so chooses, this semester's evaluations may be removed from any future tenure or promotion materials.

Junior faculty have raised concern regarding the loss of time in the lab/on scholarship due to COVID and the potential long-term impacts of this lost productivity in terms of securing future grants or completing studies. We all want our faculty to succeed, and we commit to working individually with junior faculty who are facing funding shortfalls to determine how we might be able to support their research as needed.

Exit Interviews In an attempt to ascertain as much information as possible about faculty experiences, AS&E is implementing an exit interview protocol for all faculty who depart, regardless of reason.

Ombuds Program

The ombudsperson (or ombuds) serves as a neutral resource who provides confidential and informal assistance to members of the campus community. The goal of the office is to provide faculty with voluntary, informal, neutral, and confidential assistance in resolving University-related issues or concerns. AS&E has a well-developed and comprehensive Ombuds program that supports staff, faculty and graduate students. Each academic department has a faculty member who serves in this capacity for graduate students and post-doctoral researchers. Faculty with concerns can contact John Barker and staff can contact Col Raimond for confidential discussions.



Training for staff searches Similar to the training provided to faculty search committees, the Dean for Diversity and Chief of Staff for AS&E (Jessica Foster) have developed training in best practices in staff searches. In 2019 and 2020, search committees for positions at paygrade 54 and higher received this training. We have plans to provide a version of this training to all hiring managers in AS&E, as diversifying our staff remains an important priority.

Speaker Series Dean Hall hosts a semesterly high profile speaker, with the theme of “difficult conversations as a catalyst for social change.” Speakers have included Angela Davis, Kareem Abdul-Jabbar, and Michael Eric Dyson.

The AS&E Deans' series on challenging conversations has considered decarceration, sexual harassment, the economics of anti-black racism, among others. The deans continually revisit the topic of when, how and who should communicate with the campus community when we are struck by an event of bias or hate either on campus or within the Rochester community. More recently, we are moving to more communication rather than less, but we understand that this is a fraught issue with which we continue to grapple.



Communication Dean Olivares has recently begun sending out to the whole community of staff, students and faculty a semi-regular set up updates, or what we refer to as “not-a-newsletter.” The first of these in September was met with enthusiasm and gratitude for transparency.

Structure for Implementation, Oversight, and Accountability for Diversity

Arts, Sciences & Engineering, led by Dean of the Faculty Donald Hall, is comprised of the Hajim School of Engineering and Applied Sciences (Dean Heinzelman), the School of Arts & Sciences (Dean Culver), which house all academic departments and programs; the College (Dean Runner), which oversees the curriculum and support services for undergraduate students. In addition, the Deans of Graduate Education and Post-doctoral Affairs (Dean Vamivakas), Research (Dean Tarduno), Diversity (Dean Olivares), and Admissions, Financial Aid and Enrollment Management (Dean Alexander), and the Director of Athletics (Assistant Dean VanderZwaag), all report to Dean Hall.

Dean Olivares has broad oversight of faculty, staff and student diversity efforts: representation, retention, climate and equitable outcomes. As a member of the senior leadership of AS&E, Olivares has input into the majority of decisions made regarding the priorities of the unit. She is responsible for overseeing the implementation and evaluation of various of the programs and efforts described in this report, as well as for developing new solutions, working with students, faculty and staff to understand their concerns and experiences, and advocating on behalf of these populations across departmental and school-wide policies. Olivares meets monthly with the school deans, and bi-weekly with Deans Hall and Runner. She brings issues to their attention, and provides guidance and feedback on their concerns.

Women and minority faculty group On a bi-weekly basis, AS&E Deans Hall, Olivares, Runner, Heinzelman, Culver and Barker, along with Faculty Affairs Director Tammy Michielsen and Faculty Development and Diversity Officer John Lambropoulos, meet for discussion and action planning on topics related to women and BIPOC faculty. These have led to many successful outcomes, including our restorative justice efforts in the wake of the Jaeger case; the development and implementation of a generous family leave policy for our faculty; changes in the process of faculty hiring; the assignment of mentors on hire for new faculty; and more.

Bias-related Incidents and the Bias-related Incident Response Team

In 2015, the College instituted a [bias-related incident reporting system](#), so that we would have a record of the kinds of experiences our students were having. Previously, all information about racist, sexist, or other biased behavior was anecdotal and sporadic. This led to both diminution and amplification effects: when based on stories rather than reported incidents, cases and patterns can be both ignored (often by administration and faculty) and exaggerated. The most recent report, covering fall 2018 through spring 2020 can be found [here](#).

A bias-related incident refers to a behavior or act—verbal, written, or physical—that is personally directed against or targets an individual or group based on perceived or actual characteristics such as race, color, religious belief, sex, marital status, sexual orientation, gender identity or expression, national or ethnic origin, disability, veteran status, or age.

The online reporting system allows members of the University of Rochester an avenue to document perceived or actual bias-related incidents occurring at the College. This system enables the College to track incidents, refer them to the appropriate authorities, coordinate a response, and communicate with others when appropriate.

The bias-related incident response team, which includes the Dean of the College, Dean for Diversity, Dean of Students, Assistant Dean and Director of the Office of Minority Student Affairs, and the Director of the Paul J. Burgett Intercultural Center play a vital role in fostering an inclusive, welcoming, and equitable climate in the College and for supporting individuals when bias incidents occur.

When it is determined that an incident has the potential to disrupt the college community in a significant way, the bias-related incident response team is responsible for making an immediate determination about the incident, reaching out to others, and formulating a response.

Regular updates are provided to members of the College Diversity Roundtable and to the AS&E deans and other relevant parties.

