Table 1
University of Rochester Compared to our COFHE Peers: 2004-2005 Excluding Medical Center Faculty

|  | \% URM | \% Women |
| :---: | :---: | :---: |
| Arts \& Sciences |  |  |
| University of Rochester | 3.5\% | 25\% |
| COFHE University Median | 6.1\% | 30\% |
| Humanities |  |  |
| University of Rochester | 4.8\% | 36\% |
| COFHE University Median | 9.1\% | 43\% |
| Social Science |  |  |
| University of Rochester | 8.2\% | 26\% |
| COFHE University Median | 8.3\% | 29\% |
| Physical and Life Sciences |  |  |
| University of Rochester | 0.0\% | 17\% |
| COFHE University Median | 2.0\% | 17\% |
| Engineering |  |  |
| University of Rochester | 3.4\% | 8\% |
| COFHE University Median | 4.5\% | 11\% |
| Professional |  |  |
| University of Rochester | 4.0\% | 32\% |
| COFHE University Median | 6.5\% | 32\% |
|  |  |  |
| All Disciplines |  |  |
| University of Rochester | 3.7\% | 26\% |
| COFHE University Median | 6.2\% | 29\% |

Note: URM is Underrepresented Minorities including Black, Hispanic, and Native American.
Source: COFHE Institutional Profiles Project: Faculty Counts Academic Year 2004-2005.

Table 2
Faculty by Race and Gender

| Snapshot as of 9/1/06 | Total | M | W | Black | Native American | Asian | Hispanic | White | NonSpecified |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| The College of Arts, Sciences \& Engineering | 281 | $\begin{gathered} 221 \\ 78.6 \% \end{gathered}$ | 60 $21.4 \%$ | 7 $2.5 \%$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | 20 $7.1 \%$ | 3 $1.1 \%$ | 214 $76.2 \%$ | $\begin{gathered} 37 \\ \mathbf{1 3 . 2 \%} \end{gathered}$ |
| Eastman | 102 | $\begin{gathered} 69 \\ 67.6 \% \end{gathered}$ | $\begin{gathered} 33 \\ 32.4 \% \end{gathered}$ | $\begin{gathered} 1 \\ 1.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 5 \\ 4.9 \% \end{gathered}$ | $\begin{gathered} 1 \\ 1.0 \% \end{gathered}$ | $\begin{gathered} 87 \\ 85.3 \% \end{gathered}$ | $\begin{gathered} 8 \\ 7.8 \% \end{gathered}$ |
| Simon | 41 | $\begin{gathered} 36 \\ \mathbf{8 7 . 8 \%} \end{gathered}$ | $\begin{gathered} 5 \\ 12.2 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 1 \\ 2.4 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 32 \\ \mathbf{7 8 . 0} \% \end{gathered}$ | $\begin{gathered} 8 \\ 19.5 \% \end{gathered}$ |
| SMD | 931 | $\begin{gathered} 677 \\ 72.7 \% \end{gathered}$ | $\begin{gathered} 254 \\ 27.3 \% \end{gathered}$ | $\begin{gathered} 10 \\ \mathbf{1 . 1 \%} \end{gathered}$ | $\begin{gathered} 1 \\ 0.1 \% \end{gathered}$ | $\begin{gathered} 71 \\ \mathbf{7 . 6 \%} \end{gathered}$ | $\begin{gathered} 7 \\ 0.8 \% \end{gathered}$ | $\begin{gathered} 733 \\ \mathbf{7 8 . 7 \%} \end{gathered}$ | $\begin{gathered} 109 \\ 11.7 \% \end{gathered}$ |
| SON | 50 | $\begin{gathered} 3 \\ 6.0 \% \end{gathered}$ | $\begin{gathered} 47 \\ 94.0 \% \end{gathered}$ | $\begin{gathered} 1 \\ 2.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 1 \\ 2.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 43 \\ \mathbf{8 6 . 0 \%} \end{gathered}$ | $\begin{gathered} 5 \\ 10.0 \% \end{gathered}$ |
| Warner | 28 | $\begin{gathered} 10 \\ 35.7 \% \end{gathered}$ | $\begin{gathered} 18 \\ 64.3 \% \end{gathered}$ | $\begin{gathered} 1 \\ 3.6 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 20 \\ \mathbf{7 1 . 4 \%} \end{gathered}$ | $\begin{gathered} 7 \\ 25.0 \% \end{gathered}$ |
| Total University | 1433 | $\begin{gathered} 1016 \\ 70.9 \% \\ \hline \end{gathered}$ | $\begin{gathered} 417 \\ 29.1 \% \\ \hline \end{gathered}$ | $\begin{gathered} \hline 20 \\ \mathbf{1 . 4 \%} \\ \hline \end{gathered}$ | $\begin{gathered} 1 \\ \mathbf{0 . 1 \%} \\ \hline \end{gathered}$ | $\begin{gathered} 98 \\ 6.8 \% \\ \hline \end{gathered}$ | $\begin{gathered} 11 \\ 0.8 \% \\ \hline \end{gathered}$ | $\begin{gathered} 1129 \\ 78.8 \% \\ \hline \end{gathered}$ | $\begin{gathered} 174 \\ 12.1 \% \\ \hline \end{gathered}$ |
| Snapshot as of 9/1/01 | Total | M | W | Black | Native American | Asian | Hispanic | White | NonSpecified |
| The College of Arts, Sciences \& Engineering | 289 | 231 $79.9 \%$ | 58 $20.1 \%$ | 8 $2.8 \%$ | 0 $0.0 \%$ | 18 $6.2 \%$ | 3 $1.0 \%$ | 260 $90.0 \%$ | 0 $0.0 \%$ |
| Eastman | 104 | $\begin{gathered} 77 \\ 74.0 \% \end{gathered}$ | $\begin{gathered} 27 \\ 26.0 \% \end{gathered}$ | $\begin{gathered} 2 \\ 1.9 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 5 \\ 4.8 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 97 \\ 93.3 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ |
| Simon | 52 | $\begin{gathered} 44 \\ 84.6 \% \end{gathered}$ | $\begin{gathered} 8 \\ 15.4 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 2 \\ 3.8 \% \end{gathered}$ | $\begin{gathered} 1 \\ 1.9 \% \end{gathered}$ | $\begin{gathered} 49 \\ 94.2 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ |
| SMD | 786 | $\begin{gathered} 590 \\ \mathbf{7 5 . 1 \%} \end{gathered}$ | $\begin{gathered} 196 \\ 24.9 \% \end{gathered}$ | $\begin{gathered} 8 \\ 1.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 50 \\ 6.4 \% \end{gathered}$ | $\begin{gathered} 4 \\ 0.5 \% \end{gathered}$ | $\begin{gathered} 722 \\ 91.9 \% \end{gathered}$ | $\begin{gathered} 2 \\ 0.3 \% \end{gathered}$ |
| SON | 37 | $\begin{gathered} 3 \\ 8.1 \% \end{gathered}$ | $\begin{gathered} 34 \\ 91.9 \% \end{gathered}$ | $\begin{gathered} 1 \\ 2.7 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 2 \\ 5.4 \% \end{gathered}$ | $\begin{gathered} 1 \\ 2.7 \% \end{gathered}$ | $\begin{gathered} 32 \\ 86.5 \% \end{gathered}$ | $\begin{gathered} 1 \\ 2.7 \% \end{gathered}$ |
| Warner | 19 | $\begin{gathered} 9 \\ 47.4 \% \end{gathered}$ | $\begin{gathered} 10 \\ 52.6 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ | $\begin{gathered} 19 \\ 100.0 \% \end{gathered}$ | $\begin{gathered} 0 \\ 0.0 \% \end{gathered}$ |
| Total University | 1287 | $\begin{gathered} 954 \\ 74.1 \% \\ \hline \end{gathered}$ | $\begin{gathered} \hline 333 \\ 25.9 \% \end{gathered}$ | $\begin{gathered} \hline 19 \\ \mathbf{1 . 5 \%} \\ \hline \end{gathered}$ | $\begin{gathered} 0 \\ \mathbf{0 . 0 \%} \\ \hline \end{gathered}$ | $\begin{array}{r} 77 \\ 6.0 \% \\ \hline \end{array}$ | $\begin{gathered} 9 \\ 0.7 \% \\ \hline \end{gathered}$ | $\begin{gathered} 1179 \\ 91.6 \% \\ \hline \end{gathered}$ | $\begin{gathered} 3 \\ 0.2 \% \\ \hline \end{gathered}$ |

