

**DOCUMENTED**  
a film by an ~~illegal immigrant~~  
undocumented American

VARGAS, JOSE-ANTONIO, ABAGA  
02 03 81  
A045401258  
12 31 04  
Jose



**Jose Antonio Vargas**  
2015 Diversity Conference Keynote Speaker

---

University of Rochester | Office of Faculty Development and Diversity

# **ANNUAL DIVERSITY REPORT**

MAY 2015

---

## **3 MESSAGE FROM PRESIDENT SELIGMAN**

## **4 WELCOME FROM DR. VIVIAN LEWIS**

## **5 A UNIVERSITY OF THE HIGHEST ORDER**

- FACULTY PROFESSIONAL DEVELOPMENT—PROMOTING THE 'EVER BETTER' CULTURE
  - ◆ Promoting Community-based Scholars
  - ◆ Fostering Faculty Advancement
  - ◆ Expanding Faculty Mentoring
  - ◆ Nurturing Aspiring Leaders

## **1 1 EQUIPPING STUDENTS TO WORK IN A MORE DIVERSE WORLD**

- GROWING OUR OWN—THE SEEDS OF THE NEXT GENERATION OF FACULTY
- EXCELLENCE IN SCIENCE, MATHEMATICS, AND ENGINEERING MENTORING
- A NEW PARTNERSHIP TO NURTURE THE PIPELINE
- CHANGING THE FACE OF NURSING
  - ◆ Building Future Faculty

## **1 7 THE LARGER PICTURE—INCLUSIVE COMMUNITY**

- ANNUAL DIVERSITY CONFERENCE: FROM BYSTANDER TO ALLY
- THE PICTURE WIDENS DAILY
  - ◆ Focusing the Lens on Secondary Education

## **2 1 CAPITAL CAMPAIGN—THE NEXT LEVEL**

## **2 5 FINAL THOUGHTS**

## **2 6 APPENDIX: TABLES**

## MESSAGE FROM PRESIDENT SELIGMAN

We continue to make progress in our diversity initiatives. At the start of the 2014–15 academic year, 33.9 percent of our faculty were women, compared to 28.6 percent in 2006. This represents an increase from 411 women faculty members in fall 2006 to 655 in fall 2014. The proportion of faculty who identified themselves as members of an underrepresented racial or ethnic minority group was 3.9 percent in fall 2014, compared to 2.6 percent in 2006. This represents an increase from 37 underrepresented minority faculty members in fall 2006 to 76 in fall 2014.

We also have seen progress with those in Staff Pay Grades 50 and above. Between 2006 and 2014, the percentage of underrepresented minority employees grew from 181 to 333 (5.1 to 7.0 percent).



Each school is responsible for its own admissions programs. In aggregate, underrepresented minority enrollment has grown at the University from 7.6 to 9.6 percent between fall 2006 and fall 2014, simultaneous with improvements in relevant quality metrics.

In February of this year, I was delighted that we named Anthony Kinslow, a 20-year human resources professional, as associate vice president for human resources. Throughout his two decades of human resources experience in leadership positions at the Cleveland Clinic, Vanderbilt University, Western Reserve, and others, he has had a very successful

Case track record in enhancing diversity initiatives.

This is valuable progress, but our work is not done. I am gratified to be associated with a University where a commitment to diversity is consistently reflected in the decisions of our Board and our senior leadership.

**Joel Seligman, President**

## WELCOME FROM DR. VIVIAN LEWIS



In the University's five-year strategic plan "Aiming Higher" we planned to fortify our position as a leading research university, to strengthen education by equipping students to work in a more diverse world, to strengthen our service to community and society, and to successfully complete the Meliora Challenge Capital Campaign. The progress made in 2014-15 toward achieving the diversity strategic objectives within this plan is the subject of this report. The Office of Faculty Development and Diversity works with leadership and faculty to bolster our position as a leading academic institution by promoting inclusive hiring practices and providing professional development support for all faculty. Our support for pipeline educational programs and the program to introduce graduate students to faculty life (Future Faculty Initiative) remain important components of a long term strategy to help equip students to work in a more diverse

world. Through collaboration and partnership with several community organizations, the Office of Faculty Development and Diversity as well as the Susan B. Anthony Center have participated in a variety of community initiatives and we have embraced community involvement in events such as our annual diversity conference. Thanks to the leadership of our volunteer committee and over 1500 alumni, the Diversity Initiative of the Meliora Challenge has been hugely successful. I am proud of the progress being made toward achieving our vision of being a university that reflects and celebrates the richness of diversity and the opportunities it creates.

This report highlights some of the achievements of the Office of Faculty Development and Diversity, the Susan B. Anthony Center for Women's Leadership, the Senior Associate Provost for Faculty Development and the faculty and leaders of the individual schools of our university. We have tried to capture a snapshot of the hard work, commitment and leadership of the greater University of Rochester community in achieving our vision. We look forward to your continued support.

### OFFICE OF FACULTY DEVELOPMENT AND DIVERSITY TEAM

#### **Dr. Vivian Lewis**

Vice Provost for Faculty Development  
and Diversity, Deputy to the  
President

#### **Maggie Cousin**

Assistant Provost for Faculty Develop-  
ment and Diversity, Special Projects  
Researcher

#### **Ashley N. Anderson**

Director of Diversity Programming

#### **Christine Federation**

Administrative Assistant



# A UNIVERSITY OF THE HIGHEST ORDER

A diverse faculty is paramount in achieving and maintaining the University's identity as a leading research institution with a world class student body. The University's motto *Meliora* or "ever better" defines excellence as a process of continual improvement. Pursuing excellence in learning and teaching in the framework of our distinctive heritage demands the inclusion of those who will collectively and individually enhance our diversity. Working with leadership, faculty and other key constituents we are making progress in implementation of inclusive faculty hiring practices; promoting the expansion of a pipeline of emerging scholars; and faculty advancement.

The Office of Faculty Development and Diversity has created a central forum and information repository for best practices in faculty recruitment. During summer meetings with each dean, we stressed the importance of finding ways to promote inclusive hiring. All of the deans expressed strong personal commitment to our common goals. Through administrative reorganization some Deans are looking to find new ways to facilitate inclusive hiring. In the School of Medicine, Dr. Linda Chaudron has been named Associate Vice President and Senior Associate Dean for Inclusion and Culture Development. Her responsibilities will include leading initiatives for students, trainees, faculty and staff that enhance the culture of diversity, inclusion, and respect. Through this new appointment, she will provide vision, strategic direction, and coordination for all culture and inclusion initiatives in the Medical School, School of Nursing, Strong Memorial Hospital, Eastman Institute for Oral Health, and other UR Medicine hospitals. In the Warner School, the Faculty Diversity Officers are now allocated time in faculty meetings and in the Dean's Cabinet meetings to discuss issues related to diversity and inclusion—including implicit bias in the search process, candidate reviews and campus visits. Similarly, the Faculty Diversity Officers in the School of Nursing include faculty, staff, and students in their educational presentations about diversity.

In the School of Arts, Sciences, the Hajim School of Engineering and the Warner School, the Faculty Diversity Officers were involved with every search committee—supporting the process with background data, including providing training on affirmative action obligations, outreach to a diverse pool and meeting with invited candidates. Simon was success-

ful during the 2014-15 academic year in hiring a woman for a tenure-track position in finance (Olga Itenberg). Simon is also seeking to increase faculty diversity through adjunct faculty and outside speakers, and will add a new female adjunct faculty member in marketing (Marie-Joelle Estrada). At our monthly Faculty Diversity Officer meetings, the

schools exchange information and processes for training faculty search committees to conduct inclusive searches. We encourage the Faculty Diversity Officers to collaborate and to continue to use the monthly meetings for professional development. Their commitment and leadership in faculty recruitment is critically important.





Long-term changes in faculty diversity will require that all leaders and faculty understand the importance of an inclusive culture. Accordingly, the Office of Faculty Development and Diversity created a list of questions and approaches for search committees for leadership positions that was vetted by the Provost and been shared with Faculty Diversity Officers, Deans and others. These questions offer potential candidates the opportunity to articulate their commitment to the value of diversity and their experience with diversity and inclusion in a professional context. These questions are in use by search committees for senior administrative positions and faculty positions. We continue to receive reports from the affirmative action compliance team of

promotion of faculty from an affirmative action compliance standpoint. In addition to identifying recommended areas to focus on and follow up with in the upcoming year, the reports indicate whether the University and URM C have met goals established prior year in job groups which identified for underutilization of underrepresented minorities and women, as well as identify indicators of potential adverse impact in faculty hiring, promotion, or terminations. The Office of Faculty Development and Diversity regularly searches for databases and services to help search committees reach out to minority candidates. Within the Office of Faculty Development and Diversity, we have developed a list of potential candidates which is available to the schools as part of

S u s a n W o r m e r , Senior Counsel for Labor and Employment, and Morgan Levy, Equal Opportunity Compliance Director, which assess and analyze our annual efforts with respect to recruitment, retention and

our long-term recruitment strategy to promote pipeline efforts.

Office of Faculty Development and Diversity views faculty recruitment as a long range process and our staff attend national meetings that include outreach to underrepresented students. The Annual Institute on Teaching and Mentoring—Compact for Faculty Diversity meeting is one of the largest meetings for emerging minority scholars. Office of Faculty Development and Diversity staff have attended with a small group of faculty and staff from Arts, Sciences and Engineering and School of Medicine and Dentistry for the past six years, and we have created a database of minority doctoral students interested in the University of Rochester, which now totals 1635 scholars Faculty and search committees from across the university can access this database when looking to broaden their applicant pool, and the Office of Faculty Development and Diversity maintains contact with these scholars by providing notification of opportunities for postdoctoral fellowships and faculty openings in Rochester.

*Pictured COMPACT Conference e-Recruiters, 2014.*

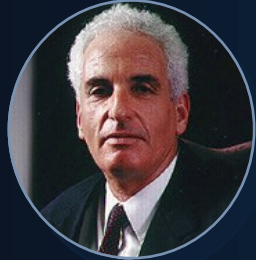
# Faculty Diversity Officers



**Warner School**



Nancy Ares & Dena Swanson



**Simon School**



Dan Horsky & Ron Goettler



**Arts, Sciences & Engineering**



Beth Olivares & Jeff Runner



**School of Medicine & Dentistry**



Linda Chaudron & Kate Cerulli



**Eastman School of Music**



Katherine Ciesinski & Caterina Falli



**School of Nursing**



Ying Xue & Karen Reifenstien

The Special Opportunities Fund was created to help deans and department chairs increase faculty diversity by providing supplemental funding. Through this resource, we have helped the schools create programs that advance inclusive educational practices and promote culturally competent healthcare. Faculty hired or retained through the Special Opportunities Fund have been a key resource in raising awareness within University of Rochester of the importance of academic disciplines and areas of study that are especially popular among underrepresented scholars and enhancing the national profile of UR as an inclusive campus. During the current academic year, the fund has provided partial support for eight faculty members, two postdoctoral fellows and one educational program. Preliminary data show that since its inception in FY2008, the fund has provided partial support for 32 faculty members, 22 of whom are still faculty members here; with eight remaining in academia at other institutions.