College Diversity Roundtable The College Diversity Roundtable is structured as a student-centered task force where campus climate and quality of life issues and/or concerns can be voiced, heard, and acted upon, especially those affecting racial, ethnic and cultural groups on campus. The CDR is also a focal point for diversity discussions, initiatives and best practices. Two primary areas of focus for the CDR are:

- Provide opportunities for all participants to engage in activities and conversations that address current affairs and contemporary challenges affecting individuals and groups of various intersecting identities.

- o Be a forum for discussion of the ways in which we can celebrate the diversity that enriches our campus community. The CDR has historically provided the Dean of the College, and other AS&E and institutional leaders, with guidance on issues relating to various aspects of diversity. The group serves as well an advocacy mission, ensuring that the voices of our minoritized students are heard and their concerns are taken seriously and when appropriate, acted upon. The Director of the Burgett Intercultural Center chairs the CDR.

AS&E's Faculty Development and Diversity Officers have historically worked with all search committees, and provide faculty development opportunities for new faculty, because retention is important as well. Because this group is no longer meeting on the university level, we will be re-visiting the position and considering future needs for organization around faculty development.

Chair and Program Director Training In order to ensure that our department chairs and academic program directors have the information and knowledge they need to best complete their responsibilities, in the spring of 2020, the Dean for Diversity surveyed this group to determine their interest in further professional development. Topics of interest to the chairs and directors included academic analytics, evaluation of faculty, management of staff, preparing and managing budgets, using restorative approaches to managing conflict, working with legal counsel and public relations, and others. We started these trainings in early 2020, and had fantastic attendance for the workshops on evaluating faculty and using academic analytics. We paused these due to COVID-19 but will resume them in early 2021.



PART II: REPRESENTATIONAL DIVERSITY

Faculty Data

Note: Please obtain undergraduate and graduate student numbers by ethnicity, citizenship and gender from Institutional Research, staff from HRMS.

We are unable to disaggregate faculty by domestic and international in the manner requested. We have not always captured place of birth, and we only have Citizenship/Visa status at the point of hire or reappointment

	Tenured and Tenure Track Faculty	Instructional Faculty	Teaching Faculty	Total
American Indian/Alaska Native	0	0	0	0
Asian	58	12	1	71
Black/African American	14	3	0	17
Hispanic/Latina/o/x	18	1	0	19
Native Hawaiian/Pacific Islander	0	0	0	0
White	284	60	33	377
International	-	-	-	-
Two or more races	-	-	-	-
Totals by category	374	76	34	484

Data on faculty from HRMS (White and Asian), and internal AS&E faculty lists

	Tenured and Tenure Track Faculty	Instructional Faculty	Teaching Faculty	Total
Female	109	46	17	173
Male	265	30	17	312
Transgender*	-	-	-	-
Non-binary*	-	-	-	-

*We do not collect or track this information.

Peer Comparisons

AS&E has historically considered AAU institutions without medical centers as our peer set for faculty. For students we look at the COFHE institutions. We do not have a specific peer set for staff.

A couple of years ago we worked with each academic department to help determine their actual and aspirational peers. Thus, each department identified approximately 5 departments against whom they thought it would be appropriate to compare them, with respect to faculty and other demographics. These results have not been updated very recently, but can be made available for review.

In terms of student diversity, with respect to domestic underrepresented minority undergraduate students, we are within the range, but on the low side, of our COFHE peers. We would add, however, that we come in last (by far) in the percentage of student financial aid covered by the endowment than all of our COFHE peers. Our URM students also are more likely than those at our COFHE peers to be either or both low-income and first generation as well. Adding substantially to the endowment available for scholarships will, we believe, increase our ability to recruit an increasingly diverse student population.

Diverse Pools for Faculty, Staff and Senior Leadership

Because AS&E expects that our applicant pools will mirror (at minimum) the actual pool of candidates available in the fields in which we are searching, we utilize the Integrated Postsecondary Data System (IPEDS) at the national level to determine how many candidates have earned their doctoral degrees in the fields in which we are searching over the past five years. We provide this information to each search committee, with information on where diverse candidates have earned their degrees. We minimally want our pools to mirror the national pool. However, this is an area in which we need to improve. Applicant data is currently under review to determine specific areas for improvement. We provide funding for faculty to attend conferences at which there are a high number of candidates of color, such as the Compact for Faculty Diversity, NSBE, SHPE, The Black Doctoral Network, Annual Biomedical Research Conference for Minority Students (ABRCMS) and others.

Historically, we have utilized databases subscribed to by the Office of Faculty Development and Diversity. We hope that these will become available once again.

TENURE TRACK APPLICANT POOL TO HIRED 2013-2016

	AAU Pool (from IPEDS)	Applicants (all TT positions)	Short List	Hired
Total	52,508	8,457	307	47
Men	29,570	55,207	205	35
% men	56.3%	77.2%	67.8%	74.5%
Women	22,928	1,926	99	12
% women	43.7%	22.8%	32.2%	25.5%
URM	3,723	639	32	8
% URM	7.1%	7.6%	10.4%	17%

This data shows:

- Women candidates are underrepresented in our applicant pools, even relative to their presence in the proxy national pool (the number of women who have earned doctorates at AAU universities in the prior five years in the specific areas in which we are searching). They are then finalists for our positions at slightly higher percentages than they are in the pool, and ultimately accept our offer and are hired at lower rates than they are finalists but at a very slightly higher rate than they apply. This is an area of concern and attention.
- URM candidates are very slightly overrepresented in our applicant pools compared to their presence in the proxy national pool (though a more granular look by departments and search reveals very small numbers in some areas); they are somewhat more likely to be selected as finalists, and much more likely to accept our offers and be hired into positions. Yet the number of applicants of color remains very low. This evidence suggests that if we increase outreach to potential candidates of color who ultimately apply, we will be successful in hiring a more diverse faculty. What this data does not show are the offers made to finalists on the short list that are ultimately not accepted. This is an area currently under review. Additionally, these data are being updated for the most recent four years of hiring.