Note: Faculty as defined by the Faculty Senate
Source: HRMS

Table 3
Special Opportunities Fund

|  | Fiscal Year 2007 |  | Fiscal Year 2008(commitments to date) |  |
| :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \text { Number of } \\ \text { new } \\ \text { commitments } \end{gathered}$ | Number of continuing commitments | $\begin{gathered} \text { Number of } \\ \text { new } \\ \text { commitments } \end{gathered}$ | Number of continuing commitments |
| The College | 0 | 3 | $\underset{\substack{\text { (1 new hire, } \\ 1 \text { retention) }}}{2}$ | 1 |
| Eastman School of Music | 0 | 0 | $\begin{gathered} 1 \\ \text { (retention) } \end{gathered}$ | 0 |
| School of Medicine and Dentistry | 0 | 2 | $\begin{gathered} 2 \\ \text { (new hires) } \end{gathered}$ | 2 |
| School of Nursing | 0 | 0 | $\begin{gathered} 2 \\ \text { (1 new hire, } \\ 1 \text { retention) } \end{gathered}$ | 0 |
| Simon School of Business | 0 | 0 | 0 | 0 |
| Warner School of Education and Human Development | 0 | 2 | $\underset{\text { (new hire) }}{1}$ | 1 |
| TOTAL | 0 | 7 | 8 | 4 |

## Table 4

Staff Pay Grade 50 and above

| September 2006 | Total | M | W | African American | Native American | Asian | Hispanic | White | Pacific Islander | Not Specified |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total University Pay Grades 50 + |  | $\begin{array}{r} 1,104 \\ 31.2 \% \end{array}$ | $\begin{array}{r} 2,432 \\ 68.8 \% \end{array}$ |  |  |  |  |  |  |  |
|  | 3536 |  |  | 123 | 11 | 79 | 47 | 2,881 | 0 | 395 |
|  |  |  |  | 3.5\% | 0.3\% | 2.2\% | 1.3\% | 81.5\% | 0.0\% | 11.2\% |


|  |  |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| September 2001 | Total | $\mathbf{M}$ | $\mathbf{W}$ | African <br> American | Native <br> American | Asian | Hispanic | White | Pacific <br> Islander | Not <br> Specified |
|  |  |  |  |  |  |  |  |  |  |  |
| Total University |  |  |  |  |  |  |  |  |  |  |
| Pay Grades $50+$ | 2760 | 852 | 1,908 | 88 | 12 | 49 | 39 | 2,570 | 0 | 2 |
|  |  | $30.9 \%$ | $\mathbf{6 9 . 1 \%}$ | $\mathbf{3 . 2 \%}$ | $\mathbf{0 . 4 \%}$ | $\mathbf{1 . 8 \%}$ | $\mathbf{1 . 4 \%}$ | $\mathbf{9 3 . 1 \%}$ | $\mathbf{0 . 0 \%}$ | $\mathbf{0 . 1 \%}$ |

Note: The data represent all active full-time and part-time staff in pay grades 50-59, 98, and 99 (non-faculty).
Source: Quarterly University Population Report, September 2001and 2006.