## FACULTY PROFESSIONAL DEVELOPMENT—PROMOTING THE 'EVER BETTER' CULTURE

To effectively increase the diversity of the faculty, those who are recruited as well as existing faculty, need support to facilitate advancement and lessen attrition. The 2009 report "Improving Faculty Recruitment and Retention at the University of Rochester: A Diversity and Inclusion Initiative" stressed the need for professional development for faculty and leadership in promoting a more inclusive organizational culture. With the support of President Seligman and others, the Office of Faculty Development and Diversity has expanded to include Carol Shuherk, Senior Associate Provost and Catherine Cerulli, Director of the Susan B. Anthony Center for Women's Leadership. The programs from our expanded office and the schools have created more visibility for scholarship related to diversity and inclusion, greater awareness and opportunities for mentoring, and a robust 'onboarding' experience for new faculty and new leaders. Recognizing the need for additional skills to move from a faculty role to a leadership role, new programs are being developed for mid-career faculty.



## PROMOTING COMMUNITY-BASED SCHOLARS

Since 2012, we have hosted a University-wide conference devoted to research and academic programs to help expand scholarship related to diversity and inclusion as part of our mission to recruit and support a more diverse faculty. "Growing the Next Generation of Community Based Researchers" was our 2014 research conference theme and the co-keynote speakers were Dr. Barbara Israel and Zachary Rowe. A nationally known expert in community empowerment and health and the social determinants of health, Dr. Israel is a professor in the School of Public Health at the University of Michigan. Mr. Rowe is a member of the Detroit Community Academic Urban Research Center and Executive Director of Friends of Parkside, a community based organization based in a public housing complex. Their address focused on community based participatory research (CBPR)—a partnership approach that "equitably involves diverse partners in all aspects of the research process...enhances common understanding and integrates knowledge gained with interventions and policy change."

Following Drs. Israel's and Rowe's standing room only address, there were breakout sessions to provide more targeted information around topics that included system dynamics group mapping, UR Connections (resources and funding) and the role of community engagement in patient centered outcomes research.



*"I think it is awesome to have such a well-known speaker and researcher, such as Dr. Israel, come[s] to our campus. This sends a message to the university and to the larger community that we care about CBPR and applications to our work as researchers and community members. It is energizing to get together w/other like-minded folks over this topic, and to have a bridge between the River Campus and the Medical Center."*

Evaluation, Growing the Next Generation of Community Based Researchers 2014

A UNIVERSITY OF THE HIGHEST ORDER



## FOSTERING FACULTY ADVANCEMENT

Carol Shuherk, Senior Associate Provost has created two highly successful programs that introduce faculty to new roles within the university; an orientation for new faculty and a program for new leaders. Whereas faculty are always hired by specific schools and departments, there are few opportunities for them to learn about the university as whole.



UR Year One, which includes workshops, seminars, and social events is designed to reinforce the support new faculty receive from their academic departments. UR Year One introduces faculty

to supports for teaching and research and details the University's promotion policies. It also creates opportunities for the new faculty to attend special social and cultural events at Eastman School of Music and the Memorial Art Gallery. Through these activities, the UR Year One program aims to increase knowledge and foster the alliances that

## EXPANDING FACULTY MENTORING

Mentors play a key role in the education and training of the early careers of all scholars including those in the health sciences. They provide teaching about clinical and scientific content, individualized advice and feedback, socialization into career networks, and sometimes-personal counseling. Quality mentoring is associated with greater productivity, career satisfaction and longevity. Within the University of Rochester, institutional

surveys (qualitative and quantitative) have indicated that access to quality mentoring is uneven and faculty who serve as mentors feel a need for more support. UR Mentors is a pilot program for a group of senior faculty who are eager to become resource persons within their respective departments, to be able to coach less experienced mentors and to advise department chairs or training program directors who wish to develop mentoring programs. The series of six workshops

can fuel career progress. Furthermore, engagement with faculty across schools, affords faculty from underrepresented groups more opportunities to meet others from similar backgrounds.

The New Leaders program is a program for newly appointed department chairs and center directors as they take on different leadership responsibilities. "Conversations on Leadership" brings new leaders together with University senior leadership, school deans, professional staff, and department chair colleagues to discuss core issues of academic leadership: managing faculty and staff; understanding the University's budgetary structure and a chair's fiduciary responsibility; forging productive relationships with school deans; and partnering with the Office of Advancement. Through a mix of case studies, panel discussions, and interactive presentations, the conversations aim to help new leaders to be better informed, know where to turn for assistance when problems arise, and feel well-connected to the community of colleagues in leadership University-wide.

that began in January include topics such as using career development plans, diversity, promoting connectedness, and lifelong professional development and transdisciplinary mentoring. Participants are eligible for continuing professional education credit for their 12.5 hours of face to face time. We hope that the UR Mentors program will become a program for all of the schools to model and we hope it will spread throughout the University of Rochester.

## NURTURING ASPIRING LEADERS

Through "Coffee, Cookies and Conversation" the Susan B. Anthony Center visited three different locations to hold discussions about resources to increase leadership skills. These conversations were open to women faculty, staff and students and resulted in identification of a group of women interested in developing their leadership skills. Like the "Lean In Circles" popular in the business world, these women wanted the opportunity to meet regularly in small groups to learn together about the soft skills needed to advance professionally. Through a series of workshops, the Susan B. Anthony staff have used the "Close the Gap App" to facilitate leadership circles that "foster and develop...skills to improve work performance and environment and...give women the tools they need to move forward with confidence" during a series of six interactive workshops. There are currently two such circles and there are plans to begin two more in the Fall.

Within the School of Arts and Sciences and Hajim School of Engineering, new faculty are invited to a school-based orientation with a host of materials and allies to help with their transition into a seemingly large, yet small institution. As a new faculty member at any institution, there might be some anxiety as faculty members try to quickly learn the "lay of the land." Arts, Sciences and Engineering faculty also have the opportunity to develop cohorts which is essential to professional networking. At Simon School of Business, there is a new initiative to start a formal meeting process with the objective of increased retention of junior faculty. In each new quarter a senior faculty member in each area will meet with the assistant professors of their area to review their research process towards promotion.

In the School of Medicine and Dentistry, Dr. Chaudron (*pictured below*) and Dr. Cerulli (*pictured right*) have created a new program modeled after the nationally known Executive Leadership in Academic



Medicine (ELAM.) *Developing from Within: Exploring and Enhancing Choices for Mid-career Women in Academic Medicine.* This program is designed to help women advance along the academic contin-

uum in medicine and biomedical sciences. Fifteen women were selected to participate in this four-part series of workshops and events. The kick-off event in October included two presentations from Mary "Molly" Carnes, MD, MS on "Why is Jack More Likely to Become Department Chair than Jill" and "Breaking and the Gender Bias Habit: a Workshop to Promote Individual and Behavioral Change." Dr. Carnes is professor within the medicine, psychiatry and industrial & systems engineering departments as well as serving as director for the Center for Women's Health Research and co-director of Women in Science and Engineering Leadership Institute at the University of Wisconsin-Madison. Her work on ways in which unconscious (implicit) assumptions based on cultural stereotypes infiltrate decision-making processes and conspire unintentionally against workforce diversity in academic medicine, science, and engineering has resulted in numerous grants and over 130 peer reviewed publications.

Other leaders to participate in the kickoff included Dr. Anne Kress, President of Monroe Community College; Dr. Mark Taubman, Dean of School of Medicine and Dentistry and Dr. Nina Schor, Professor and Chair of Pediatrics, University of Rochester. Over the subsequent five months, the group reconvened for additional day-long workshops to cover such topics as financial management, negotiation skills, working with the media and community engagement. The Susan B. Anthony Center for Leadership and the Senior Associate Dean for Diversity at University of Rochester Medical Center plan to solicit nominations for a new cohort of participants in the summer of 2015.



# EQUIPPING STUDENTS TO WORK IN A MORE DIVERSE WORLD

## GROWING OUR OWN—THE SEEDS OF THE NEXT GENERATION OF FACULTY

students to fulfill their academic and professional passions in a University that is diverse, welcoming, and inclusive..." As such, part of our mission is preparing a diverse group of budding scholars for academic careers. Furthermore, we recognize that a lack of diversity among graduate students is a major barrier. Accordingly, the Office of Faculty Development and Diversity has worked with the schools, faculty and students to encourage diversity in the pipeline of potential new faculty. In-

As "an institution of the highest order," we embrace the part of our mission that calls for

"Empowering our

deed, the University of Rochester has two nationally recognized programs that foster pipeline diversity—the *David T. Kearns Center* in the College of Arts and Sciences and Hajim School of Engineering and Applied Sciences and the *Robert Wood Johnson New Careers in Nursing* scholars in School of Nursing.





## EXCELLENCE IN SCIENCE, MATHEMATICS, AND ENGINEERING MENTORING

Through its numerous programs, the David T. Kearns Center has profoundly impacted the lives of over a thousand students, encouraging them to seek and enabling them to attain educational goals of which many of them never even dreamed. The Kearns Center focuses on low-income, underrepresented minority and first-generation college students. Programs at the Kearns Center have had a dramatic impact, with students graduating in significantly higher percentages (96 percent) than the institutional average (84 percent). Through the Center's pre-college programs for students from the Rochester City School District, University of Rochester undergraduate and graduate students have multiple opportunities to tutor, provide mentorship, and obtain practical experience with youth. Connections with graduate students of color through the Center provide our undergraduates the networking and near-peer mentoring they need, creating a supportive yet challenging community atmosphere. The goal of the Center is to transform lives through educational opportunity, and each initiative the Center undertakes grows out of that desire.

Dean of Diversity Initiatives and Executive Director of the Kearns Center, Beth Olivares has been named one of fourteen individuals and organizations as the newest recipient of the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM). According to The White House press statement; this distinguished honor is awarded to individuals and organizations that "recognize the crucial role that mentoring plays in the academic and personal development of students studying science and engineer-

ing—especially groups of students underrepresented in these fields." Their guidance, expertise, and encouragement help prepare the next generation of scientists and engineers has a diverse pool of science, technology, engineering and mathematics talent across the United States. Recipients receive \$10,000 from the National Science Foundation. In the White House press statement, President Barack Obama stated:



*Beth Olivares*

Director of the Kearns Center and Executive Dean for Diversity Initiatives

*"These educators are helping to cultivate America's future scientists, engineers and mathematicians... They open new worlds to their students, and give them the encouragement they need to learn, discover and innovate. That's transforming those students' futures, and our nation's future, too."*



Her work with the expansion of the Kearns Center to work with middle school students through their pursuit of doctoral degrees is commendable. That ex-



pansion has included: Upward Bound as well as Upward Bound Math/Science, two college prep centers located in the Rochester City School District and the Ronald E. McNair Post-Baccalaureate Achievement Program.

The university community is excited for Olivares's recognition. One student who continues to "shot for



the stars" because of his affiliation with Dean Olivares and the Kearns Center is Brandon Zimmerman '09, '12 (MS). Currently, Zimmerman is pursuing his doctorate degree in optics while working for NASA. His research focuses on using new techniques to identify natural and man-made particles that affect



Earth's atmosphere. Another student "forging her own path" is LaFleur Stephens '02 who has completed her postdoctoral position at Princeton University and now is an Assistant Professor of Political

Science. As a McNair Scholar, her research work involved examining political attitudes of African Americans in the post-civil rights generation, thus her



dissertation and current research involves examining race, politics and public opinion.