PART III: CLIMATE AND INCLUSION

A WELCOMING CLIMATE FOR ALL

We understand the climate of AS&E as a series of interconnected and intersecting communities. We have data in the aggregate and at more granular levels about recruitment and retention of faculty and students; survey and focus group data; petitions; groups such as the College Diversity Roundtable; reporting through the Bias-related incident report system; meetings with groups of faculty, staff and students; and individual conversations with members of our community. Each of these mechanisms adds something to our understanding of this complex organization and the people who form it.

Some of the most pressing concerns for AS&E are the small number of faculty of color on our faculties; the relatively small number of BIPOC staff; the fact that the persistence and graduation rates of our students of color consistently lag behind their peers; and the occasional racism, sexism and other -isms perpetrated by members of our community against each other. The various efforts described above in this report are all meant to address these issues and others. We have dealt above with the representation issue regarding faculty and staff; here we expand a bit on the retention and graduation issue.

The College has a long-standing goal of achieving a six-year graduation rate of at least 90%. This reflects our commitment to student success and is based on outcomes achieved by several of our peer (COFHE) institutions. Our current six-year graduation rate is 86%, within striking range of our goal. Underlying this, however, is a persistent gap in graduation rates (roughly 10%) between under-represented minority students and the rest of the student body; also of concern is the success of our first generation and low-income students and combinations thereof.

6-year graduation rate update fall 2020

- All: 87.2% for 2013 cohort; five-year average of 86.6%
- URM: 84.9% for 2013 cohort; five-year average of 79.6%
- Pell (proxy for low-income): 85.5% for 2013 cohort; five-year average of 84.8%
- First Gen: 84.5% for 2013 cohort; five-year average of 84.5%

This issue is discussed in more detail as the focus for one of our goals moving forward.

As raised in the preamble, the hiring freeze and other COVID-related austerity measures are a substantial barrier to progress in this domain. Here we quote directly some of our department chairs and program directors' responses to this question, posed directly to them and unfiltered by decanal editing:

The very best way that we can address these issues is through the hiring of faculty, staff, and students that diversify the community of vision scientists at UR. [. . .] This is the most urgent and most impactful action UR could take right now to move us toward a more inclusive culture. - **David Williams, Professor of Brain and Cognitive Sciences and Director of the Center for Visual Science**

The fact that we are so interstitial, with many of our core courses taught by adjuncts (because of hesitance in hiring people in departments who do Sexuality studies/queer theory for example) means we are vulnerable in austerity/COVID times. This impacts students and faculty, particularly LGBTQ+ students who notice if the institution does not support courses in these areas, or who notice if the institution cannot support faculty who are of more diverse backgrounds. - **Kristin Doughty, Associate Professor of Anthropology, Director, SBAI, Interim Director, FDI**

Lack of role models. We're working on this, if slowly. We now have 3 women on our full-time faculty (out of 22). We have a few faculty of color, but all were born outside the US. Our tech staff is all male; our admin staff is all female. Most are white. Narrow "pipeline" for people entering the field. Widespread perception in the wider culture that CS is for white and Asian males. Heavily international student population. 40% of our undergrads, 60% of our PhD students, and almost all of our MS students are from abroad -- mostly China. This introduces cross-cultural issues (e.g., lack of understanding of the history of race in America) that are more pronounced than they are in some other departments. - **Michael Scott, Professor and Chair of Computer Science**

Promoting and Encouraging Participation in DEI Efforts

The school deans provide direct communication about the importance of these efforts in their meetings with their chairs and their faculty members. Dean Runner encourages his senior staff to attend these kinds of trainings, and to ensure that when possible, their staffs also have access. The Dean for Diversity works with faculty and staff across the unit to provide funding for, and encouragement to attend, such events.

On hire, each faculty member is now provided with a mentor, and faculty development workshops provide additional opportunities for cross and intra-departmental mentoring.

For staff who are paid hourly, the Deans encourage supervisors to have their staffs take offered trainings (such as our annual staff retreat that often covers dei issues) during paid work hours.

Many departments include measures of equity work in their staff reviews; however, these are ad hoc and in addition to the institutional evaluation. For this to become institutionalized, a section on diversity, equity and inclusion must be added to the university-wide performance evaluation required through MyPath.

Partnerships and Programs

Our academic and student support departments and programs are involved in a wide variety of professional organizations which focus attention on the diversity of their fields, scholarship and higher education generally. Please see Appendix A for a listing of these.

PART IV: ADVANCING THE UNIVERSITY MISSION

Integration of Diversity, Equity and Inclusion in Teaching, Learning and Research

As mentioned above, in AS&E, our three priorities of inclusion, research and education are completely intertwined. AS&E strives to nurture educational excellence, to foster an exceptional research environment, and to promote social responsibility for all members of our community. Hallmarks of the AS&E experience are strong impact through research and scholarship, advancement of the academic, professional and personal growth of our students, staff, and faculty, and empowering the next wave of global citizens. Our priorities lie in three interconnected domains: becoming more diverse, inclusive and equitable; improving educational experiences and outcomes for all students; and advancing our impact as a research institution. Success in each of these areas is intimately dependent on the other two, and thus many of the bullet points in each section directly or indirectly reflect those in other sections. The driving force behind all of these priorities is to make Arts, Sciences & Engineering, and the University of Rochester more generally, a destination of choice for faculty, students, staff, visitors, and post-docs.