Table 5
University of Rochester Students

|  | Fall 2006 |  | Fall 2001 |  | Fall 1996 |  | Fall 1991 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | FT | PT | FT | PT | FT | PT | FT | PT |
| Total | 7374 | 1472 | 6960 | 1391 | 7296 | 1465 | 7765 | 1915 |
| M | 3857 | 532 | 3931 | 563 | 3937 | 591 | 4509 | 735 |
|  | 52.3\% | 36.1\% | 56.5\% | 40.5\% | 54.0\% | 40.3\% | 58.1\% | 38.4\% |
| W | 3517 | 940 | 3029 | 828 | 3359 | 874 | 3256 | 1180 |
|  | 47.7\% | 63.9\% | 43.5\% | 59.5\% | 46.0\% | 59.7\% | 41.9\% | 61.6\% |
| Black (NonHispanic) | 286 | 87 | 287 | 58 | 478 | 80 | 371 | 72 |
|  | 3.9\% | 5.9\% | 4.1\% | 4.2\% | 6.6\% | 5.5\% | 4.8\% | 3.8\% |
| Native American | 18 | 3 | 18 | 3 | 17 | 2 | 10 | 3 |
|  | 0.2\% | 0.2\% | 0.3\% | 0.2\% | 0.2\% | 0.1\% | 0.1\% | 0.2\% |
| Asian | 680 | 54 | 712 | 59 | 693 | 49 | 574 | 51 |
|  | 9.2\% | 3.7\% | 10.2\% | 4.2\% | 9.5\% | 3.3\% | 7.4\% | 2.7\% |
| Hispanic | 246 | 34 | 239 | 31 | 296 | 27 | 210 | 25 |
|  | 3.3\% | 2.3\% | 3.4\% | 2.2\% | 4.1\% | 1.8\% | 2.7\% | 1.3\% |
| White nonHispanic | 4069 | 1088 | 3909 | 934 | 4837 | 1239 | 5610 | 1698 |
|  | 55.2\% | 73.9\% | 56.2\% | 67.1\% | 66.3\% | 84.6\% | 72.2\% | 88.7\% |
| Non-resident Alien | 1201 | 39 | 1053 | 94 | 975 | 68 | 990 | 66 |
|  | 16.3\% | 2.6\% | 15.1\% | 6.8\% | 13.4\% | 4.6\% | 12.7\% | 3.4\% |
| Unknown | 874 | 167 | 742 | 212 | 244 | 173 | 0 | 0 |
|  | 11.9\% | 11.3\% | 10.7\% | 15.2\% | 3.3\% | 11.8\% | 0.0\% | 0.0\% |

Note: Native American includes American Indian and Alaska Native. Asian includes Asian and Pacific Islander
Source: Institutional Research, University Factbooks

Table 6
College of Arts, Sciences \& Engineering Students
Fall 2006
Fall 2001


Note: All values include full-time and part-time students.
Source: Institutional Research, University Factbooks

Table 7
Eastman School of Music Students

|  | Fall 2006 |  |  | Fall 2001 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Ugrad | Graduate | Total | Ugrad | Graduate | Total |
| Total | 482 | 398 | 880 | 475 | 334 | 809 |
| M | 268 | 180 | 448 | 236 | 143 | 379 |
|  | 55.6\% | 45.2\% | 50.9\% | 49.7\% | 42.8\% | 46.8\% |
| W | 214 | 218 | 432 | 239 | 191 | 430 |
|  | 44.4\% | 54.8\% | 49.1\% | 50.3\% | 57.2\% | 53.2\% |
| Black | 11 | 4 | 15 | 20 | 4 | 24 |
|  | 2.3\% | 1.0\% | 1.7\% | 4.2\% | 1.2\% | 3.0\% |
| Native American | 2 | 0 | 2 | 1 | 0 | 1 |
|  | 0.4\% | 0.0\% | 0.2\% | 0.2\% | 0.0\% | 0.1\% |
| Asian | 29 | 22 | 51 | 29 | 18 | 47 |
|  | 6.0\% | 5.5\% | 5.8\% | 6.1\% | 5.4\% | 5.8\% |
| Hispanic | 8 | 3 | 11 | 10 | 5 | 15 |
|  | 1.7\% | 0.8\% | 1.3\% | 2.1\% | 1.5\% | 1.9\% |
| Caucasian | 318 | 214 | 532 | 341 | 173 | 514 |
|  | 66.0\% | 53.8\% | 60.5\% | 71.8\% | 51.8\% | 63.5\% |
| Non-resident Alien | 52 | 127 | 179 | 52 | 121 | 173 |
|  | 10.8\% | 31.9\% | 20.3\% | 10.9\% | 36.2\% | 21.4\% |
| Unknown | 62 | 28 | 90 | 22 | 13 | 35 |
|  | 12.9\% | 7.0\% | 10.2\% | 4.6\% | 3.9\% | 4.3\% |

Note: All values include full-time and part-time students.
Source: Institutional Research, University Factbooks

Table 8
William E. Simon Graduate School of Business Administration Students

|  | Fall 2006 |  |  | Fall 2001 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Grad Full-Time | Grad Part-Time | Total | Grad Full-Time | Grad Part-Time | Total |
| Total | 362 | 186 | 548 | 548 | 195 | 743 |
| M | 231 | 125 | 356 | 402 | 135 | 537 |
|  | 63.8\% | 67.2\% | 65.0\% | 73.4\% | 69.2\% | 72.3\% |
| W | 131 | 61 | 192 | 146 | 60 | 206 |
|  | 36.2\% | 32.8\% | 35.0\% | 26.6\% | 30.8\% | 27.7\% |
| Black | 11 | 3 | 14 | 19 | 2 | 21 |
|  | 3.0\% | 1.6\% | 2.6\% | 3.5\% | 1.0\% | 2.8\% |
| Native American | 0 | 0 | 0 | 1 | 0 | 0 |
|  | 0.0\% | 0.0\% | 0.0\% | 0.2\% | 0.0\% | 0.0\% |
| Asian | 17 | 7 | 24 | 18 | 13 | 31 |
|  | 4.7\% | 3.8\% | 4.4\% | 3.3\% | 6.7\% | 4.2\% |
| Hispanic | 10 | 2 | 12 | 13 | 2 | 15 |
|  | 2.8\% | 1.1\% | 2.2\% | 2.4\% | 1.0\% | 2.0\% |
| Caucasian | 105 | 138 | 243 | 125 | 114 | 239 |
|  | 29.0\% | 74.2\% | 44.3\% | 22.8\% | 58.5\% | 32.2\% |
| Nonresident Alien | 176 | 18 | 194 | 244 | 9 | 253 |
|  | 48.6\% | 9.7\% | 35.4\% | 44.5\% | 4.6\% | 34.1\% |
| Unknown | 43 | 18 | 61 | 128 | 55 | 183 |
|  | 11.9\% | 9.7\% | 11.1\% | 23.4\% | 28.2\% | 24.6\% |