## A NEW PARTNERSHIP TO NURTURE THE PIPELINE

As a university we are proud of the outstanding programs and contributions of their graduates to the national/international need for more diversity among those with advanced degrees. Ultimately, we recognize that most of our new faculty will need to come from other universities leading us to forge alliances where possible with similar educational pipeline programs. Since 2008, the Office of Faculty Development and Diversity have participated in the annual *Compact for Diversity: Institute on Teaching and Mentoring*, a national meeting attended by more than 1200 minority graduate students and post-doctoral fellows. This participation has enabled the office to create a database of potential faculty candidates of 1635 minority graduate students and fellows who are interested in University of Rochester. The office maintains periodic contact with these students through emails to notify them of opportunities for fellowships and faculty positions.

The University of Rochester is emerging as a place of innovation in mentoring practices, especially for underrepresented students—as evidenced by the recent Presidential Diversity Award and the National Institutes of Health funded the study “Researcher Resilience through Multidimensional Mentoring.” This visibility has helped us secure participation in a new federally funded pipeline program as a research partner for a minority serving institution. Through “Building Infrastructure Leading to Diversity” (BUILD) the National Institute of General Medical Sciences is funding research and mentoring opportunities for underrepresented students (and eventually faculty) at research intensive institutions. University of Rochester has become one of the research partners for Xavier University of Louisiana, a historically Black university that ranks first nationally in the number of bachelor degrees in life sciences and physical sciences granted to African Americans. This program is designed to ultimately increase the number of underrepresented minorities who successfully secure federal funding opportunities for independent research careers in biomedical sciences. Our partnership with Xavier will create new opportunities for their undergraduate students to engage in summer research projects in the College and Medical Center and later to create new opportunities for faculty collaborations. Dr. Lewis and Dean Olivares have established collaboration with the Arts, Sciences and Engineering summer programs and begun outreach to

the eight summer programs at the University of Rochester Medical Center. As well, Dr. Lewis completed the two-day facilitator training for the National Research Mentors Network—a related entity that will create virtual capabilities nationally. We look forward to welcoming this new group of scholars to our campus and the potential long term collaborations with Xavier’s faculty.



the eight summer programs at the University of Rochester Medical Center. As well, Dr. Lewis completed the two-day facilitator training for the National Research Mentors Network—a related entity that will create virtual capabilities nationally. We look forward to welcoming this new group of scholars to our campus and the potential long term collaborations with Xavier’s faculty.

## CHANGING THE FACE OF NURSING

Since 2008, the UR School of Nursing has been able to award Robert Wood Johnson Foundation New Careers in Nursing scholarships to 91 men and women from across the U.S enrolled in its Accelerated Programs for Non-Nurses. The School is proud to be among a handful of schools nationwide to earn support for both its accelerated bachelor's

This unique program has indeed helped foster culture change in our School of Nursing. It has not only helped us recruit a new group of nursing faculty, it has also helped support a new student-led initiative, the LIFT program (LIFT: Students Elevating Each Other). Based on the philosophy "each one, teach one," the program is designed to provide a platform for all students in the School of Nursing to enhance their learning in the areas of diversity, leadership, and advocacy.

and master's programs all seven years, and has been able to award more than \$900,000 in student scholarships. UR School of Nursing is the only nursing school in the country to receive all seven rounds of funding for both its bachelors and masters accelerated programs. This partnership has begun to "change the face of nurs-

*"Our experience with the New Careers in Nursing program has transformed the culture of our school in so many ways," says Dean and Professor of Clinical Nursing Kathy H. Rideout, EdD, PPCNP-BC, FNAP, "First and foremost it has fostered a deeper understanding of how essential it is that the nursing workforce be composed of men and women from a broad array of ethnic, cultural and socioeconomic backgrounds, who will bring their insights and experiences to bedside care, to research, teaching, leadership and to policy-making roles."*

ing"—in part by increasing the diversity of nursing professional and enhancing the pipeline of potential of nurse faculty. In fact, our own School of Nursing faculty includes seven former Robert Wood Johnson scholars form our own program and an eighth from another program, Associate Professor Ying Xue.



Students also have an opportunity to share their experiences and strategies for success with the hope of supporting and empowering one another. The student chair of LIFT is a Robert Wood Johnson New Careers in Nursing scholar. With modest financial support from the school, the student champions have been responsible for scheduling a variety of brown-bag lunches during which they hear

from speakers who address such topics as leadership, advocacy and diversity. Specific topics have included "How to Market Yourself as a Professional Nurse," "Tips to Successfully Transition into the Workforce," "interacting with patients with disabilities and unique diversities; "safe zone training" for students, and managing conflict micro-aggressions.





In 2010, the School of Nursing formalized its support and mentoring efforts for students by launching a Center for Academic and Professional Success (CAPS). Today CAPS offers comprehensive support, coaching and mentoring across all of the school's academic programs to optimally position them for advanced education and career opportunities. CAPS offers two types of mentoring support: one-to-one faculty mentorship and "near-peer" mentorship, both of which are provided by New Careers In Nursing graduates. Faculty mentors provide academic support, advice and encouragement to students, and peer mentors work as liaisons between faculty and students. *Pictured Victor Hernandez and Kristian Vitu, recipients of Robert W. Johnson scholarship since 2008.*



Image features Robert Wood Johnson Scholars 2014

### **BUILDING FUTURE FACULTY**

Collaboration between faculty across our schools, the University's Future Faculty program focuses on building the pipeline of our doctoral students and post-doctoral fellows interested in joining the professoriate. The program aims to prepare the next generation of faculty, and to give our graduates a competitive edge in the academic marketplace. Over the course of five sessions, participants are exposed to information and hands-on experience with aspects of faculty life not traditionally part of graduate curriculums, including innovative teaching, assessing learning, mentoring, working amid diversity, employing technology in teaching. With the help of deans, faculty and alumni from all six schools of the university, Carol Shuherk has led this highly successful program since 2011.



# THE LARGER PICTURE— INCLUSIVE COMMUNITY

Our vision is to become a university that celebrates and reflects the richness of diversity and the opportunities it creates. We can only achieve this vision by building and sustaining an inclusive community; an endeavor that requires the commitment and work of many over time. There are outstanding volunteer groups, offices and institutional support for moving our university toward this vision. A

recently created “diversity related offices” map begins to describe the breadth and scope of resources committed across central administration and the schools to work with students, staff and faculty toward that end.

Office of Faculty Development and Diversity continues to work with the community and University partners by co-sponsoring and participating in events including the Inspire Dance Festival, the Girl Scouts of Western New York Women of Distinction Breakfast, the Susan B. Anthony Center Stanton Anthony Conversations and Legacy Awards dinner, the YWCA Empowering Women Luncheon, the LGBTQI Healthcare Across the Generations conference, Minority Male Leadership Association events, the Refugee Student Alliance, and the Students for a Democratic Society One Community Field Day.

The Office of Faculty Development and Diversity is a hub for information exchange and capacity building in support for greater diversity across campus. Maggie Cousin along with Stanley Byrd chair the Diversity and Inclusion Committee, which has grown to a network of 60 volunteers and offices across campus who come together monthly to address initiatives and events focused on diversity and in-

clusion and to actively build bridges across our school boundaries. Through the Spotlight on Diversity and the Diversity Celebration posters, our office coordinates communications about these events to students, parents, faculty, staff, and alumni. During 2014-15, featured topics included: disability awareness, mentorship among students and LGBT equality. Our Diversity Celebration posters provide campus wide exposure for initiatives sponsored by a single office or school such as Black History Month or Asian Heritage Month.



## ANNUAL DIVERSITY CONFERENCE: FROM BYSTANDER TO ALLY

The biggest event of the year for the Office of Faculty Development and Diversity is the annual university-wide diversity conference; with more than 700 registrants, a new record with faculty, students, community members and local alumni in attendance.



Keynote speaker and Pulitzer Prize-winning journalist, Jose Antonio Vargas challenged attendees to fully understand the misconceptions regarding undocumented immigrants while covering intersecting topics on race and gender equality. Following the keynote address, conference participants chose from 18 workshops presented by faculty, staff, students, and a variety of community organizations, while concluding their day at a poster session. Community presenters represented: Legal Aid Society of Rochester Immigration Program, Metro Justice, The Advocacy Center, FR=EE (Facing Race, Embracing Equity), Legacy Women Institute International, Saathi of Rochester, M.K. Gandhi Institute for Nonviolence, Center for Community Health, Community Youth Development of Nazareth College of Rochester, and Center for Dispute Settlement.

The invigorating poster session allowed for conference attendees another opportunity to discuss the important work going on throughout the University and the community.

### THE PICTURE WIDENS DAILY

Community engagement means playing an active role in your community by being involved in the democratic process, participating in public life, and collaborating with community organizations to solve community problems.

Arts, Sciences, and Engineering's Rochester Center for Community Leadership is dedicated to supporting partnerships between our campus and the local, national, and international community. The Center helps create these bridges through a number of initiatives, including: career-building experiences (jobs, internships, and fellowships), volunteer opportunities, student organization advisement, leadership training, and community-engaged learning. The College's

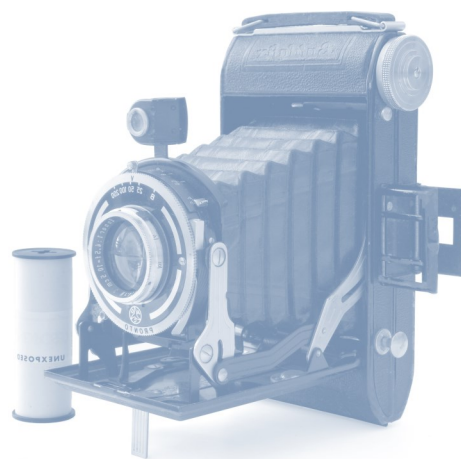
5,000 undergraduates spend an astounding 35,000 hours each year in the Rochester community participating in service and philanthropic activities.

In the spirit of creating a more inclusive campus, Eastman School of Music's Eastman Departmental Diversity Initiative, has been able to utilize their support from the Special Opportunities Fund through the Office of Faculty Development and Diversity in conjunction with funding from Eastman School of Music to host five successful departmental visits. At the start of the academic year, trend-setting jazz pianist, Kirk Lightsey, visited the Jazz Department to impart his signature tune within the hard bop tradition.

Strings Department hosted violinist, Kelly Hall Thompkins, acclaimed for her “tonal mastery” was excited to follow her visit with a note:

*“Thank you again for inviting me to Eastman for a masterclass and to speak with your Diversity Initiative...I had a wonderful visit...and very much enjoyed our discussion.”*

Eastman School of Music – Diversity Committee Chairs



The Eastman Diversity Committee hosted highly distinguished social and arts entrepreneur and violinist, Aaron P. Dworkin (Founder, Sphinx). *Pictured below.* Students, faculty and staff had an opportunity to engage in a school-wide discussion on race and classical music. According to *Fanfare Magazine*, Chris Lastovicka brings “real sense of power and refined craft” thus she had the pleasure of highlighting the work of women composers at Eastman’s *Women in Music Festival*. For their Musicology event, Stephan Pennington of Tufts University engaged with its audience for a discussion on “Engineering Sounds of Sisterhood: Sandy Stone, Race, Gender and Olivia Records.”



For some 17 years, the Eastman Pathways Program has provided a way for talented Rochester City School District students to receive professional musical training from grades five through high school. Because of the involvement of over 35 Eastman Community Music School teachers, the program is able to provide private lessons, choruses, ensembles, and various theory and histo-

ry classes. Eastman Pathways Program has a remarkable record of achievement in recognizing and nurturing talent in the community. The participants have been—and continue to be—at the core of creating a more diverse and inclusive community at the Eastman School of Music.