Teaching (undergraduate, graduate, professional courses) The Kearns Center and Burgett Intercultural Center are working to help faculty develop diversity and equity statements for their syllabi; some faculty already have such statements.

The Center for Excellence in Teaching and Learning (CETL) uses DEI language in its core work, most prominently in syllabus statements, as a primary job duty of our professional staff is teaching credit-bearing courses, but also in email signature lines, classroom practices, etc. These statements include land acknowledgements, disability accommodations, inclusive classroom environment expectations, religious accommodations, gender identity, and so on. Here is one sample:

"In this course, we strive to uphold feminist, anti-racist values within our classroom environment, and I encourage you to speak with me about any concerns that affect your ability to complete your academic work successfully. If any classroom discussion or situation becomes a traumatic experience for you for any reason, you are free to leave that discussion or situation without penalty and follow up with me at a later date after you have had time to process your experience. Please alert me to any religious or cultural holidays for which you need to be excused from classroom participation so that we can arrange an alternative assignment for you. If you require academic accommodations of any kind, please contact me privately as soon as possible or speak with an access coordinator at the Office of Disability Services, Taylor Hall, (585) 276-5075."

The work of the **Frederick Douglas Institute for African and African American Studies**(FDI) and the **Susan B. Anthony Institute for Gender, Sexuality and Women' Studies**(SBAI) are leaders in this realm. Both FDI and SBAI are foundationally focused on exploring these issues, from a research and teaching perspective. Both Institutes are linked to academic fields of study that emerged in relation to these concerns, emerged in response to student demands, and emerged to reshape the university. Faculty from across the humanities and social science curricula are associates of these important institutes.

Additionally, diversity, equity, and inclusion are integral to the mission of the **Humanities Center**.

The Hajim School is currently working to develop modules about equity and inclusion for inclusion in our 10X courses. At the graduate level these may also be developed

Rochester Education Justice Initiative (REJI) Founded in 2015 as the Rochester Prison Education Project, REJI reflects a broader "college-in-prison" movement. In New York alone, more than a dozen universities and colleges offer courses in many of the state's 52 correctional facilities. The initiative, which enjoys an ongoing partnership with the Cornell Prison Education Project and partnered with Genesee Community College last year, responded to a relative dearth of programs serving western New York. Funding from the Mellon Foundation will allow the project to:

- expanding the recently established associate degree-granting college program at Groveland Correctional Facility, in partnership with Genesee Community College
- building on GCC's existing college program at Attica Correctional Facility to provide upper-level courses
- supporting re-entry for formerly incarcerated people with educational opportunities at the University and other area colleges
- establishing a Justice Fellows program at the University for formerly incarcerated students
- developing the Monroe County prison-to-college pipeline, a consortium of Rochester-area colleges and universities, to enable a further expansion of academic offerings for incarcerated and formerly incarcerated individuals

Research Led by Dean for Research John Tarduno, the AS&E Research team's mission is to create and support internationally recognized research programs within and across departments throughout AS&E's divisions: arts/humanities, natural sciences, social sciences, and engineering.

AS&E Research Team includes women and underrepresented minority members. The staff actively participates in campus training on diversity such as this summer's "Anti-Racism and Transformation: The Work Ahead" and provides inputs to schools on anti-racism, equity and inclusion plans and goals.

The team encourages faculty, staff, and students to propose strategic research initiatives on a rolling basis, providing new resources to support the most promising opportunities when they arise. For example,

Internal Seed Funding (PumpPrimer, URA). In concert with AS&E deans, the research development team identifies and invites panelists from diverse populations to review seed funding applications.



Limited Submission and Award Opportunity Review Committees. AS&E Deans Tarduno, Culver, and Heinzelman promote eligible candidates from all populations.

Communications. Funding and professional opportunity memos are consistently emailed to all faculty to invite them to submit applications.

Targeted opportunities that will enhance the diversity of our research goals, such as NSF ADVANCE raised to leadership (Organizational Change for Gender Equity in STEM Academic) are highlighted and sent directly to leadership charged with ensuring equity and inclusion.

Student proposals support diverse candidates. Two candidates applied August 8th, 2020 to the NIH NRSA (Parent F31-Diversity) program: Jackson Hernandez (Chemistry) and Shyanthony Synigal (BME).

NSF Research Experiences for Undergraduates (REU) proposals. Three proposal applications were submitted August 26th, 2020. All focused on the broader impacts of research and attracting students who are members of underrepresented minority groups in STEM:

REU Site: Human Health: Nano to Network (Beth Olivares, PI)

REU Site: Imaging in Medicine and Biology for Underrepresented Minorities (Marvin Doyley, PI).

REU Site: An Integrated Approach to Mathematical Sciences Summer Research

(Alex Iosevich, PI)

Encourage and support new opportunities for high-impact, multi-unit grants within AS&E, across the institution, and with other institutions

Targeted proposal support in support of diverse and marginalized populations. In the last 12 months, the research development team successfully supported two humanities initiatives funded by the Andrew W. Mellon Foundation:

A \$1 million grant from the Andrew W. Mellon Foundation to support the Rochester Education Justice Initiative (REJI), the University's cornerstone prison education initiative was awarded in June, 2020.

The award, to be distributed over three years, enables REJI to significantly expand its work providing higher education opportunities for incarcerated and formerly incarcerated people in the Rochester area as part of a broader mission to address the problem of mass incarceration. (Josh Dubler, PI)

A Sawyer Seminar grant proposal submitted in May, 2020 by a diverse, interdisciplinary team led by PI Joan Rubin resulted in \$224k in funding from October, 2020 through June 2022.