Source: Institutional Research, University Factbooks

Table 9
School of Nursing Students

|  | Fall 2006 |  |  |  |  | Fall 2001 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Ugrad |  | Graduate |  | Total | Ugrad |  | Graduate |  | Total |
|  | FT | PT | FT | PT |  | FT | PT | FT | PT |  |
| Total | 93 | 99 | 42 | 127 | 361 | 34 | 88 | 39 | 82 | 243 |
| M | 12 | 7 | 6 | 15 | 40 | 4 | 10 | 2 | 8 | 24 |
|  | 12.9\% | 7.1\% | 14.3\% | 11.8\% | 11.1\% | 11.8\% | 11.4\% | 5.1\% | 9.8\% | 9.9\% |
| W | 81 | 92 | 36 | 112 | 321 | 30 | 78 | 37 | 74 | 219 |
|  | 87.1\% | 92.9\% | 85.7\% | 88.2\% | 88.9\% | 88.2\% | 88.6\% | 94.9\% | 90.2\% | 90.1\% |
| Black | 3 | 8 | 5 | 10 | 26 | 3 | 1 | 2 | 2 | 8 |
|  | 3.2\% | 8.1\% | 11.9\% | 7.9\% | 7.2\% | 8.8\% | 1.1\% | 5.1\% | 2.4\% | 3.3\% |
| Native American | 1 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 1 |
|  | 1.1\% | 0.0\% | 0.0\% | 0.8\% | 0.6\% | 2.9\% | 0.0\% | 0.0\% | 0.0\% | 0.4\% |
| Asian | 3 | 3 | 4 | 5 | 15 | 0 | 0 | 0 | 2 | 2 |
|  | 3.2\% | 3.0\% | 9.5\% | 3.9\% | 4.2\% | 0.0\% | 0.0\% | 0.0\% | 2.4\% | 0.8\% |
| Hispanic | 6 | 4 | 2 | 3 | 15 | 1 | 2 | 0 | 2 | 5 |
|  | 6.5\% | 4.0\% | 4.8\% | 2.4\% | 4.2\% | 2.9\% | 2.3\% | 0.0\% | 2.4\% | 2.1\% |
| Caucasian | 56 | 76 | 26 | 101 | 259 | 29 | 78 | 30 | 73 | 210 |
|  | 60.2\% | 76.8\% | 61.9\% | 79.5\% | 71.7\% | 85.3\% | 88.6\% | 76.9\% | 89.0\% | 86.4\% |
| Non-resident Alien | 6 | 0 | 2 | 0 | 8 | 0 | 2 | 5 | 0 | 7 |
|  | 6.5\% | 0.0\% | 4.8\% | 0.0\% | 2.2\% | 0.0\% | 2.3\% | 12.8\% | 0.0\% | 2.9\% |
| Unknown | 18 | 8 | 3 | 7 | 36 | 0 | 5 | 2 | 3 | 10 |
|  | 19.4\% | 8.1\% | 7.1\% | 5.5\% | 10.0\% | 0.0\% | 5.7\% | 5.1\% | 3.7\% | 4.1\% |

Source: Institutional Research, University Factbooks

Table 10
School of Medicine and Dentistry Students

|  | Fall 2006 |  |  | Fall 2001 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Grad |  | MD | Grad |  | MD |
|  | FT | PT |  | FT | PT |  |
| Total | 486 | 83 | 403 | 342 | 89 | 418 |
| M | 233 | 25 | 185 | 188 | 32 | 196 |
|  | 47.9\% | 30.1\% | 45.9\% | 55.0\% | 36.0\% | 46.9\% |
| W | 253 | 58 | 218 | 154 | 57 | 222 |
|  | 52.1\% | 69.9\% | 54.1\% | 45.0\% | 64.0\% | 53.1\% |
| Black | 15 | 5 | 30 | 9 | 3 | 37 |
|  | 3.1\% | 6.0\% | 7.4\% | 2.6\% | 3.4\% | 8.9\% |
| Native American | 2 | 0 | 2 | 0 | 0 | 4 |
|  | 0.4\% | 0.0\% | 0.5\% | 0.0\% | 0.0\% | 1.0\% |
| Asian | 41 | 8 | 88 | 24 | 5 | 86 |
|  | 8.4\% | 9.6\% | 21.8\% | 7.0\% | 5.6\% | 20.6\% |
| Hispanic | 19 | 0 | 2 | 10 | 5 | 21 |
|  | 3.9\% | 0.0\% | 0.5\% | 2.9\% | 5.6\% | 5.0\% |
| Caucasian | 223 | 62 | 260 | 146 | 66 | 268 |
|  | 45.9\% | 74.7\% | 64.5\% | 42.7\% | 74.2\% | 64.1\% |
| Non-resident Alien | 172 | 1 | 0 | 138 | 6 | 2 |
|  | 35.4\% | 1.2\% | 0.0\% | 40.4\% | 6.7\% | 0.5\% |
| Unknown | 14 | 7 | 21 | 15 | 4 | 0 |
|  | 2.9\% | 8.4\% | 5.2\% | 4.4\% | 4.5\% | 0.0\% |