Graduates of the program have been accepted to schools such as Harvard, Massachusetts Institute of Technology, Columbia University, University of Miami, Juilliard, and an array of others—ranging in areas of study from business to music performance. *Pictured Jahshanti Henry.*

*“Eastman Pathways has changed many lives over the years,”* said Donna Brink Fox, senior

associate dean of academic and student affairs at Eastman. *“The program has helped pave the way to college for many participants. At the same time, Pathways students have created a more diverse and inclusive community at Eastman while making others aware about the road blocks to learning opportunities that many urban students face.”*

This year the Eastman Pathways Program and Kristin Hocker, Human Resources Organizational Development Specialist, were honored as the University’s 2015 Presidential Diversity Award recipients.

### **FOCUSING THE LENS ON SECONDARY EDUCATION**

The Warner School’s Educational Partnership Organization plan with East High School could revitalize a public high school and join hands with the community to create change. East High School is the largest and one of the most historic high schools in Rochester. East was on the verge of being closed by New York State because of inadequate performance. The University has assumed the role of Educational Partnership Organization, under a special statute that addresses low performing high schools. This plan, among other

things, seeks to double East High School graduation rates from the current 42 percent to 84 percent over a seven year period. This will be accomplished by incorporating best practices in school leadership, curriculum design and implementation, teaching, social and emotional support and school and community partnerships. This endeavor can substantially improve the lives of students at East High School and potentially create a model of how challenged high schools can be revitalized.

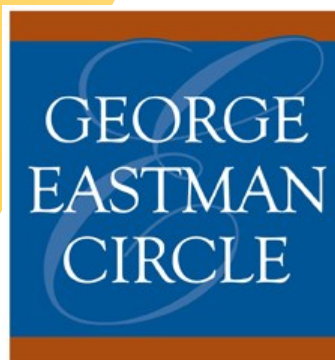


# CAPITAL CAMPAIGN— THE NEXT LEVEL

With many thanks to our supporters of the Diversity Initiative of The Meliora Challenge—the University’s Capital Campaign, we have raised more than seven million dollars from over 1,500 donors toward programs and initiatives that help build a more inclusive campus, including endowed scholarships and new George Eastman Circle memberships. The Diversity Initiative is a university-wide endeavor with three specific goals: scholarship and fellowship support to ensure that the best and brightest can attend Rochester; attracting and retaining a diverse faculty who can teach on issues salient to a diversifying world; and improving the culture and climate on campus by supporting programs, centers, outside speakers, workshops, and conferences that address diversity.

The Diversity Initiative has been especially successful in the area of student support. Many of the funds raised will help increase the diversity of the student body in a range of disci-

plines. From liberal arts education to professional degrees, these deserving students will gain the access to the basis for lifelong learning afforded by a University of Rochester degree. In turn, the university benefits immeasurably from the intellectual exchange, talents and life experience of a diverse student body. We applaud the Diversity Initiative for helping support the university in this way.



Monies raised have also afforded the university the ability to offer a wider variety of programming. Through engagement with speakers, artists and others, our students, faculty and staff can broaden their perspectives. From the engaging stories shared by Laverne Cox of Netflix Original's *Orange Is the New Black* to the innovative choreography of Doug Elkins to the highly inspiring Annual Minority Male Symposium and, of course, the forthright energy from diversity conference keynote speaker, Jose Antonio Vargas; just to name a few; we are helping to build a more inclusive campus.



*Pictured top right, Laverne Cox of Netflix Original's Orange is the New Black, center, Susan B. Anthony Center's Legacy Dinner, and bottom right, Khalil Gibran Muhammad, author and director of Schomburg Center of Black Culture*





We are ecstatic that we have exceeded our original goal of five million dollars for the Diversity Initiative of The Meliora Challenge. We continue to develop innovative and creative ways to support our on-going needs with faculty, research and events that build an inclusive community. As we continue to exceed our goals, we can begin to redefine and reshape what diversity could look like; essentially, we could become a premiere example of a diverse and inclusive environment.



*Pictured student performances at inspireDANCE Festival, top left and 30th Anniversary of Mela, bottom left. Center photo represents Diversity Conference Poster Session.*

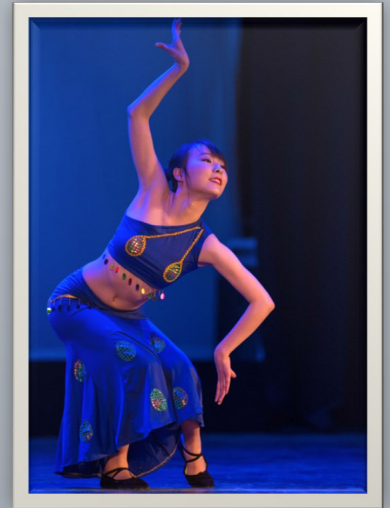




Diversity Conference



inspireDANCE Festival



China Nite



China Nite



Step Show



Mela



Black Women's Appreciation Dinner

Trustee Lance Drummond '85S (MBA) and Kathy Waller '80, '83S (MBA) serve as co-chairs of the Diversity Initiative and provide valued leadership to the campaign efforts. Additional volunteer leaders include Noah Drezner '00; Nan H. Johnson '60 (MA); Nathan Moser '75; Kathy Murray '74; Wade Norwood '85, P'13; Lizette Perez-Deisboeck '87; and Francis L. Price '74, '75S (MBA), P'14.

*sincerest thanks...*

# FINAL THOUGHTS

The Office of Faculty Development and Diversity has continued to work toward the vision of becoming a University that reflects and celebrates the richness of diversity and the opportunities it creates through stronger networks and outreach to new allies. We are confident that this growing network of allies will help us become a more diverse and inclusive community through academic endeavors, inclusive community building, and the Diversity Initiative of the capital campaign. The national profile of our research and academic work, fueled by the success of the programs and events of the Office

of Faculty Development and Diversity, the Susan B. Anthony Center for Women’s Leadership and the schools will bolster our recruitment efforts, and help equip our students to function optimally in an increasingly diverse world. We look forward to joining with the entire community in the conversations and celebrations that will make our campus culture as inclusive as possible. The progress reported on these goals highlight our commitment to diversity and a sustained effort towards diversity and inclusion throughout the University.

---

## VISION

The University of Rochester strives to reflect and celebrate the richness of diversity among individuals and groups.

## MISSION

The mission of the Office of Faculty Development and Diversity and the Faculty Diversity Officers is to collaborate with University leadership and faculty to develop strategies that foster the hiring and retention of underrepresented faculty.

## FACULTY DIVERSITY OFFICERS COMMITTEE

- |                     |                     |                 |
|---------------------|---------------------|-----------------|
| Nancy Ares          | Dan Horsky          | Jeff Runner     |
| Stanley Byrd        | Frederick Jefferson | Carol Shuherk   |
| Kate Cerulli        | Cilas Kemedjio      | Dena Swanson    |
| Linda Chaudron      | Cheryl Kodjo        | Lynett Vanslyke |
| Katherine Ciesinski | Vivian Lewis        | Ying Xue        |
| Caterina Falli      | Beth Olivares       |                 |
| Rondal Goettler     | Karen Reifenstein   |                 |

# APPENDIX

The following tables and graph show the demographic trends of the entire University, individual schools, staff, and students. These data are compiled from different sources. Different reporting agencies require different standard terminology, and definitions of what constitutes an underrepresented minority group, along with terminology, have changed over time. Please read the footnotes carefully.

<b>Table 1</b>	University-wide Faculty Ethnicity Trends Over Time
<b>Table 1A</b>	Faculty Ethnicity Trends Over Time by School
<b>Table 2</b>	Special Opportunities Fund
<b>Table 3</b>	Staff Pay Grade 50 and Above
<b>Table 4</b>	University-wide Student Ethnicity Trends Over Time
<b>Table 5</b>	The College of Arts & Sciences—Student Ethnicity Over Time
<b>Table 6</b>	Hajim School of Engineering and Applied Sciences—Student Ethnicity Over Time
<b>Table 7</b>	Eastman School of Music—Student Ethnicity Over Time
<b>Table 8</b>	Simon School of Business Administration—Student Ethnicity Over Time
<b>Table 9</b>	School of Medicine & Dentistry—Student Ethnicity Over Time
<b>Table 10</b>	School of Nursing—Student Ethnicity Over Time
<b>Table 11</b>	Warner Graduate School of Education—Student Ethnicity Over Time



This page is intentionally left blank.

**Table 1**  
**University-wide Faculty Ethnicity Trends Over Time**

Year	Total Faculty	Men	Women	Black	Native American	Pacific Islander	Hispanic	Asian	White	Multiple	Not Specified	URM
2006	1,436	1,025	411	24	1	0	12	128	1,113	--	158	37
		71.4%	<b>28.6%</b>	1.7%	0.1%	0.0%	0.8%	8.9%	77.5%		11.0%	<b>2.6%</b>
2007	1,486	1,047	439	27	2	1	11	142	1,119	--	184	41
		70.5%	<b>29.5%</b>	1.8%	0.1%	0.1%	0.7%	9.6%	75.3%		12.4%	<b>2.8%</b>
2008	1,602	1,106	496	29	3	1	19	155	1,203	--	192	52
		69.0%	<b>31.0%</b>	1.8%	0.2%	0.1%	1.2%	9.7%	75.1%		12.0%	<b>3.2%</b>
2009	1,573	1,082	491	28	3	17	2	182	1,282	--	59	50
		68.8%	<b>31.2%</b>	1.8%	0.2%	1.1%	0.1%	11.6%	81.5%		3.8%	<b>3.2%</b>
2010	1,642	1,122	520	26	3	27	0	213	1,327	6	40	56
		68.3%	<b>31.7%</b>	1.6%	0.2%	1.6%	0.0%	13.0%	80.8%	0.3%	2.4%	<b>3.4%</b>
2011	1,905	1,292	613	33	4	0	29	262	1,572	5	0	66
		67.8%	<b>32.2%</b>	1.7%	0.2%	0.0%	1.5%	13.8%	82.5%	0.3%	0.0%	<b>3.5%</b>
2012	1,892	1,275	617	34	3	0	30	271	1,550	4	0	67
		67.4%	<b>32.6%</b>	1.8%	0.2%	0.0%	1.6%	14.3%	81.9%	0.2%	0.0%	<b>3.5%</b>
2013	1,921	1,285	636	39	4	0	32	278	1,563	5	0	75
		66.9%	<b>33.1%</b>	2.0%	0.2%	0.0%	1.7%	14.5%	81.4%	0.3%	0.0%	<b>3.9%</b>
2014	1,933	1,278	655	41	3	0	32	278	1,571	8	0	76
		66.1%	<b>33.9%</b>	2.1%	0.2%	0.0%	1.7%	14.4%	81.3%	0.4%	0.0%	<b>3.9%</b>

Note: Faculty as defined by the Faculty Senate. The categories included changed from 2008 to 2009. Underrepresented Minorities (URM) is defined as Black, Native American, Hispanic, and Pacific Islanders. URM does **not** include people who chose more than one race, or "multiple".

Source: HRMS data. In 2009, To comply with new ethnicity/race categories for the Department of Education, new VETS100 categories, and to answer the audit from the Department of Labor, our resurvey of all faculty and staff decreased the non-specified category. HRMS carried over whatever was in the system, and those who were unresponsive could have been self-ID or visual observation as permitted by law to assign a category.