The project, "[Unbordering Migration in the Americas: Causes, Experiences, Identities](#)", includes a bridging of humanistic and social scientific inquiry into migration and an effort to bring a more nuanced understanding of migration to bear on conceptions of justice.

Increase resources to hire and retain the most successful researchers, especially those in support of AS&E Strategic Initiatives Searches for new faculty in ASE – Dean Tarduno continues to make the case for increases resources through the Research Executive Committee, especially in hiring that could increase University diversity. Dean Tarduno has been involved in past special opportunity hire efforts and will continue to do so in the future.

NSF PFC Adm II recruitment and selection compliant with HR diversity initiatives

Provide training for staff to be able to support the pre-award and post-award stages of research projects

Faculty Training– CAREER Bootcamp, Young Investigator Workshop, New Faculty Orientation, Targeted Agency Sessions – thought is always given to include underrepresented minority & women speakers.

Staff Training– Ongoing notices of relevant training from agencies, lunch & learn sessions, Hajim administrators bootcamp The impact that the pandemic has had on female researchers who may be less able to apply and submit proposals due to their family responsibilities to children learning remotely and caring for aging parents is being reviewed. See [The career cost of COVID-19 to female researchers, and how science should respond](#).

Utilize tools (academic analytics) to assist leadership with reporting on faculty and staff trends (promotion & tenure, salary, faculty make-up)



PART V: COMMUNITY ENGAGEMENT

COMMUNITY ENGAGED LEARNING

Service:

The College engages with the local, Rochester community in both curricular and co-curricular ways to address systemic disparities. Since 2013, the College's community-engaged learning initiative has supported faculty to teach courses and undertake research that address unmet needs and social inequalities. In the 2019-2020 academic year, 22 faculty taught a total of 36 courses that engaged with the local community in various ways; several involved national or international partnerships. Total enrollment in these courses included nearly 1,000 students. In addition, nearly 40 students completed seminars as part of their pursuit of the College's certificate of achievement in community-engaged learning. These seminars deliberately address issues of racial disparities and ensure that students undertake community-based projects in a respectful and equitable manner. In spite of the pandemic lockdown, nine students completed capstone projects jointly supervised by community and faculty preceptors in order to satisfy the requirements of the certificate of achievement.

In the co-curricular realm, students engaged with the community through programs coordinated by various University departments as well as student-led initiatives. Coordinated programs span from Wilson Day of engagement during new student orientation to the Rochester Youth Year fellowship program for recent graduates, and form a pipeline of community engagement throughout the undergraduate experience. These programs also include Learning and Exploring at Play, a play-based, early-childhood literacy program supported by Federal Work Study funds; Transition Opportunities at the University of Rochester, the College's inclusive higher education initiative; and the Rochester Urban Fellows program, a summer fellowship program through which undergraduates undertake community-driven projects and learn about the origins and perpetuation of disparities in the local region and beyond. In 2019-2020, these programs collectively involved more than 1,600 students at varying levels of commitment and depth, working in partnership with more than 100 different community organizations.

Most notable among student-led activities in 2019-2020 were those undertaken by 21 different student organizations that focus on community engagement. The focus of their efforts range from health disparities to animal wellness to educational inequalities to food and housing insecurity, among others. While focused primarily on local community engagement, some of these organizations also undertake national and international projects. More than 500 students participated in community engagement activities through these student organizations, and they recorded more than 1,500 hours of community service through the Campus Community Connection portal. The student organization fall and mid-year leadership training, as well as the College's premier leadership development opportunity, the Medallion program, all provide students with training that addresses implicit bias and racial disparities, and these workshops help prepare students to undertake community engagement projects respectfully and effectively. - **Captured from the report by Glenn Cerosaletti Assistant Dean of Students & Director**

Rochester Center for Community Leadership

Community Engagement:

A core function of CETL's teaching center is partnering on Community-Engaged Learning with the Rochester Center for Community Leadership. The Community-Engaged Learning program supports the development and implementation of community-engaged courses in the College in which the instructor and students collaborate with a community organization to address equity issues in the Rochester area. The program provides grants to support the expenses associated with courses that are taught in collaboration with a community partner organization and in which student course work produces benefits for the partner organization or the population that organization serves. Equity issues addressed by courses supported by the program include environmental justice, health inequities, housing inequities and inequities in outcomes and access to educational resources.

Educational Programs in the Community

The Kearns Center's pre-college programs, described above, focus specifically on students in the Rochester City School District which has high drop-out, low persistence and very high child poverty rates.

As mentioned above, the Rochester Education Justice Initiative (REJI) connects AS&E and UR with the decarceration community, and provides educational opportunities for both incarcerated and recently decarcerated individuals.

In Hajim and in the natural science department in Arts & Sciences, this would be part of broader impacts of the work. Some faculty, for example, work with AS&E's outreach programs through the Kearns Center, teaching courses for high school students, hosting them as researchers in their labs, co-publishing papers, etc. Others work with RCCL or Kearns on getting young people excited in engineering and STEM more broadly. This is part of the service and teaching components of the evaluation.

Community Engagement in the Tenure and Promotion Process

Information on individual faculty member's service to the community is collected in the annual Faculty Activity Report (FAR). Therefore, it is part of our internal faculty evaluation mechanisms. However, the guidelines on the tenure and promotion process are in the Faculty Handbook, which is governed by the Faculty Senate. For there to be changes in the ways in which community service, or any other aspect of the tenure dossier, is considered during the process, that would have to be handled by faculty governance structures.