Source: Institutional Research, University Factbooks

Table 11
Warner Graduate School of Education and Human Development Students

|  | Fall 2006 |  |  | Fall 2001 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Grad Full-Time | Grad Part-Time | Total | Grad Full-Time | Grad Part-Time | Total |
| Total | 123 | 313 | 436 | 75 | 198 | 273 |
| M | 35 | 93 | 128 | 23 | 61 | 84 |
|  | 28.5\% | 29.7\% | 29.4\% | 30.7\% | 30.8\% | 30.8\% |
| W | 88 | 220 | 308 | 52 | 137 | 189 |
|  | 71.5\% | 70.3\% | 70.6\% | 69.3\% | 69.2\% | 69.2\% |
| Black | 9 | 29 | 38 | 4 | 20 | 24 |
|  | 7.3\% | 9.3\% | 8.7\% | 5.3\% | 10.1\% | 8.8\% |
| Native American | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% |
| Asian | 7 | 6 | 13 | 4 | 2 | 6 |
|  | 5.7\% | 1.9\% | 3.0\% | 5.3\% | 1.0\% | 2.2\% |
| Hispanic | 3 | 10 | 13 | 3 | 7 | 10 |
|  | 2.4\% | 3.2\% | 3.0\% | 4.0\% | 3.5\% | 3.7\% |
| Caucasian | 74 | 246 | 320 | 58 | 161 | 219 |
|  | 60.2\% | 78.6\% | 73.4\% | 77.3\% | 81.3\% | 80.2\% |
| Nonresident Alien | 18 | 3 | 21 | 3 | 0 | 3 |
|  | 14.6\% | 1.0\% | 4.8\% | 4.0\% | 0.0\% | 1.1\% |
| Unknown | 12 | 19 | 31 | 3 | 8 | 11 |
|  | 9.8\% | 6.1\% | 7.1\% | 4.0\% | 4.0\% | 4.0\% |

Source: Institutional Research, University Factbooks

|  |  |  | Key: |  |  | Continuous Work |  |  |  |  | Intense Work |  |  |  | Deadline/ Event |  |  |  |  | Tentative |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Recommendations |  | Actions | O ¢ ̇ Z | O- | N |  |  |  |  | - |  | N 人 i ¢ |  | - |  | N | $\xrightarrow{\text { ¢ }}$ |  |  | - | $\stackrel{\infty}{\text { ¢ }}$ | ¢ |
| 1 | Appointed Vice Provost for Faculty Development and Diversity who will chair a committee of school-based faculty development officers. | Diversity Officer Group formed (2 meetings before Jan. 1) | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Frederick Jefferson's Advisory Panel | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | Establish ourselves as the default starting point for faculty seeking help on issues of multiculturalism and its advancement. | Create and maintain a web presence | $\sqrt{ }$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Create a Faculty Diversity Newsletter to make the faculty aware of changes and new programming |  | $\checkmark$ | $\checkmark$ | $\sqrt{ }$ | $\sqrt{ }$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | All schools should evaluate their faculty orientation programs and ensure that issues related to diversity are incorporated into orientation for all faculty (i.e. working with a diverse student body, colleagues, staff). | Talk to HR about staff orientation | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Do a benchmarking study of other universities' faculty orientation programs |  |  |  | $\sqrt{ }$ | $\sqrt{ }$ | $\sqrt{ }$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Conduct first University-wide faculty orientation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Work with HR to create a highly visible and regular time when discussion and celebration of diversity and inclusion can take place. | Create a seminar series with input from the Advisory Committee and the Diversity Officers Group. |  |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Establish consistent and comprehensive education and training standards to ensure that all searches for new faculty are inclusive. | Develop form to collect information on ongoing searches | $\sqrt{ }$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Do extensive research and create library and presentation materials on best practices for search committees |  |  | $\sqrt{ }$ | $\sqrt{ }$ | $\sqrt{ }$ | $\checkmark$ | $\sqrt{ }$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Create handouts or notebooks on best practices for faculty searches |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Offer presentations to all deans and department chairs on forming committees, training committees, academic literature on bias, and expanding the pool |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | Establish a central clearing house along with a website, to address questions such as issues and concerns about local schools, assistance with daycare or eldercare, moving and real estate, resources for special needs children, adoption questions, and community organizations. | Create and maintain a web presence | $\sqrt{ }$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Create a library of resources | $\sqrt{ }$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Create a Faculty Diversity newsletter to make the faculty aware of changes and new programming |  | $\checkmark$ | $\checkmark$ | $\sqrt{ }$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | Dual Career: Become a central point of contact for all deans, department chairs, and faculty who need assistance with faculty spouse or partner hiring. | Explain assistance available for dual-career hires in spring Newsletter |  |  |  |  |  |  | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Work on community contacts |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | Conduct a periodic survey of faculty to determine the suitability of child/elder care offerings. | HR to conduct survey |  |  |  |  |  |  |  | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |


|  | Recommendations | Actions | 0 <br> $\vdots$ <br> $\vdots$ <br> $\vdots$ | 0 <br> $\dot{心}$ <br> ¢ <br> 0 | N i ì $\sim$ |  |  | ¢ |  | N | $\stackrel{\text { 옥 }}{\substack{\text { ² }}}$ | N | N | N |  | - | ¢ í ¢ $\sim$ |  | $\xrightarrow{\infty}$ | - | ¢ ¢ i N | ¢ |
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| 9 | Create an annual reporting system. | Report to BOT |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Report to President (quarterly) |  |  |  |  |  | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Report to Faculty Senate annually (or as invited) | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Continuous web reporting | $\checkmark$ | $\sqrt{ }$ | $\checkmark$ | V | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | Create a faculty snapshot (by school/rank/gender/race). | Work with Office of Institutional Resources | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | Adopt a University-wide definition of faculty applicant. | Put on Provost's website |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | Implement training for the administrators in each department who process new hire intake paperwork to help them properly complete the faculty hire Affirmative Action forms and to highlight the importance of this process. | Visit RCAG and MCAG | $\checkmark$ | $\sqrt{ }$ | $\checkmark$ | $\sqrt{ }$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Inform administrators that we want applicant data |  |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Have recommendations for a process for them to collect the data |  |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | Create and enforce a mechanism by which faculty appointments are not placed on the "Personnel Actions" list of the Board of Trustees until the race and gender information of all applicants who were willing to provide that information is submitted to the Office of the Provost. | See actions for recommendation 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | Establish a definition of faculty promotion that will cover all types of faculty promotions across the University, and require that this definition be used by all staff who complete University promotion forms. | Work with the Diversity Officer Group to incorporate new definition into each school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 | Schools should conduct systematic exit interviews for all departing faculty. | Work with Diversity Officer Group to help schools establish an exit interview process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 | Implement school by school climate study. | Review peer schools successes and failures with climate studies |  |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17 | Provost's Fund should be renamed the Special Opportunities Fund, and it should be enlarged, with the aim of enhancing the quality of the University faculty. | Establish a process for accessing the fund |  |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 |  | Explain and advertise in Spring Newsletter |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19 |  | Put on website |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20 |  | Collect data on the use of the Fund |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |


|  | Recommendations | Actions | ¢ <br> $\vdots$ <br> B <br> z | $\begin{array}{\|l\|} \hline \hline \text { O} \\ \dot{0} \\ \hline 0 \\ \hline \end{array}$ | $\begin{aligned} & \text { io } \\ & \text { i } \\ & \text { 둑 } \end{aligned}$ | $\begin{array}{\|l\|} \hline \stackrel{\text { O}}{2} \\ \text { ì } \\ \hline \mathbf{~} \\ \hline \end{array}$ | $\begin{aligned} & \mathrm{N} \\ & i \\ & \frac{1}{N} \\ & \mathbf{N} \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { N } \\ & \text { ì } \\ & \text { it } \\ & \hline \end{aligned}$ | $\begin{array}{\|l\|} \hline \hat{0} \\ \text { i } \\ \text { ion } \\ \hline \end{array}$ | $\begin{aligned} & \hline \hat{i} \\ & \stackrel{i}{5} \\ & \vdots \end{aligned}$ | $\frac{\stackrel{1}{1}}{\frac{1}{3}}$ | $\begin{aligned} & \hline \stackrel{O}{2} \\ & \text { i } \\ & \text { B } \\ & \hline \end{aligned}$ | - | へ | O | $\begin{aligned} & \hline \hat{0} \\ & \dot{0} \\ & \hline 0 \end{aligned}$ | ¢ <br> ¢ <br> ¢ <br> İ | ¢ |  | - |  | ¢ |
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| 21 | Family Friendly Policies -- write and implement changes to Faculty Handbook. | Write new Faculty Handbook policies | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 22 |  | Bring to Faculty Senate for approval |  |  |  | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 23 |  | Update Faculty Handbook |  |  |  |  | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 24 |  | Work with Diversity Officer Group to create a process to keep track of how these policies are being used. |  |  |  |  |  |  | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 26 |  | Collect data on the use of the new policies |  |  |  |  |  |  | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 27 | Best Practices: continue to examine methods of recruitment and retention of a diverse faculty, and for the creation of a welcoming and inclusive environment. | Continuous learning and information collecting; create a library | $\checkmark$ | $v$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 28 | Coordinate on policies and programs that are beneficial to all faculty who wish to come to or remain at the University of Rochester. | Continuous learning and information collecting; create a library | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 29 | Faculty Development: Most work remains at the School level, the University faculty diversity officer, however, should provide information and support to the faculty development officers in the schools that will assist the schools and departments in the retention of a diverse faculty. | Continuous learning and information collecting; create a library | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30 | Faculty leadership and Mentoring: Each school should consider recognizing faculty leadership and mentoring by including them among the factors considered in promotion and reappointment criteria. | School-based conversations on the consideration of mentoring as promotion criteria: Report back by December 1, 2007 | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 31 | All schools should evaluate the support given to faculty to improve teaching techniques. | School Diversity Officers will report to the Diversity Officer Group on their own schools teacher training by 12/1/2007 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Faculty Development News <br> Spring 2007, Volume 1, Issue 1 

A Publication of the Office for Faculty Development and Diversity

## Special Opportunities Fund

The goal of the Special Opportunities Fund is to assist deans and department chairs in the recruitment or retention of specific faculty candidates who will contribute to the diversity of the faculty and who might otherwise not be recruited successfully because of intense competition. The Special Opportunity Fund should be used for assisting in the hiring or retention of only specifically identified candidates, or to provide supplemental support for the spouse or partner of a diverse candidate.
Schools also may submit proposals for Special Opportunities funding where such proposals specify the development or expansion of programs that are expected to attract diverse faculty or clusters of faculty, or those who will otherwise enhance the overall University educational goals of inclusion and diversity. Proposals to fund the establishment of innovative recruitment programs for faculty who will enhance diversity also will be considered.
Applications should be developed in consultation with the appropriate dean's office. www.rochester.edu/diversity/faculty/ fund.html

## Dual Career Support

Deans and department chairs who need assistance with dual-career hires should contact the Office for Faculty Development and Diversity.

We have joined the new Higher Education Recruitment Consortium of Upstate New York. The HERC-UNY Web site lists academic and staff jobs at academic institutions throughout New York State.
See www.upstatenyherc.org.

## Upcoming Events

See a Sample of What's Happening on Campus
May 1-31, Miner Library, Medical Center
Photographic Exhibit: India Through My Eyes by Medical Student Jonathan Black.
www.rochester.edu/calendar/event?id=321067
May 19, 2007, 5:00 p.m. to 8:00 p.m., Frederick Douglass Building, Douglass Dining Center

Office of Minority Student Affairs Senior Dinner: Annual OMSA Senior Dinner celebrating the graduation of University students. The speaker will be the Honorable Maija Dixon.
www.rochester.edu/calendar/event?id=305985
June 6, All-Day Event, Medical Center
Faculty Development Colloquium: The School of Medicine and Dentistry will hold a colloquium for medical school faculty that will provide an appreciation of diversity issues in the academic medical center; lessons in teaching and learning, from the lecture hall to the bedside; and strategies for mentoring and academic career development planning. For more information please contact Melissa Newcomb in the Office of Continuing Professional Education. mnewcomb@cpe.rochester.edu

June 7, 2007, starts at 7:00 p.m., Memorial Art Gallery
Lecture: Latino Immigration: "Ciudad y Suburbia: The Changing Nature of Latino Immigration." Sherrie Baver discusses why so many Latino immigrants, particularly in New York and the Northeast, are staying in cities for only a short time-or bypassing them completely-in favor of the suburbs.
www.rochester.edu/calendar/event?id=320808

## Affinity Groups Formed at the University of Rochester

In consultation with the HR Office of Multicultural Affairs and Inclusion, members of the University of Rochester community recently created three Affinity Groups: the African-American Network at UR, the Pride (LGBT) Alliance at UR, and the Latino Professional Alliance at UR.