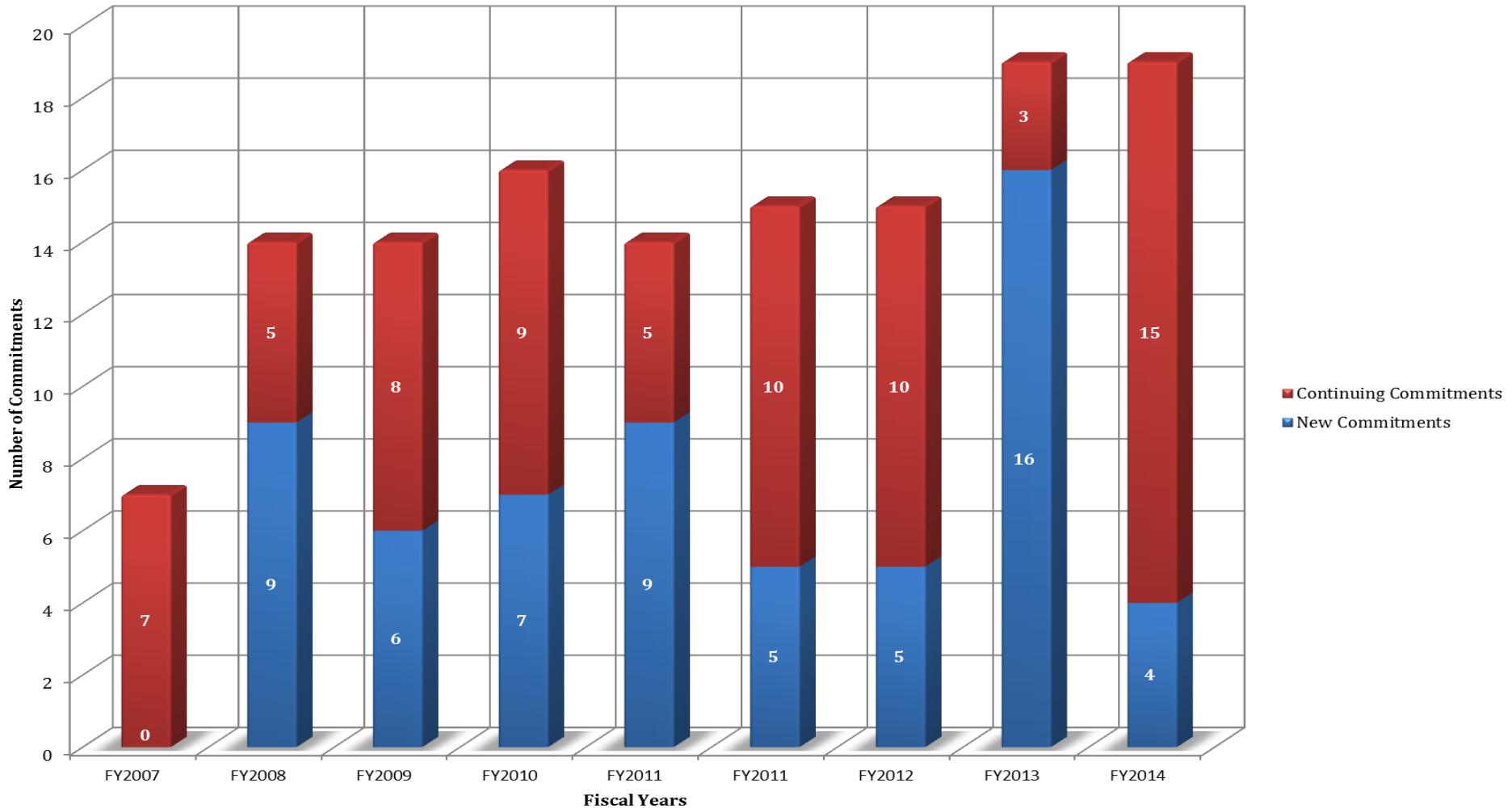
**Table 1A**  
**Faculty Ethnicity Trends Over Time by School**

2006	Total	M	W	Black	Native American	Pacific Islander / Native Hawaiian	Hispanic	Asian	White	Multiple	Non-Specified	URM*	% URM
AS&E	283	222	61	9	0	0	3	24	227		20	12	4.2%
Eastman	92	66	26	2	1	0	2	6	81		0	5	5.4%
Simon	30	27	3	0	0	0	0	3	27		0	0	0.0%
SMD	968	697	271	9	0	0	7	95	721		136	16	1.7%
SON	35	2	33	1	0	0	0	0	32		2	1	2.9%
Warner	28	11	17	3	0	0	0	0	25		0	3	10.7%
<b>Total University</b>	<b>1436</b>	<b>1025</b>	<b>411</b>	<b>24</b>	<b>1</b>	<b>0</b>	<b>12</b>	<b>128</b>	<b>1113</b>		<b>158</b>	<b>37</b>	<b>2.6%</b>
		<b>71.4%</b>	<b>28.6%</b>	<b>1.7%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.8%</b>	<b>8.9%</b>	<b>77.5%</b>		<b>11.0%</b>		
<b>2007</b>	<b>1,486</b>	<b>1,047</b>	<b>439</b>	<b>27</b>	<b>2</b>	<b>1</b>	<b>11</b>	<b>142</b>	<b>1,119</b>		<b>184</b>	<b>41</b>	<b>2.8%</b>
		<b>70.5%</b>	<b>29.5%</b>	<b>1.8%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.7%</b>	<b>9.6%</b>	<b>75.3%</b>		<b>12.4%</b>		
<b>2008</b>	<b>1,602</b>	<b>1,106</b>	<b>496</b>	<b>29</b>	<b>3</b>	<b>1</b>	<b>19</b>	<b>155</b>	<b>1,203</b>		<b>192</b>	<b>52</b>	<b>3.2%</b>
		<b>69.0%</b>	<b>31.0%</b>	<b>1.8%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>1.2%</b>	<b>9.7%</b>	<b>75.1%</b>		<b>12.0%</b>		
<b>2009</b>	<b>1,573</b>	<b>1,082</b>	<b>491</b>	<b>28</b>	<b>3</b>	<b>2</b>	<b>17</b>	<b>182</b>	<b>1,282</b>	<b>0</b>	<b>59</b>	<b>50</b>	<b>3.2%</b>
		<b>68.8%</b>	<b>31.2%</b>	<b>1.8%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>1.1%</b>	<b>11.6%</b>	<b>81.5%</b>	<b>0.0%</b>	<b>3.8%</b>		
<b>2010</b>	<b>1642</b>	<b>1122</b>	<b>520</b>	<b>26</b>	<b>3</b>	<b>0</b>	<b>27</b>	<b>213</b>	<b>1327</b>	<b>6</b>	<b>40</b>	<b>56</b>	<b>3.4%</b>
		<b>68.3%</b>	<b>31.7%</b>	<b>1.6%</b>	<b>0.2%</b>	<b>0.0%</b>	<b>1.6%</b>	<b>13.0%</b>	<b>80.8%</b>	<b>0.4%</b>	<b>2.4%</b>		
<b>2011</b>	<b>1905</b>	<b>1292</b>	<b>613</b>	<b>33</b>	<b>4</b>	<b>0</b>	<b>29</b>	<b>262</b>	<b>1572</b>	<b>5</b>	<b>0</b>	<b>66</b>	<b>3.5%</b>
		<b>67.8%</b>	<b>32.2%</b>	<b>1.7%</b>	<b>0.2%</b>	<b>0.0%</b>	<b>1.5%</b>	<b>13.8%</b>	<b>82.5%</b>	<b>0.3%</b>	<b>0.0%</b>		
<b>2012</b>													
AS&E	356	273	83	9	1	0	5	42	298	1	0	15	4.2%
Eastman	104	75	29	1	1	0	3	5	94	0	0	5	4.8%
Simon	43	35	8	0	0	0	0	4	39	0	0	0	0.0%
SMD	1306	872	434	21	0	0	21	216	1045	3	0	42	3.2%
SON	53	8	45	0	0	0	0	4	49	0	0	0	0.0%
Warner	30	12	18	3	1	0	1	0	25	0	0	5	16.7%
<b>Total University</b>	<b>1892</b>	<b>1275</b>	<b>617</b>	<b>34</b>	<b>3</b>	<b>0</b>	<b>30</b>	<b>271</b>	<b>1550</b>	<b>4</b>	<b>0</b>	<b>67</b>	<b>3.5%</b>
		<b>67.4%</b>	<b>32.6%</b>	<b>1.8%</b>	<b>0.2%</b>	<b>0.0%</b>	<b>1.6%</b>	<b>14.3%</b>	<b>81.9%</b>	<b>0.2%</b>	<b>0.0%</b>		
<b>2013</b>													
AS&E	360	274	86	9	1	0	6	47	296	1	0	16	4.4%
Eastman	105	75	30	1	1	0	3	5	95	0	0	5	4.8%
Simon	44	36	8	0	0	0	0	5	39	0	0	0	0.0%
SMD	1325	880	445	24	1	0	23	216	1057	4	0	48	3.6%
SON	58	8	50	2	0	0	0	5	51	0	0	2	3.4%
Warner	29	12	17	3	1	0	0	0	25	0	0	4	13.8%
<b>Total University</b>	<b>1921</b>	<b>1285</b>	<b>636</b>	<b>39</b>	<b>4</b>	<b>0</b>	<b>32</b>	<b>278</b>	<b>1563</b>	<b>5</b>	<b>0</b>	<b>75</b>	<b>3.9%</b>
		<b>66.9%</b>	<b>33.1%</b>	<b>2.0%</b>	<b>0.2%</b>	<b>0.0%</b>	<b>1.7%</b>	<b>14.5%</b>	<b>81.4%</b>	<b>0.3%</b>	<b>0.0%</b>		
<b>2014</b>													
AS&E	368	282	86	9	0	0	7	47	301	4	0	16	4.3%
Eastman	106	75	31	1	1	0	3	5	96	0	0	5	4.7%
Simon	41	34	7	0	0	0	0	4	37	0	0	0	0.0%
SMD	1323	865	458	27	0	0	22	217	1053	4	0	49	3.7%
SON	61	8	53	2	1	0	0	5	53	0	0	3	4.9%
Warner	34	14	20	2	1	0	0	0	31	0	0	3	8.8%
<b>Total University</b>	<b>1933</b>	<b>1278</b>	<b>655</b>	<b>41</b>	<b>3</b>	<b>0</b>	<b>32</b>	<b>278</b>	<b>1571</b>	<b>8</b>	<b>0</b>	<b>76</b>	<b>3.9%</b>
		<b>66.1%</b>	<b>33.9%</b>	<b>2.1%</b>	<b>0.2%</b>	<b>0.0%</b>	<b>1.7%</b>	<b>14.4%</b>	<b>81.3%</b>	<b>0.4%</b>	<b>0.0%</b>		

Note: Faculty as defined by the Faculty Senate. The Faculty Senate Definition of Faculty expanded to include specific clinical faculty in 2009. \*Underrepresented minority (URM) includes Black, Hispanic, Native American and Pacific Islanders but does not include people who chose more than one race, or "multiple".  
Source: HRMS data. In 2009, To comply with new ethnicity/race categories for the Department of Education, new VETS100 categories, and to answer the audit from the Department of Labor, our resurvey of all faculty and staff decreased the non-specified category. HRMS carried over whatever was in the system, and those who were unresponsive could have been self-ID or visual observation as permitted by law to assign a category.