For many faculty, this would be part of broader impacts of the work. Some faculty, for example, work with AS&E's outreach programs through the Kearns Center, teaching courses for high school students, hosting them as researchers in their labs, co-publishing papers, etc. Others work with RCCL or Kearns on getting young people excited in engineering and STEM more broadly. This is part of the service and teaching components of the evaluation.

PART VI: GOALS AND TIMELINE

Goal 1: Continue to develop & strengthen curricular structures to support diversity, equity and inclusion across the AS&E curriculum.

Actions	Resources	Measures of success & timeline
<p>On-board new Director of FDI Provide support for FDI curricular review</p>	<p><u>Available</u> New Director of FDI</p>	<p>FDI Curricular review groundwork underway by November 2021</p>
<p>Support assessment of potential departmentalization</p>	<p>Faculty and students in FDI eager to work with new director</p>	<p>Engineering modules under development with faculty input summer 2021.</p>
<p>Provide support for FDI hiring Develop and implement modules on diversity, equity and inclusion in engineering courses</p>	<p>Mellon funding for REJI and Sawyer series</p>	<p>Potential additional development of engineering modules and implementation in graduate courses as well</p>
<p>Explore the development and implementation of a diversity, equity and inclusion section into WRT 105 courses</p>	<p>Staff and faculty to develop 10x and WRT modules</p>	<p>Committee to consider WRT/DEI connection convened spring 21, recommendation fall 21, possible implementation fall 22</p>
<p>Implementation of Rochester Education Justice Initiative program with curricular additions</p>	<p>Dean for Diversity time and effort to oversee and coordinate</p>	<p>Development and approval of mini grants for faculty</p>
<p>Implementation of Sawyer Seminar series on Migration with curricular additions</p>	<p><u>Needed</u> Agreement across faculty to implement some curricular changes</p>	
<p>Explore developing and implementing faculty grants for including DEI in courses</p>	<p>Funding to support faculty and departmental curricular development</p>	

Goal 2: Enhance infrastructure and continue to develop resources in support of diversity, equity and inclusion efforts.

Actions	Resources	Measures of success & timeline
<p>Deans will continue to work with student leaders on these topics Explore permanency for Douglass Leadership House</p> <p>Review the Student Code of Conduct to ensure that race-based harassment is defined and consequences are laid out</p> <p>Ensure that the College Diversity Roundtable (CDR) is highlighted and advertised to the community</p> <p>Ensure that all members of AS&E are aware of and know how to access the bias-related incident reporting system</p> <p>Re-invigorate "We're Better Than That"</p> <p>Work with departments to develop DEI statements and/or committees</p> <p>Work with Alumni Relations and alumni themselves to improve and increase communication</p> <p>Increase alumni of color, low-income, first generation alumni, and LGBTQ alumni participation in various College efforts</p> <p>Develop a list of alumni of color to pursue for potential service on various alumni boards and committees</p>	<p><u>Available</u> Committee time and staffing</p> <p>Information about the CDR and bias related incident reporting system</p> <p>CARE network system that handles bias related incidents.</p> <p>Desire of departments to develop DEI statements</p> <p>Alumni relations colleagues</p> <p>Decanal Support</p> <p>Dean for Diversity time and effort to oversee and coordinate</p> <p><u>Needed</u> Marketing budget for CDR, Bias-related incident system, and "We're Better Than That" Funding for additional resources for DLH</p> <p>Assistance with communications with alumni</p> <p>Dedicated time from Alumni Relations colleagues</p>	<p>Determination about DLH (May 2021)</p> <p>Recommendations regarding revisions to student code of conduct (May 2021)</p> <p>Saturation of community with information on CDR and bias related incidents (survey/focus groups November 2021)</p> <p>Usage of bias related system, reported by semester</p> <p>Percentage of academic departments who develop and implement DEI statements, diversity committees or a faculty member to oversee DEI efforts (at least 50% by fall 21)</p> <p>Percentage of College and other non-academic departments who develop and implement DEI statements, diversity committees or a staff member to oversee DEI efforts (at least 50% by fall 21)</p> <p>Alumni engagement over time</p>

Goal 3: Continue and deepen faculty and more fully develop staff training on anti-racism and other related topics.

Actions	Resources	Measures of success & timeline
<p>Develop and implement basic and advanced anti-racism workshops for faculty</p>	<p><u>Available</u> Staffing (dean for diversity, Kearns and BIC staff)</p>	<p>By November 2021, 40% of faculty will be trained.</p>
<p>Develop and implement anti-racism trainings for staff</p>	<p>Research and knowledge of staff</p>	<p>By November 2021, 25% of staff will be trained.</p>
<p>Develop additional modules as faculty and staff progress</p>	<p>Dean for Diversity time and effort to oversee and coordinate</p>	
<p>Create a mechanism for faculty and staff to develop action plans for diversity, equity and inclusion</p>	<p>Decanal Support</p>	
<p>Deepen resources for faculty search committees on best practices in searching and developing potential applicant pools</p>	<p><u>Needed</u> Additional staff time</p>	
<p>Deepen resources for faculty search committees on best practices in searching and developing potential applicant pools</p>	<p>Funding for staff time and new staff</p>	

Goal 4: (Prepare to) increase staff and faculty diversity*; work to increase representation of domestic URM students in undergraduate programs; work to increase representation of domestic URM students in graduate programs