Affinity Groups are open to all University of Rochester employees (staff and faculty) and retirees. Such groups provide opportunities for employees to directly contribute to the University of Rochester's efforts to effectively support and manage diversity and inclusion. In addition, these groups serve as a resource to provide mentoring and professional development opportunities as well as an opportunity to promote communication among members of the University community. Their goal is to create an environment that is respectful of all employees.
For more information on UR Affinity Groups please contact Stan Byrd in the office of HR Office of Multicultural Affairs and Inclusion at (585) 275-0425 or stanley.byrd@rochester.edu.

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U N I VERSITY O F ROCHESTER

## New Family Friendly Policies for All Full-Time Faculty

On March 9, 2007, the University Board of Trustees approved these family-friendly policies for the Faculty Handbook.

## Postponement of promotion or tenure review for new parents

A full-time tenure track faculty member who adds a new child to the family will automatically be given a oneyear postponement of the promotion or tenure review next following the child's birth or adoption. This policy applies to a faculty member who is a father, mother, or legal guardian of a newborn or adopted child; or the domestic partner of the parent of a newborn or adopted child. If a full-time tenure track faculty member does not wish the automatic postponement, he or she should notify the department chair or dean of the intent to waive the postponement.

See Process for Promotion in Faculty Handbook, www. rochester.edu/provost/Faculty Handbook/Faculty_Handbook_ 02202007.pdf.

## Family Care Leave

Options for new birth mothers Option 1: For the first eight weeks (or more if certified by faculty member's physician) that a faculty member is deemed qualified for benefits due to giving birth, the faculty member will receive her full salary and benefits. Upon returning to work, the faculty member may then request a modification of her regularly assigned duties during the semester of birth with no adjustment of salary and benefits.

Option 2: The faculty member giving birth may elect to take a full semester's leave at one-half her usual salary during the semester of birth.
For both options, for Medical Center Clinical Faculty, the length of time for modified duties or leave should roughly mirror the period of time corresponding to a traditional academic semester.
See Maternity Benefits and Family Care Leave in Faculty Handbook, www.rochester.edu/provost/ FacultyHandbook/Faculty_ Handbook_02202007.pdf.

## Family Care Leave

## Options for other new parents

For purposes of this policy, a "new parent" is defined as a father, mother, or legal guardian of a newborn or adopted child; or the domestic partner of the parent of a newborn or adopted child. New parent faculty members may be eligible for a modification of their regularly assigned duties during the semester of birth or adoption with no adjustment of salary and benefits. New parent faculty members also may request an assignment of duties that would enable them to work part time at a commensurate reduced salary for a period of up to one year following the birth or adoption of a child.
See Maternity Benefits and Family Care Leave in Faculty Handbook, www.rochester.edu/provost/ FacultyHandbook/Faculty_ Handbook_02202007.pdf.
Approval for requests for modified duties and part-time assignments under this policy will depend upon the ability of the department and school to accommodate the arrangement without serious effects on the academic or clinical program.

## The section of the Faculty Handbook titled "Postponement of Promotion or Tenure Review" now reads:

A full-time tenure track faculty member who adds a new child to the family will automatically be given a one-year postponement of the promotion or tenure review next following the child's birth or adoption. This policy will apply to a faculty member who is a father, mother, or legal guardian of a newborn or adopted child up to the age of 2 years at the time of adoption; or the domestic partner of the parent of a newborn or adopted child up to the age of 2 years at the time of adoption. In all cases, the faculty member must be employed as a full-time tenure track faculty member of the University of Rochester at the time of the birth or adoption, and living in the same household as the child.

If the tenure-track faculty member again adds a new child to the family while employed by the University of Rochester, he or she will automatically be given another one-year postponement for a maximum of two one-year postponements (unless the department chair and dean agree to additional extensions). The faculty member's review will take place one year (or two years if the faculty member receives a second one-year postponement) after the time the review would have taken place in the absence of the postponement.

In all cases where the contract duration is intentionally synchronized with the tenure decision, then extending the tenure clock automatically extends the contract as well.

This policy applies to reviews for promotion or tenure only. Extension for other reviews will be determined by the dean and department chair after a discussion with the faculty member.

In order to facilitate the automatic extension(s), the faculty member should notify the department chair or dean as soon as possible.

If a full-time tenure track faculty member does not wish the automatic postponement(s) under this policy, he or she should notify the department chair or dean of the intent to waive the postponement as far in advance as possible under the circumstances.

A faculty member may also request a postponement of promotion or tenure review by one year if health or personal problems impose severe burdens on his or her progress. Requests will be considered only within one year of the occurrence of the special circumstances. The request is made through the department chair to the dean and to the provost for decision. (In the School of Medicine and Dentistry and in the School of Nursing, the request is made through the department chair to the dean and to the Senior Vice President for Health Sciences and CEO of the Medical Center for decision.) Normally no more than one one-year postponement will be granted for health or personal
problems. A tenure or promotion decision should not be delayed beyond the eleventh year of an initial appointment as an assistant professor.

# The section of the Faculty Handbook formerly titled "Maternity Benefits" is now "Maternity Benefits and Family Care Leave for Full Time Faculty" and reads: 

For purposes of this section (Maternity Benefits and Family Care Leave for Full Time Faculty) "semester of birth" means (a) the semester/quarter in which a birth or adoption occurs; (b) the semester/quarter immediately following birth or adoption if the birth or adoption occurs between semesters or quarters; or (c) the semester/quarter immediately following birth or adoption if the birth or adoption occurs sufficiently late in the semester/quarter so as not to interfere with the faculty member's duties. In the preceding definition, "quarters" applies only in the case of schools using the quarter system.

1. Benefits and Leave for New Birth Mothers

Under New York State law, giving birth qualifies as a short-term disability, and thus, faculty who are actively employed and give birth are generally entitled to benefits under New York State's short-term disability benefits law. The University's Short-Term Disability Plan (Personnel Policy No. 339) sets the usual schedule of benefits that a qualified faculty member will be paid.