**Table 2**  
**Special Opportunities Fund**



Note: The Special Opportunities Fund was created to assist deans and department chairs in increasing the diversity and inclusiveness of the faculty. This fund can serve as a centrally available bridge or supplement to help assure that the University’s Inclusive Community goals can be met. The Special Opportunities Fund is available on a competitive basis to departments and schools for the hiring of individual faculty, clusters of faculty in specified areas, or visiting faculty. The fund can also be used for the creation or expansion of an academic area of study and research (i.e. interdisciplinary work) that may attract the interest of clusters of faculty who will help promote the University’s Inclusive Community goals.

**Table 3**  
**Staff Pay Grade 50 and Above**

Year	Total Staff 50+	M	W	Black	American Indian	Hispanic	Pacific Islander	Asian	White	Multiple	Not Specified	URM*
2001	2760	852	1,908	88	12	39	0	49	2,570	--	2	139
		30.9%	<b>69.1%</b>	3.2%	0.4%	1.4%	0.0%	1.8%	93.1%		0.1%	<b>5.0%</b>
2006	3536	1,104	2,432	123	11	47	0	79	2,881	--	395	181
		31.2%	<b>68.8%</b>	3.5%	0.3%	1.3%	0.0%	2.2%	81.5%		11.2%	<b>5.1%</b>
2007	3794	1,193	2,601	155	12	63	0	107	3,198	--	259	230
		31.4%	<b>68.6%</b>	4.1%	0.3%	1.7%	0.0%	2.8%	84.3%		6.8%	<b>6.1%</b>
2008	4011	1,271	2,740	173	15	68	0	110	3,380	--	265	256
		31.7%	<b>68.3%</b>	4.3%	0.4%	1.7%	0.0%	2.7%	84.3%		6.6%	<b>6.4%</b>
2009	4125	1,280	2,845	175	19	76	1	126	3,718	--	10	271
		31.0%	<b>69.0%</b>	4.2%	0.5%	1.8%	0.0%	3.1%	90.1%		0.2%	<b>6.6%</b>
2010	4,242	1,344	2,898	183	16	90	2	131	3,799	21	0	291
		31.7%	<b>68.3%</b>	4.3%	0.4%	2.1%	0.0%	3.1%	89.6%	0.5%	0.0%	<b>6.9%</b>
2011	4,383	1,435	2,948	181	12	96	1	137	3,931	25	0	290
		32.7%	<b>67.3%</b>	4.1%	0.3%	2.2%	0.0%	3.1%	89.7%	0.6%	0.0%	<b>6.6%</b>
2012	4,467	1,482	2,985	181	12	94	1	137	4,017	25	0	288
		33.2%	<b>66.8%</b>	4.1%	0.3%	2.1%	0.0%	3.1%	89.9%	0.6%	0.0%	<b>6.4%</b>
2013	4,636	1,539	3,097	202	13	89	3	147	4,155	27	0	307
		33.2%	<b>66.8%</b>	4.4%	0.3%	1.9%	0.1%	3.2%	89.6%	0.6%	0.0%	<b>6.6%</b>
2014	4,759	1,582	3,177	216	13	102	2	152	4,247	27	0	333
		33.2%	<b>66.8%</b>	4.5%	0.3%	2.1%	0.0%	3.2%	89.2%	0.6%	0.0%	<b>7.0%</b>

Note: The data represent all active full-time and part-time staff in pay grades 50-59, 98, and 99 (non-faculty)

\* URM- Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander.) Effective March 2010, data reflects an additional selection labeled, "multiple", consistent with recent regulation changes; employees may now self-identify as multiple races. Underrepresented Minority does not include "multiple."

Source: Quarterly University Population Report, September 30 snapshot 2001, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014.

**Table 4**  
**University-wide Student Ethnicity Trends Over Time**

Fall	Total Students	Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific	Asian	Asian or Pacific Islander	White	2+ Races	Non-resident Alien	Unknown	URM*
2001	8,351	4,494	3,857	345	21	270	--	--	771	4,843	--	1,147	954	636
		53.8%	<b>46.2%</b>	4.1%	0.3%	3.2%			9.2%	58.0%		13.7%	11.4%	<b>7.6%</b>
2006	8,846	4,389	4,457	373	21	280	--	--	734	5,157	--	1,240	1041	674
		49.6%	<b>50.4%</b>	4.2%	0.2%	3.2%			8.3%	58.3%		14.0%	11.8%	<b>7.6%</b>
2007	9,312	4,625	4,687	392	21	293	--	--	756	5,275	--	1,355	1220	706
		49.7%	<b>50.3%</b>	4.2%	0.2%	3.1%			8.1%	56.6%		14.6%	13.1%	<b>7.6%</b>
2008	9,712	4,754	4,958	407	24	297	--	--	775	5,329	--	1,504	1376	728
		48.9%	<b>51.1%</b>	4.2%	0.2%	3.1%			8.0%	54.9%		15.5%	14.2%	<b>7.5%</b>
2009	9,944	4,849	5,100	419	27	330	--	--	794	5,313	--	1,540	1521	776
		48.8%	<b>51.3%</b>	4.2%	0.3%	3.3%			8.0%	53.4%		15.5%	15.3%	<b>7.8%</b>
2010	10,111	4,927	5,184	389	21	450	8	853	--	5,716	239	1,588	847	868
		48.7%	<b>51.3%</b>	3.8%	0.2%	4.5%	0.1%	8.4%		56.5%	2.4%	15.7%	8.4%	<b>8.6%</b>
2011	10,290	5,050	5,240	416	13	447	8	847	--	5,566	214	1,860	919	884
		49.1%	<b>50.9%</b>	4.0%	0.1%	4.3%	0.1%	8.2%		54.1%	2.1%	18.1%	8.9%	<b>8.6%</b>
2012	10,510	5,155	5,355	457	24	479	9	908	--	5,380	216	2,079	958	969
		49.0%	<b>51.0%</b>	4.3%	0.2%	4.6%	0.1%	8.6%		51.2%	2.1%	19.8%	9.1%	<b>9.2%</b>
2013	10,559	5,166	5,393	461	20	486	6	882	--	5,245	216	2,278	965	973
		48.9%	<b>51.1%</b>	4.4%	0.2%	4.6%	0.1%	8.4%		49.7%	2.0%	21.6%	9.1%	<b>9.2%</b>
2014	10,979	5,397	5,582	491	28	529	5	892	--	5,305	241	2,559	911	1,053
		49.2%	<b>50.8%</b>	4.5%	0.3%	4.8%	0.0%	8.1%		48.3%	2.2%	23.3%	8.3%	<b>9.6%</b>

Note: The data represent matriculated full-time and part-time students from all 6 schools of the University of Rochester, excluding BERN and Eastman Institute of Oral Health students

\* URM- Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander) In 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Source: Institutional Research EFI COL Report Data as of Fall 2014 Census



**Table 5**  
**The College of Arts & Sciences - Student Ethnicity Over Time**

Fall	Total Students		Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific Islander	Asian	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*
2001	4,022	Ugrad	1,806	1,590	155	11	135	--	--	444	2,079	--	102	470	301
		Grads	382	244	12	0	15	--	--	12	286	--	282	19	27
		% Total	54.4%	<b>45.6%</b>	4.2%	0.3%	3.7%			11.3%	58.8%		9.5%	12.2%	<b>8.2%</b>
2006	4,460	Ugrad	1,921	1,888	184	9	174	--	--	424	2,288	--	151	579	367
		Grads	396	255	9	2	11	--	--	18	287	--	279	45	22
		% Total	52.0%	<b>48.0%</b>	4.3%	0.2%	4.1%			9.9%	57.7%		9.6%	14.0%	<b>8.7%</b>
2007	4,656	Ugrad	1,996	1,999	182	8	171	--	--	423	2,296	--	202	713	361
		Grads	414	247	7	2	14	--	--	18	302	--	271	47	23
		% Total	51.8%	<b>48.2%</b>	4.1%	0.2%	4.0%			9.5%	55.8%		10.2%	16.3%	<b>8.2%</b>
2008	4,908	Ugrad	2,076	2,159	195	9	167	--	--	446	2,313	--	271	854	371
		Grads	422	251	7	1	13	--	--	20	329	--	252	51	21
		% Total	50.9%	<b>49.1%</b>	4.1%	0.2%	3.7%			9.5%	53.8%		10.7%	18.4%	<b>8.0%</b>
2009	4,956	Ugrad	2,063	2,214	209	11	164	--	--	454	2,234	--	304	901	384
		Grads	417	262	6	3	14	--	--	16	352	--	233	55	23
		% Total	50.0%	<b>50.0%</b>	4.3%	0.3%	3.6%			9.5%	52.2%		10.8%	19.3%	<b>8.2%</b>
2010	5,023	Ugrad	2,127	2,217	187	6	245	7	491	--	2,676	159	409	164	445
		Grads	408	271	5	2	25	0	18	--	332	6	224	67	32
		% Total	50.5%	<b>49.5%</b>	3.8%	0.2%	5.4%	0.1%	10.1%		59.9%	3.3%	12.6%	4.6%	<b>9.5%</b>
2011	5,018	Ugrad	2,113	2,234	194	7	231	6	478	--	2,542	126	515	248	438
		Grads	401	270	3	2	20	0	15	--	318	8	230	75	25
		% Total	50.1%	<b>49.9%</b>	3.9%	0.2%	5.0%	0.1%	9.8%		57.0%	2.7%	14.8%	6.4%	<b>9.2%</b>
2012	5,123	Ugrad	2,158	2,306	231	12	261	6	516	--	2,412	125	614	287	510
		Grads	253	406	5	2	20	0	18	--	304	11	229	70	27
		% Total	47.1%	<b>52.9%</b>	4.6%	0.3%	5.5%	0.1%	10.4%		53.0%	2.7%	16.5%	7.0%	<b>10.5%</b>
2013	5,323	Ugrad	2,248	2,401	248	12	292	5	511	--	2,358	132	739	352	557
		Grads	394	280	4	1	22	0	20	--	322	11	236	58	27
		% Total	49.6%	<b>50.4%</b>	4.7%	0.2%	5.9%	0.1%	10.0%		50.3%	2.7%	18.3%	7.7%	<b>11.0%</b>
2014	5,306	Ugrad	2,247	2,402	244	11	301	3	504	--	2,266	127	840	353	559
		Grads	377	280	4	1	29	0	22	--	336	12	205	48	34
		% Total	49.5%	<b>50.5%</b>	4.7%	0.2%	6.2%	0.1%	9.9%		49.0%	2.6%	19.7%	7.6%	<b>11.2%</b>

Note: Full-time and Part-time students included

\* URM- Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander) In 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Source: Institutional Research EFI COL Report Data as of Fall 2014 Census