Actions	Resources	Measures of success & timeline
<p>Dean of the Faculty, Dean of Arts and Sciences, Senior Associate Dean of the Faculty and Dean for Diversity work with new Director of FDI to lay the groundwork for hires and other FDI developments over the coming years</p> <p>Provide anti-bias and hiring best practice training to all hiring managers for staff positions</p> <p>Work with HR liaisons to develop talent pool and to seek candidates looking for promotion</p> <p>Graduate Education and Post-doctoral Affairs (GEPA) staff will develop and work to implement a more holistic approach to graduate admissions</p> <p>Deans and GEPA continue second look at URM faculty and grad applicants</p> <p>Undergraduate admissions staff to develop and strengthen outreach to local, regional and national students of color</p> <p>Dean for Diversity, FDDOs and deans will work with academic departments and programs to identify and develop pipelines to faculty positions.</p>	<p><u>Available</u> Admissions staff· HR and deans' office staff· Dean for diversity and FDDOs</p> <p>Decanal Support</p> <p>Dean for Diversity time and effort to oversee and coordinate</p> <p><u>Needed</u> Institutional research</p> <p>At least \$10M in endowment funding for hires in both faculty and staff</p> <p>Assistance from Advancement to fundraise for this effort</p>	<p>Hiring numbers</p> <p>Improvement in applications from target groups</p> <p>Numbers of trainings provided with attendance and evaluation data</p>

*Prepare to, because we are in a hiring pause for both faculty and staff.

Goal: 5 Retain diverse staff, faculty and students (undergraduate and graduate)

Actions	Resources	Measures of success & timeline
<p>Focus on retention of URM faculty, via internal and external workshops; mentoring; Civitas events; faculty development series; and other strategies to be developed</p> <p>Dean meetings with faculty (women and faculty of color) on a semester basis to check on what issues faculty of color might be dealing with</p> <p>Use HRMS data to develop an understanding of the career trajectories of staff of color</p> <p>Implement on-boarding of new staff</p> <p>Further develop program of professional development for new faculty</p> <p>Develop and implement an analysis of the reasons for student departure prior to graduation, including a determination of the impacts of financial aid on this process for low-income, first-generation and URM students.</p> <p>Reduce the gaps in persistence and graduation for low-income, first-generation college and underrepresented minority students as compared to their white, Asian and wealthier peers.</p> <p>Further develop the cohort model for URM graduate students</p> <p>Further support GSOC and ADSE</p>	<p><u>Available</u> Institutional research</p> <p>Faculty Diversity and Development Officers; Admissions staff; HR partners, enrollment management researchers and leaders</p> <p>New advising model</p> <p>Dean for Diversity time and effort to oversee and coordinate</p> <p><u>Needed</u> Time for research Funding for additional financial aid for low-income students</p> <p>Assistance from Advancement to raise SUBSTANTIAL funds for new scholarships and aid for target students</p> <p>Additional advising Funding for Cohort model for graduate students, GSOC and ADSE</p>	<p>Reporting and analysis of retention of students, faculty and staff on an annual basis.</p>

APPENDIX A

PARTNERSHIPS AND PROGRAMS

The organizations **Kearns** belongs to:

- Council for Opportunity in Education
- Association for Equality & Excellence in Education
- National Society of Black Engineers
- NASPA, Student Affairs Administrators in Higher Education, Member & First-Gen Forward Institution (NASPA Center for First Gen Student Success)
- Center for the Integration of Research, Teaching and Learning
- American Association for the Advancement of Science

OMSA is part of the Higher Education Opportunity Program-Professional Organization which supports the work of professional staff who work with low-income, first-generation and academically disadvantaged students from 52 higher education institutions in NY State. The current website is under construction.

Earth & Environmental Sciences

Our department members have different roles in the societies listed below ranging from being members to serving in more leadership roles. Below we list some of the major societies in which our department participates and their programs relating to DEI issues.

American Geophysical Union - Diversity and inclusion are recognized and celebrated as being essential for the success of AGU, its members, and the global Earth and space science enterprise. <https://www.agu.org/Learn-About-AGU/About-AGU/Diversity-and-Inclusion>.

European Geosciences Union - EGU recognises the importance of equality, diversity and inclusion as a crucial foundation for the collaborative scientific research that is needed to address fundamental scientific questions, as well as key societal and environmental challenges. The increasing diversity of our membership in all its facets helps to foster fundamental and applied geoscience research to the benefit of humanity and our planet. <https://www.egu.eu/outreach/diversity/>.

Geological Society of America - The Geological Society of America (GSA) affirms its belief and commitment to diversity and will continue to develop its diverse base. GSA is dedicated to maintaining an organizational climate where differing ideas, abilities, backgrounds, and needs are fostered with opportunities for members from divergent experiences to participate and contribute. GSA recognizes that diverse perspectives are important and necessary for responsible and representative decision making and leadership. Therefore, GSA strongly encourages the participation in any GSA activity of all its members regardless of race, ethnicity, color, national origin, ancestry, sex, creed, religion, age, genetic information, sexual orientation, gender identity or expression, disability, veteran status, marital status, medical condition, pregnancy, education, class, political affiliation, or parental status, and will undertake reasonable efforts to ensure that its activities are open to all. <https://www.geosociety.org/GSA/About/Diversity/GSA/About/Diversity.aspx>.

American Chemical Society - We believe in the strength of diversity in all its forms, because inclusion of and respect for diverse people, experiences, and ideas lead to superior solutions to world challenges and advances chemistry as a global, multidisciplinary science.

<https://www.acs.org/content/acs/en/membership-and-networks/acs/welcoming/diversity.html>.

