

The background of the entire page is a photograph of a university campus. In the foreground, a group of students is sitting on a green lawn, some in small groups and some alone, engaged in conversation. In the background, there are large, leafy trees and a white building with several windows. The entire image has a blue color overlay.

DIVERSITY & INCLUSION

2017 Annual Report

University of Rochester
Office of Faculty Development and Diversity

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MESSAGE FROM PRESIDENT SELIGMAN



On November 29, 2016, I accepted the principal recommendations of the [Final Report of the Presidential Commission on Race and Diversity \(“Commission”\)](#) and established [the Presidential Diversity Council \(Council\)](#). The Council, which I chair, addresses how most appropriately to implement the recommendations of the Commission. The Council, consisting of senior Uni-

versity leaders who are tasked with promoting and encouraging the University’s race and diversity initiatives, began our work December 20, 2016, and spent our first year engaged in a systematic review of the Commission’s recommendations concerning leadership, faculty, students, staff, and campus climate. We continue to make incremental progress in quantitative metrics. Reporting for 2017 will be released soon after as we harmonize our data with federally reported data.

We are a values-driven institution. We are committed, among other values, to diversity, meaning respect for all students, faculty, and staff regardless of their race, religion, national origin, intellectual beliefs, gender identity, sexual orientation or veteran status. Everyone deserves a safe place to live, work, and learn, free of bias, hate, and discrimination. Our University is immeasurably better and stronger because of its diversity. Our transgender, gender nonconforming, and gender non-binary students, faculty, and staff add to the rich diversity of our

campus community and contribute in significant ways every day. The University is committed to being inclusive for all.

The tragic events in Charlottesville and elsewhere have demonstrated once again how much we still must do as a nation to bridge the racial and cultural divides that beset too many of our communities. The University of Rochester remains unequivocally committed to a diverse and inclusive culture of mutual respect and support.

On September 5, the Department of Homeland Security issued a memorandum to rescind and phase out the Deferred Action for Childhood Arrivals (DACA) program by March, 2018. We are both a global university and the Rochester family where we value and support one another, even under challenging circumstances and uncertainties. The University of Rochester reaffirms its unqualified support to its undocumented students and employees who are here under DACA. The University will closely track this issue in the coming months, and University officials will continue to work with our Congressional delegation and with higher education associations to continue to express our strong support for DACA within the limits of the law.

As we embark on a new academic year, I ask each member of our University community to continue to work to ensure that our institution is one where everyone feels welcomed, valued, and respected every day. I look forward to working together as we continue to create an ever more diverse and inclusive community.





The University of Rochester Diversity Awards recognize the accomplishments of faculty, staff, students, units, departments, or other functional teams of the University or graduates of the University that contribute to diversity and inclusion through exemplary leadership.



LEADERSHIP

The Council was envisioned as “a permanent group of senior leaders . . . who would meet regularly to monitor and evaluate the progress of race and diversity initiatives.”

The Presidential Commission on Race and Diversity began their recommendations by discussing the role of leadership. Despite the consistent and ongoing work of University leaders at many levels, evidence from town hall meetings, individual feedback and surveys of faculty, staff and students suggests that to be truly inclusive, our University has work to do. Through words, deeds, policies, and procedures consistent leadership can inspire transformational, lasting change. While many leaders have approached diversity and inclusion in their own ways, the Presidential Diversity Council was envisioned as a way to solidify the University’s identity as a diverse and inclusive institution and to create a sense of accountability that permeates all aspects of our community.

Commission Recommendation:

To promote greater visibility of and to monitor accountability for its diversity efforts, the President should establish a Presidential Diversity Council, a centralized committee of senior University leaders whom the President will charge with promoting and encouraging the University’s race and diversity activities and establishing methods of accountability for continued progress on the recommendations below [related to students, faculty, staff, and climate].

The Presidential Commission on Race and Diversity began its recommendations by discussing the role of leadership. Through words, deeds, policies and procedures- consistent leadership can inspire transformational, lasting change.

Presidential Diversity Council

The Commission, which includes leaders from each school and other members of the President’s Cabinet and senior staff, approached its work by using the framework of the Commission’s recommendations. Monthly meetings began in December 2016 with a broad overview of the Council, definitions of diversity, and the planned scope of the Council’s work over the first several months. The most visible and impactful actions of the Council relate to supporting inclusive climate that values all individuals.

At its first meeting, the Council voted unanimously to make Martin Luther King Jr. Day a University holiday, beginning in January 2018. As noted in the Commission report, the ideals of the civil rights movement and the life work of Dr. King embody the values of equality and diversity in ways that resonate throughout our University. By making King’s birthday an official University holiday, the leaders have effectively signaled institutional support for diversity in a visible and ongoing way.

Recognizing that upholding any idea requires ongoing education, dialogue, and self-awareness, members of the Council

participated in a training session in February on the topic of unconscious bias led by Cook Ross, Inc., a leader in education about the impact of unconscious bias on hiring, promotion, performance management and succession management. This training provided an introductory workshop to the members of the Presidential Diversity Council, the Implementation Committee, and about 200 leaders in the Medical Center. Efforts to disseminate training and education about bias and cultural competence are described further in the section about staff.