**Table 6**  
**Hajim School of Engineering and Applied Sciences - Student Ethnicity Over Time**

Fall	Total Students	Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific Islander	Asian	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*	
2001	734	Ugrad	410	124	22	0	25	--	--	73	330	--	16	68	47
		Grads	162	38	2	0	3	--	--	7	76	--	108	4	5
		% Total	77.9%	<b>22.1%</b>	3.3%	0.0%	3.8%			10.9%	55.3%		16.9%	9.8%	<b>7.1%</b>
2006	560	Ugrad	157	56	5	0	6	--	--	16	147	--	7	32	11
		Grads	250	97	1	0	3	--	--	16	107	--	201	19	4
		% Total	72.7%	<b>27.3%</b>	1.1%	0.0%	1.6%			5.7%	45.4%		37.1%	9.1%	<b>2.7%</b>
2007	601	Ugrad	184	57	6	0	7	--	--	24	172	--	8	26	13
		Grads	255	105	1	0	1	--	--	17	109	--	212	20	2
		% Total	73.0%	<b>27.0%</b>	1.2%	0.0%	1.3%			6.8%	46.8%		36.6%	7.7%	<b>2.5%</b>
2008	657	Ugrad	190	60	10	0	7	--	--	24	149	--	12	48	17
		Grads	292	115	1	0	2	--	--	20	127	--	230	27	3
		% Total	73.4%	<b>26.6%</b>	1.7%	0.0%	1.4%			6.7%	42.0%		36.8%	11.4%	<b>3.0%</b>
2009	771	Ugrad	232	84	6	0	12	--	--	37	182	--	15	64	18
		Grads	327	128	4	0	3	--	--	20	135	--	260	33	7
		% Total	72.5%	<b>27.5%</b>	1.3%	0.0%	1.9%			7.4%	41.1%		35.7%	12.6%	<b>3.2%</b>
2010	764	Ugrad	237	102	6	1	15	0	46	--	214	17	19	21	22
		Grads	318	107	3	0	3	0	26	--	142	5	223	23	6
		% Total	72.6%	<b>27.4%</b>	1.2%	0.1%	2.4%	0.0%	9.4%		46.6%	2.9%	31.7%	5.8%	<b>3.7%</b>
2011	845	Ugrad	276	103	6	0	18	0	56	--	230	27	24	18	24
		Grads	348	118	4	0	7	0	22	--	155	3	251	24	11
		% Total	73.8%	<b>26.2%</b>	1.2%	0.0%	3.0%	0.0%	9.2%		45.6%	3.6%	32.5%	5.0%	<b>4.1%</b>
2012	938	Ugrad	290	109	9	2	16	0	52	--	245	23	41	11	27
		Grads	398	141	6	0	12	1	30	--	174	3	287	26	19
		% Total	73.3%	<b>26.7%</b>	1.6%	0.2%	3.0%	0.1%	8.7%		44.7%	2.8%	35.0%	3.9%	<b>4.9%</b>
2013	1,093	Ugrad	354	139	10	3	17	0	54	--	294	17	73	25	30
		Grads	439	161	8	0	14	0	25	--	193	2	333	25	22
		% Total	72.6%	<b>27.4%</b>	1.6%	0.3%	2.8%	0.0%	7.2%		44.6%	1.7%	37.1%	4.6%	<b>4.8%</b>
2014	1,153	Ugrad	410	168	21	4	20	1	70	--	293	20	101	48	46
		Grads	420	155	5	1	15	0	17	--	171	2	346	18	21
		% Total	72.0%	<b>28.0%</b>	2.3%	0.4%	3.0%	0.1%	7.5%		40.2%	1.9%	38.8%	5.7%	<b>5.8%</b>

\* URM- Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander) In 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Source: Institutional Research EFI COL Report Data as of Fall 2014 Census

**Table 7**  
**Eastman School of Music - Student Ethnicity Over Time**

Fall	Total Students	Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific Islander	Asian	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*	
2001	809	Ugrad	236	239	20	1	10	--	--	29	341	--	52	22	31
		Grads	143	191	4	0	5	--	--	18	173	--	121	13	9
		% Total	46.8%	53.2%	3.0%	0.1%	1.9%			5.8%	63.5%		21.4%	4.3%	4.9%
2006	880	Ugrad	268	214	11	2	8	--	--	29	318	--	52	62	21
		Grads	180	218	4	0	3	--	--	22	214	--	127	28	7
		% Total	50.9%	49.1%	1.7%	0.2%	1.3%			5.8%	60.5%		20.3%	10.2%	3.2%
2007	927	Ugrad	267	237	9	2	11	--	--	34	325	--	67	59	22
		Grads	201	222	5	0	5	--	--	25	231	--	127	30	10
		% Total	50.5%	49.5%	1.5%	0.2%	1.7%			6.4%	60.0%		20.9%	9.6%	3.5%
2008	921	Ugrad	268	243	9	2	10	--	--	34	322	--	73	61	21
		Grads	188	222	3	0	5	--	--	22	217	--	131	32	8
		% Total	49.5%	50.5%	1.3%	0.2%	1.6%			6.1%	58.5%		22.1%	10.1%	3.1%
2009	900	Ugrad	269	239	11	2	16	--	--	40	305	--	76	58	29
		Grads	190	202	3	1	9	--	--	21	205	--	121	32	13
		% Total	51.0%	49.0%	1.6%	0.3%	2.8%			6.8%	56.7%		21.9%	10.0%	4.7%
2010	901	Ugrad	260	255	5	1	30	0	38	--	317	12	77	35	36
		Grads	193	193	3	0	19	0	26	--	205	5	111	17	22
		% Total	50.3%	49.7%	0.9%	0.1%	5.4%	0.0%	7.1%		57.9%	1.9%	20.9%	5.8%	6.4%
2011	868	Ugrad	267	227	5	0	29	0	34	--	286	13	78	49	34
		Grads	191	183	4	0	17	0	27	--	187	5	109	25	21
		% Total	52.8%	47.2%	1.0%	0.0%	5.3%	0.0%	7.0%		54.5%	2.1%	21.5%	8.5%	6.3%
2012	867	Ugrad	265	230	4	0	24	0	38	--	271	15	82	61	28
		Grads	188	184	5	1	14	0	25	--	194	4	109	20	20
		% Total	52.2%	47.8%	1.0%	0.1%	4.4%	0.0%	7.3%		53.6%	2.2%	22.0%	9.3%	5.5%
2013	912	Ugrad	269	265	6	0	24	0	43	--	293	18	97	53	30
		Grads	193	185	7	1	6	0	27	--	208	8	106	15	14
		% Total	50.7%	49.3%	1.4%	0.1%	3.3%	0.0%	7.7%		54.9%	2.9%	22.3%	7.5%	4.8%
2014	934	Ugrad	286	265	9	1	24	0	47	--	302	31	97	40	34
		Grads	205	178	7	0	8	0	34	--	211	12	97	14	15
		% Total	52.6%	47.4%	1.7%	0.1%	3.4%	0.0%	8.7%		54.9%	4.6%	20.8%	5.8%	5.2%

Note: Full-time and Part-time students included

\* URM- Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander) In 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Source: Institutional Research EFI COL Report Data as of Fall 2014 Census

**Table 8**  
**Simon School of Business Administration - Student Ethnicity Over Time**

Fall	Total Students	Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific Islander	Asian	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*	
2001	743	Grad FT	402	146	19	1	13	--	--	18	125	--	244	128	33
		Grad PT	135	60	2	0	2	--	--	13	114	--	9	55	4
		% Total	72.3%	27.7%	2.8%	0.1%	2.0%			4.2%	32.2%		34.1%	24.6%	5.0%
2006	548	Grad FT	231	131	11	0	10	--	--	17	105	--	176	43	21
		Grad PT	125	61	3	0	2	--	--	7	138	--	18	18	5
		% Total	65.0%	35.0%	2.6%	0.0%	2.2%			4.4%	44.3%		35.4%	11.1%	4.7%
2007	652	Grad FT	285	142	14	0	8	--	--	21	130	--	212	42	22
		Grad PT	152	73	10	0	1	--	--	8	160	--	25	21	11
		% Total	67.0%	33.0%	3.7%	0.0%	1.4%			4.4%	44.5%		36.3%	9.7%	5.1%
2008	725	Grad FT	323	164	16	0	10	--	--	26	134	--	263	38	26
		Grad PT	166	72	5	1	1	--	--	10	154	--	23	44	7
		% Total	67.4%	32.6%	2.9%	0.1%	1.5%			5.0%	39.7%		39.4%	11.3%	4.6%
2009	789	Grad FT	345	180	17	0	16	--	--	29	147	--	270	46	33
		Grad PT	171	93	6	2	4	--	--	11	162	--	11	68	12
		% Total	65.4%	34.6%	2.9%	0.3%	2.5%			5.1%	39.2%		35.6%	14.4%	5.7%
2010	891	Grad FT	395	210	16	1	8	0	21	--	127	0	296	136	25
		Grad PT	180	106	8	3	3	0	11	--	140	1	15	105	14
		% Total	64.5%	35.5%	2.7%	0.4%	1.2%	0.0%	3.6%		30.0%	0.1%	34.9%	27.0%	4.4%
2011	958	Grad FT	389	248	22	0	9	0	26	--	121	7	337	115	31
		Grad PT	206	115	5	1	6	0	14	--	137	1	16	141	12
		% Total	62.1%	37.9%	2.8%	0.1%	1.6%	0.0%	4.2%		26.9%	0.8%	36.8%	26.7%	4.5%
2012	1,026	Grad FT	384	288	20	1	13	0	37	--	108	7	402	84	34
		Grad PT	226	128	3	0	7	0	17	--	144	2	24	157	10
		% Total	59.5%	40.5%	2.2%	0.1%	1.9%	0.0%	5.3%		24.6%	0.9%	41.5%	23.5%	4.3%
2013	1,089	Grad FT	397	311	29	1	14	0	25	--	93	2	473	71	44
		Grad PT	247	134	3	0	10	0	16	--	160	2	20	170	13
		% Total	59.1%	40.9%	2.9%	0.1%	2.2%	0.0%	3.8%		23.2%	0.4%	45.3%	22.1%	5.2%
2014	1,109	Grad FT	408	342	23	0	14	0	22	--	82	2	541	66	37
		Grad PT	229	130	8	0	6	0	14	--	135	2	21	173	14
		% Total	57.4%	42.6%	2.8%	0.0%	1.8%	0.0%	3.2%		19.6%	0.4%	50.7%	21.6%	4.6%

Note: These data exclude Bern students.