Option 1: For the first eight weeks that a faculty member is deemed qualified for short-term disability benefits under New York law due to giving birth, the faculty member giving birth will receive her full salary and benefits. Should the period of disability associated with childbirth exceed eight weeks as certified by the faculty member's physician, the faculty member will be paid in accordance with the University's Short-Term Disability Plan. In accordance with state law, faculty members receiving benefits under this policy or the University's Short-Term Disability policy in general are required to submit certification of disability from their physicians.

Option 2: In lieu of Option 1, the faculty member giving birth may elect to take a full semester's leave at one-half her usual salary during the "semester of birth."
2. Return to Work with Modified Duties for Birth Mothers Choosing Option 1 Above.

Return to Work With Modified Duties - Upon returning to work from short-term disability leave due to giving birth, the faculty member who has chosen Option 1 above may request a modification of her regularly assigned duties. Any modification of duties must accommodate the reasonable needs of the department and school and be approved well in advance of the start of the semester by the department chair and dean. Any

## Appendix 3

## Changes to the Faculty Handbook

modification of duties will depend upon the ability of the department and school to accommodate the arrangement without serious effects on the academic or clinical program.

Any faculty member who returns to work with a modified assignment will be entitled to such assignment modification during the "semester of birth" with no adjustment of salary and benefits.

For Medical Center Clinical Faculty:
Because Medical Center Clinical Faculty may not have traditional academic semesters, the period of modified duties or leave at one-half salary option (Section 1, Option 2, above) may not be defined by traditional academic semester. Rather, the periods of time for Medical Center Clinical Faculty should roughly mirror the period of time corresponding to a traditional academic semester (approximately 16 weeks) so that Medical Center clinical faculty members will have the same period of modified assignment or leave at one-half salary as non-clinical faculty.

Any faculty intending to request a modification of her duties should discuss her plans with the department chair and dean as far in advance of her intended return to work as possible.

The semester of birth will not be deducted from term contracts or count toward the maximum number of years of appointment without tenure at the University.
3. Modified Duties for New Parents Other Than the Birth Mother

New parent faculty members may be eligible for a modification of their regularly assigned duties as described below. For purposes of this policy, including all sections hereto, a "new parent" is defined as a father, mother (other than the birth mother), or legal guardian of a newborn or adopted child up to the age of 2 years at the time of adoption; or the domestic partner of the parent of a newborn or adopted child up to the age of 2 years at the time of adoption. In all cases, in order to be a "new parent," the faculty member must be living in the same household as the child.

As stated in section 2 above, any modification of duties must accommodate the reasonable needs of the department and school and be approved well in advance of the start of the semester by the department chair and dean. Any modification of duties will depend upon the ability of the department and school to accommodate the arrangement without serious effects on the academic or clinical program. Any faculty intending to request a modification of her or his duties should discuss those plans with the department chair and dean as far in advance of her or his intended return to work as possible.

The faculty member working a modified assignment will be entitled to such assignment modification during the "semester of birth" with no adjustment of salary and benefits.

## Appendix 3

## Changes to the Faculty Handbook

## 4. Part-Time Appointments in the Year Following Birth or Adoption

New parent faculty members may request an assignment of duties that would enable them to work part-time at a commensurate reduced salary for a period of up to one year (i.e. 365 day period of time) following the birth or adoption of a child (if the child is 2 years of age or less at the time of adoption), where the child is living in the same household as the faculty member. Proposals to work part-time must be approved by the department chair and dean. Any faculty member intending to request a part-time appointment should make such request to the department chair and dean as far in advance as possible.

## 5. Unpaid Personal Leave

Faculty members who have completed at least two years of service to the University may be granted personal leave for a period of up to 12 months for personal reasons such as education, dependent or elder care, or community service. Personal leave would be in addition to Family and Medical Leave Act ("FMLA") leave for those faculty members who qualify for FMLA leave. ${ }^{1}$

Personal leave is granted when it is mutually beneficial to the faculty member and the department and, therefore, is not granted automatically. In approving such a leave, the department commits to retain a position to which the faculty member may return.

University medical, dental, and group life insurance benefits will be maintained during the leave for up to one year. (Long-term disability insurance is not continued for individuals on personal leaves without pay.) The University will pay its regular contributions to the benefits program and the faculty member will be required to pay his or her contribution. If the faculty member has a tax-deferred salary reduction program for retirement, the faculty member should notify the Benefits Office for adjustment of the reduction during the year in which the faculty member is not receiving his or her salary. [For additional information, see Personnel Policy \# 357, II.D.4, Benefits During Unpaid Portion of Leave].

Requests for personal leave under this Policy should be made on the same schedule as requests for academic leaves, i.e., no later than the beginning of the semester preceding the semester in which the leave is requested. The periods of the personal leaves are as follows:

[^0]
## Appendix 3

## Changes to the Faculty Handbook

Full year - 1 July through 30 June
Fall Term - 1 July through 15 January
Spring Term - 16 January through 30 June
For faculty members on term appointments, leave taken under this policy will be excluded from the appointment period (i.e., the term of appointment will be extended by the time of the leave) upon the faculty member's request. In the case of faculty whose appointments are conditioned on third-party support, the extension of the appointment would be conditioned on the future availability of the third-party support.

Faculty members with any questions regarding this or any other policy concerning leaves of absence should contact the Human Resources Office of Leave Administration.


[^0]:    ${ }^{1}$ For faculty who qualify for leave under the FMLA, the FMLA provides up to 12 weeks unpaid leave to faculty for the birth, adoption, or placement of a child; to care for a spouse, child, or parent who has a serious health condition; or when the faculty member is unable to work because of a serious health condition. Spouses who are both employed by the University and otherwise qualified for FMLA leave are entitled to an aggregate total of 12 weeks for a birth, adoption, or foster care. (For information regarding leaves of absence pursuant to the Family and Medical Leave Act, refer to University Personnel Policy \# 357, Leaves of Absence. For the policy on Long Term Disability for Full Time Faculty, refer to Faculty Handbook, Section VI.E.)