Biomedical engineering is a very multidisciplinary field so there are many different societies of relevance and importance to our faculty and students. The primary society is the Biomedical Engineering Society (BMES). BMES does have numerous committees and events (<https://www.bmes.org/diversity>) related to women/LGBT+/traditionally underrepresented in higher education/people with disabilities/veterans. As Chair, I am very involved with the BMES, other BME chairs around the nation, and the national conference. We regularly do extensive graduate recruiting at BMES, and encourage undergraduates and graduate students to attend the national conference. There are typically special plenary speakers, and workshops dedicated to women/LGBT+/traditionally underrepresented in higher education/people with disabilities/veterans at the national conference. Biomedical engineering is a very multidisciplinary field so there also are many different societies of relevance and importance to our faculty and students. Some relevant websites are included below.

<https://acousticalsociety.org/committee-to-improve-racial-diversity-and-inclusivity/>

<https://www.ors.org/diversity-inclusion/>

<https://www.ors.org/womens-leadership-forum/>

<https://www.ors.org/committees/>

<https://www.asme.org/about-asme/diversity-and-inclusion>

https://community.asme.org/bioengineering_division/default.aspx

<https://isbweb.org/activities/economically-developing-countries>

<https://isbweb.org/students/mentoring-program>

<https://diversity.asee.org/>

<https://www.arvo.org/About/volunteer/committees/diversity-initiatives-committee/>

<https://www.asbmr.org/about/committees/detail/diversity-equity-inclusion-committee>

<https://www.sfn.org/initiatives/diversity-initiatives>

Biology:

There are multiple such associations/professional societies relevant to the Department of Biology. Here are the associations and connections we are aware of:

Society of Developmental Biology, Diversity and Inclusion Committee

<https://www.sdbonline.org/ioc> (website not up to date)

Assistant Professor Bergstralh is a member

iGEM, Diversity and Inclusion Committee

<https://2020.igem.org/Diversity/Committee>

Associate Professor Meyer is chair

American Ornithological Society, Diversity and Inclusion Committee

<https://americanornithology.org/about/committees/#diversity>

Assistant Professor Chen is a member

American Society of Naturalists, Diversity Committee
<https://www.amnat.org/about/governance/Diversity.html>
Assistant Professor Chen is co-chair

Society for the Study of Evolution, Diversity Committee
<https://www.evolutionsociety.org/content/diversity-committee.html>

American Society of Cell Biology, Diversity Equity and Inclusion Task Force
<https://www.ascb.org/committees/diversity-equity-and-inclusion-taskforce/>

Genetics Society of America, Equity and Inclusion Committee
<https://genetics-gsa.org/committee/equity-and-inclusion-committee/>

CETL interacts with a large number of disciplinary associations due to the large number of different kinds of programs we run, so here is a partial/selected list:

<https://podnetwork.org/>
<https://nclca.wildapricot.org/>
<https://ptlis.org/>
<https://www.crla.net/>
<https://www.academicintegrity.org/>
<https://www.asee.org/>
<https://sites.google.com/a/vt.edu/conecd/home>
<https://engineersshowup.wpcomstaging.com/in-class-teaching-modules/>

Physics:

American physical society, committees on status of women in physics and minorities in physics

<https://aps.org/about/governance/committees/cswp/index.cfm>
<https://aps.org/about/governance/committees/commin/index.cfm>

American Astronomical Society

Committee on status of women in astronomy

<https://aas.org/posts/news/2012/11/committee-status-women-astronomy>

Committee on status of minorities in astronomy

<https://aas.org/comms/csma>

The department faculty and graduate students and undergraduate majors are mostly members of APS and the astronomer types are mostly members of AAS as well.

Religious and Spiritual Life:

The Director of Religious and Spiritual Life is a member of the Association for Chaplaincy and Spiritual Life in Higher Education (ACSLHE) which is a newly formed organization resulting from the merger of two long standing organizations of college and university chaplains and religious affairs professionals. I am not aware of specific committees such as those you list within those organizations, although to be sure, chaplaincies tend to be advocates for all of the groups you list. How they engage that differs from campus to campus. <https://acslhe.org/> (The website is still under construction as the organization in its current form is still very new.)

Computer Science:

UR Prof. Sandhya Dwarkadas is a member of the Board of the Computing Research Association Committee on Widening Participation in Computing (CRA-WP): <https://cra.org/cra-wp/> The department affirms and publicizes the activities of multiple other groups, several of which have members on our faculty. There are no direct programmatic ties, however:

- ACM Women in Computing (ACM-W): <https://women.acm.org>
- ACM Diversity and Inclusion Council: <https://www.acm.org/diversity-inclusion>
- IEEE Women in Engineering (IWWW WIE): <https://wie.ieee.org/>
- IEEE Computer Society task force on Diversity and Inclusion:

<https://www.computer.org/about/diversity-inclusion/diversity-inclusion-task-force>

- Systems: private email forum for women in computing (co-founded by former URCS faculty member Carla Ellis): <http://systers.org/>
- Networking Networking Women (co-founded by HSEAS Dean Wendi Heinzelman): <https://n2women.comsoc.org/>
- USENIX D&I efforts: <https://www.usenix.org/conferences/diversity-and-inclusion>
- AAAI Diversity and Inclusion Committee: <https://aaai.org/Organization/diversityinclusion.php>

American Sign Language:

American Sign Language Teacher Association: <https://aslta.org/>

National Association of the Deaf: <https://www.nad.org/>

Faculty are members of and take workshops from these organizations.

Mathematics: Association for Women in Mathematics

awm-math.org/about/

One of our faculty, Naomi Jochowitz won a prize from them for mentorship of undergraduate women.

Religion and Classics: AJS (Association for Jewish Studies):

<https://www.associationforjewishstudies.org/about-ajs/resolutions-policies>

Our other main associations (American Academy of Religion and the Society for Classical Studies) do not appear to have a statement.