\* URM- Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander) In 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Source: Institutional Research EFI COL Report Data as of Fall 2014 Census



**Table 9**  
**School of Medicine & Dentistry - Student Ethnicity Over Time**

Fall	Total Students		Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific islander	Asian	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*
2001	849	Grad FT	188	154	9	0	10	--	--	24	146	--	138	15	19
		Grad PT	32	57	3	0	5	--	--	5	66	--	6	4	8
		MD	196	222	37	4	21	--	--	86	268	--	2	0	62
		% Total	49.0%	<b>51.0%</b>	5.8%	0.5%	4.2%			13.5%	56.5%		17.2%	2.2%	<b>10.5%</b>
2006	972	Grad FT	233	253	15	2	19	--	--	41	223	--	172	14	36
		Grad PT	25	58	5	0	0	--	--	8	62	--	1	7	5
		MD	185	218	30	2	2	--	--	88	260	--	0	21	34
		% Total	45.6%	<b>54.4%</b>	5.1%	0.4%	2.2%			14.1%	56.1%		17.8%	4.3%	<b>7.7%</b>
2007	960	Grad FT	229	254	9	2	24	--	--	34	230	--	167	17	35
		Grad PT	28	56	5	0	1	--	--	9	62	--	2	5	6
		MD	183	210	31	2	5	--	--	87	237	--	0	31	38
		% Total	45.8%	<b>54.2%</b>	4.7%	0.4%	3.1%			13.5%	55.1%		17.6%	5.5%	<b>8.2%</b>
2008	977	Grad FT	225	260	8	2	18	--	--	33	236	--	170	18	28
		Grad PT	22	43	3	1	0	--	--	6	46	--	2	7	4
		MD	212	215	40	1	11	--	--	83	253	--	1	38	52
		% Total	47.0%	<b>53.0%</b>	5.2%	0.4%	3.0%			12.5%	54.8%		17.7%	6.4%	<b>8.6%</b>
2009	957	Grad FT	208	252	7	2	18	--	--	30	229	--	153	21	27
		Grad PT	19	40	3	1	0	--	--	3	41	--	3	8	4
		MD	221	217	45	1	13	--	--	79	257	--	1	42	59
		% Total	46.8%	<b>53.2%</b>	5.7%	0.4%	3.2%			11.7%	55.1%		16.4%	7.4%	<b>9.4%</b>
2010	955	Grad FT	206	262	10	2	20	0	29	--	228	4	144	31	32
		Grad PT	14	44	2	0	1	0	8	--	37	3	3	4	3
		MD	216	213	44	1	10	1	78	--	261	1	1	32	56
		% Total	45.7%	<b>54.3%</b>	5.9%	0.3%	3.2%	0.1%	12.0%		55.1%	0.8%	15.5%	7.0%	<b>9.5%</b>
2011	943	Grad FT	189	260	19	0	20	0	26	--	217	3	133	31	39
		Grad PT	17	45	1	0	0	0	6	--	39	2	4	10	1
		MD	222	210	43	0	15	1	78	--	259	2	3	31	59
		% Total	45.4%	<b>54.6%</b>	6.7%	0.0%	3.7%	0.1%	11.7%		54.6%	0.7%	14.8%	7.6%	<b>10.5%</b>
2012	918	Grad FT	169	247	15	1	16	0	28	--	219	2	115	20	32
		Grad PT	25	47	2	0	3	0	5	--	43	0	7	12	5
		MD	222	208	41	0	18	1	76	--	263	5	2	24	60
		% Total	45.3%	<b>54.7%</b>	6.3%	0.1%	4.0%	0.1%	11.9%		57.2%	0.8%	13.5%	6.1%	<b>10.6%</b>
2013	893	Grad FT	157	241	15	1	14	0	31	--	210	1	105	21	30
		Grad PT	23	41	4	0	2	0	3	--	39	0	7	9	6
		MD	220	211	39	0	22	1	73	--	251	7	2	36	62
		% Total	44.8%	<b>55.2%</b>	6.5%	0.1%	4.3%	0.1%	12.0%		56.0%	0.9%	12.8%	7.4%	<b>11.0%</b>
2014	862	Grad FT	157	220	14	1	15	0	29	--	194	3	104	17	30
		Grad PT	23	30	3	0	2	0	2	--	35	2	5	4	5
		MD	204	228	36	0	28	1	80	--	230	7	4	46	65
		% Total	44.5%	<b>55.5%</b>	6.1%	0.1%	5.2%	0.1%	12.9%		53.2%	1.4%	13.1%	7.8%	<b>11.6%</b>

\* URM- Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander) In 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data. These data exclude the Eastman Institute of Oral Health

Source: Institutional Research EFI COL Report Data as of Fall 2014 Census

**Table 10**  
**School of Nursing - Student Ethnicity Over Time**

Fall	Total Students		Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific Islander	Asian	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*
<b>2001</b>	243	% Total	9.9%	<b>90.1%</b>	3.3%	0.4%	2.1%			0.8%	86.4%		2.9%	4.1%	<b>5.8%</b>
<b>2006</b>	361	% Total	11.1%	<b>88.9%</b>	7.2%	0.6%	4.2%			4.2%	71.7%		2.2%	10.0%	<b>11.9%</b>
<b>2007</b>	362	Ugrad FT	11	91	9	1	5	-	-	7	71	--	2	7	15
		Ugrad PT	8	73	8	1	0	-	-	4	59	--	0	9	9
		Grad FT	6	39	6	0	1	-	-	3	27	--	2	6	7
		Grad PT	10	124	6	3	2	-	-	5	114	--	1	3	11
		% Total	9.7%	<b>90.3%</b>	8.0%	1.4%	2.2%			5.2%	74.9%		1.4%	6.9%	<b>11.6%</b>
<b>2008</b>	380	Ugrad FT	9	96	7	2	1	-	-	12	72	--	3	11	10
		Ugrad PT	9	68	4	1	3	-	-	2	59	--	0	5	8
		Grad FT	6	48	7	0	0	-	-	2	35	--	5	5	7
		Grad PT	10	134	8	2	5	-	-	3	113	--	1	12	15
		% Total	8.9%	<b>91.1%</b>	6.8%	1.3%	2.4%			5.0%	73.4%		2.4%	8.7%	<b>10.5%</b>
<b>2009</b>	396	Ugrad FT	15	99	5	0	6	-	-	10	78	--	6	9	11
		Ugrad PT	4	72	3	0	4	-	-	0	64	--	0	5	7
		Grad FT	5	47	5	0	2	-	-	2	25	--	8	10	7
		Grad PT	12	142	7	1	2	-	-	5	124	--	1	14	10
		% Total	9.1%	<b>90.9%</b>	5.1%	0.3%	3.5%			4.3%	73.5%		3.8%	9.6%	<b>8.8%</b>
<b>2010</b>	445	Ugrad FT	20	139	4	1	7	0	12	-	125	6	1	3	12
		Ugrad PT	7	68	2	0	4	0	1	-	65	2	1	0	6
		Grad FT	6	36	6	0	2	0	3	-	24	0	4	3	8
		Grad PT	13	156	11	0	2	0	3	-	136	5	3	9	13
		% Total	10.3%	<b>89.7%</b>	5.2%	0.2%	3.4%	0.0%	4.3%		78.7%	2.9%	2.0%	3.4%	<b>8.8%</b>
<b>2011</b>	472	Ugrad FT	29	142	8	2	11	0	17	-	122	2	4	5	21
		Ugrad PT	10	70	5	0	2	0	2	-	68	1	0	1	7
		Grad FT	7	33	5	0	1	0	4	-	21	1	3	5	6
		Grad PT	14	167	16	1	8	0	5	-	131	3	2	15	25
		% Total	12.7%	<b>87.3%</b>	7.2%	0.6%	4.7%	0.0%	5.9%		72.5%	1.5%	1.9%	5.5%	<b>12.5%</b>
<b>2012</b>	477	Ugrad FT	38	137	17	1	8	1	12	-	114	5	3	14	27
		Ugrad PT	14	76	5	0	2	0	3	-	78	0	0	2	7
		Grad FT	6	34	5	0	1	0	2	-	24	3	3	2	6
		Grad PT	7	165	10	0	4	0	4	-	136	1	3	14	14
		% Total	13.6%	<b>86.4%</b>	7.8%	0.2%	3.1%	0.2%	4.4%		73.8%	1.9%	1.9%	6.7%	<b>11.3%</b>
<b>2013</b>	610	Ugrad FT	30	151	15	0	8	0	24	-	127	1	2	4	23
		Ugrad PT	23	167	8	1	2	0	4	-	170	0	0	5	11
		Grad FT	4	29	3	0	1	0	2	-	21	2	2	2	4
		Grad PT	17	189	6	0	6	0	7	-	160	4	2	21	12
		% Total	12.1%	<b>87.9%</b>	5.2%	0.2%	2.8%	0.0%	6.1%		78.4%	1.1%	1.0%	5.2%	<b>8.2%</b>
<b>2014</b>	512	Ugrad FT	50	139	11	2	13	0	23	-	134	1	1	4	16
		Ugrad PT	15	108	8	1	0	0	1	-	110	0	0	3	9
		Grad FT	4	19	2	0	2	0	2	-	14	1	1	1	4
		Grad PT	22	155	6	0	6	0	7	-	152	3	0	3	12
		% Total	17.8%	<b>82.2%</b>	5.3%	0.6%	4.1%	0.0%	6.4%		80.1%	1.0%	0.4%	2.1%	<b>8.0%</b>

\* URM- Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander) In 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Source: Institutional Research EFI COL Report Data as of Fall 2014 Census

**Table 11**  
**Warner Graduate School of Education - Student Ethnicity Over Time**

Fall	Total Students	Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific Islander	Asian	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*
2001	273	Grad FT	23	52	4	0	3	--	4	58	--	3	3	7
		Grad PT	61	137	20	0	7	--	2	161	--	0	8	27
		% Total	30.8%	<b>69.2%</b>	8.8%	0.0%	3.7%			2.2%	80.2%		1.1%	4.0%
2006	436	Grad FT	35	88	9	0	3	--	7	74	--	18	12	12
		Grad PT	93	220	29	0	10	--	6	246	--	3	19	39
		% Total	29.4%	<b>70.6%</b>	8.7%	0.0%	3.0%			3.0%	73.4%		4.8%	7.1%
2007	495	Grad FT	32	105	20	0	8	--	6	76	--	20	7	28
		Grad PT	109	249	31	0	11	--	8	284	--	2	22	42
		% Total	28.5%	<b>71.5%</b>	10.3%	0.0%	3.8%			2.8%	72.7%		4.4%	5.9%
2008	571	Grad FT	34	134	14	0	9	--	6	114	--	16	9	23
		Grad PT	112	291	36	1	16	--	7	329	--	1	13	53
		% Total	25.6%	<b>74.4%</b>	8.8%	0.2%	4.4%			2.3%	77.6%		3.0%	3.9%
2009	593	Grad FT	42	165	18	0	11	--	4	145	--	18	11	29
		Grad PT	95	291	42	1	17	--	5	309	--	0	12	60
		% Total	23.1%	<b>76.9%</b>	10.1%	0.2%	4.7%			1.5%	76.6%		3.0%	3.9%
2010	563	Grad FT	43	155	21	0	15	0	8	123	6	18	7	36
		Grad PT	83	282	29	2	20	0	3	291	3	1	16	51
		% Total	22.4%	<b>77.6%</b>	8.9%	0.4%	6.2%	0.0%	2.0%		73.5%	1.6%	3.4%	4.1%
2011	524	Grad FT	38	149	14	0	17	0	7	109	2	30	8	31
		Grad PT	84	253	35	0	18	0	3	260	4	0	17	53
		% Total	23.3%	<b>76.7%</b>	9.4%	0.0%	6.7%	0.0%	1.9%		70.4%	1.1%	5.7%	4.8%
2012	575	Grad FT	44	159	13	0	9	0	4	84	1	49	43	22
		Grad PT	107	265	36	1	23	0	9	239	3	1	60	60
		% Total	26.3%	<b>73.7%</b>	8.5%	0.2%	5.6%	0.0%	2.3%		56.2%	0.7%	8.7%	17.9%
2013	639	Grad FT	48	189	17	0	8	0	8	85	4	78	37	25
		Grad PT	103	299	39	0	24	0	9	261	5	3	61	63
		% Total	23.6%	<b>76.4%</b>	8.8%	0.0%	5.0%	0.0%	2.7%		54.1%	1.4%	12.7%	15.3%
2014	609	Grad FT	48	188	24	1	12	0	7	82	5	101	4	37
		Grad PT	92	281	38	1	18	0	7	290	6	3	10	57
		% Total	23.0%	<b>77.0%</b>	10.2%	0.3%	4.9%	0.0%	2.3%		61.1%	1.8%	17.1%	2.3%

\* URM- Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander) In 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Source: Institutional Research EFI COL Report Data as of Fall 2014 Census



# UNIVERSITY of ROCHESTER

Office of Faculty Development  
and Diversity  
149 Wallis Hall  
Rochester, NY 14627



Artist: Sarah Rutherford