To understand some of the complexities related to the need for bias-related training, the Council devoted one of its meetings to the recently completed climate surveys. In February 2016, the first University-wide Diversity Engagement Survey was administered to all faculty and staff as well as students in the School of Medicine and Dentistry, the School of Nursing, the Simon Business School, and the Warner School of Education. The Council simultaneously reviewed results of a survey through the Higher Education Research Institute (HERI) at UCLA. Undergraduates in the College and Eastman and graduate students in Arts, Sciences & Engineering and Eastman were invited to participate in HERI as part of a larger effort to understand and address campus climate. Action steps that have come out of the results of these surveys are detailed later in this report. Other meetings were devoted to understanding the most salient issues facing students, faculty and staff as they pertain to the Commission Report. Climate and culture have been consistent themes—especially as they pertain to recruitment and opportunities for success.

The Council's work has just begun. Our aspiration is to create a University that is welcoming and supportive of all in our community, and we are dedicated to continuing this work. Under the President's leadership, the Council has met on a continuing basis with the goal of overseeing and supporting the implementation of the University's programs in support of race and diversity. This strengthened organizational structure has provided greater consistency and an appreciation of the common challenges and opportunities and made those in positions of responsibility more clearly accountable.

Presidential Diversity Council Implementation Committee

The Council was envisioned as “a permanent group of senior leaders . . . who would meet regularly to monitor and evaluate the progress of race and diversity initiatives.” Authors of the commission's report recognized that another body would be necessary for coordinating implementation of the council. To that end, the Presidential Diversity Council Implementation Committee was created. Composed of leaders from across the University, members meet to “share best practices . . . identify barriers to change, and propose solutions.”

Chaired by Morgan Levy, Title IX Coordinator and Manager of University Student Services Coordination for the University, the group has begun its initial focus on climate and community. There was general agreement that initial priorities within this focus should be on broadening training and education about implicit bias, creating an inventory of staff diversity resources, and establishing a staff group analogous to the Faculty Diversity Officers, Staff Diversity Officers. Along with members of the Council, PDIC members participated in the unconscious bias workshop provided by Cook Ross in February. Members have created and delivered their own workshops on implicit bias to nearly 400 individuals in the University. The nature of the Staff Diversity Role has not yet been decided; members are awaiting a new full-time director of staff diversity, a restructured University-wide position in Human Resources that has not yet been filled.

Schools Based—New Leadership Structures

The URM Executive Committee for Diversity and Inclusion began to meet in April 2016. It has been a highly successful committee representing the needs of faculty, students, trainees, and staff at the School of Nursing, School of Medicine and Dentistry, and Strong Memorial Hospital. The committee's many accomplishments include 1) identification of 4 priority areas—increase cultural competency education; increase diversity among staff and faculty; establish career development programs for under-represented staff, and enhance our culture of equality, equity and inclusion, 2) conducted a SWOT analysis and provided feedback to the associate vice president of human resources for the medical center regarding hiring, retention and advancement of staff, 3) provided ideas to the associate vice president of human resources for the medical center regarding career developmental opportunities for under-represented minority staff, 4) provided feedback to Presidential Commission on Race and Diversity recommendations; 5) Six committee members are attending training on structural racism in a community forum/program, and 6) began an effort for collaborations across medical students, residents, fellows, medical center grad students and nursing students to facilitate a larger network for underrepresented students and trainees.

Some of the schools have new or ongoing diversity committees that lead efforts to promote diversity and inclusion among their faculty, staff and students. A newly formed Simon Diversity Council includes representatives of all of their major departments who decided that implicit bias training would be their first priority and they plan to work in collaboration with the student's Diversity and Inclusion Ambassadors to ensure that constructive dialogues about these sensitive issues occur. The School of Nursing, Deans Council on Diversity and Inclusion and the Eastman School of Music's Diversity committee are both composed of representatives from faculty, staff and students who meet regularly to discuss concerns and opportunities to create a more inclusive climate in their respective schools.

The leadership is committed to the values of diversity and equity; they consistently communicate these values, and they hold themselves and others accountable. Behaviors that uphold the value of diversity are showcased as exemplars of the embodiment of the organizational culture.



CLIMATE & COMMUNITY

The University of Rochester envisions itself as a community that welcomes and encourages individuals from diverse backgrounds. Despite a commitment to this goal as a fundamental value, not all groups have experienced a climate that facilitates success in the pursuing the University's missions. Climate and community were persistent themes identified by the Presidential Commission on Race and Diversity, leading to an overarching set of recommendations that cut across faculty, student and staff groups.

Commission Recommendation:

The University should continue to create and actively promote a safe and welcoming community that supports learning and understanding of issues of diversity, promotes awareness, and encourages interactions among people and groups from diverse backgrounds.

The focus of the Presidential Diversity Council's climate and community initial discussion was on gaining a deeper understanding of all of the data about climate collected during the previous academic year. Vivian Lewis and Linda Chaudron put the Diversity Engagement Survey in the context of diversity and inclusion efforts in the past 10 years. University-wide, the Diversity and Engagement Survey, showed that questions related to Common Purpose, (an individual's contribution to institutional mission and connection to vision, purpose, and mission) had highly favorable ratings and was one of our greatest strengths. Cultural Competence was one of the biggest challenges—both overall and in terms of differences between various identity groups and the majority. Trust and a climate of Respect were perceived in a favorable way by a clear majority University-wide, but these were also common sources of large differences between the majority and some identity groups—especially related to race, LGBTQ status, and disability. The area of “equitable reward and recognition” was also identified as an opportunity for improvement. Richard Feldman delivered highlights of the student survey through the Higher Education Research Institute (HERI) at the University of California Los Angeles. The Council agreed to begin by: 1) addressing their own biases (see Leadership), 2) taking steps to increase the visibility of diversity and inclusion, and 3) continuing discussions of appropriate professional development (such as implicit bias training and education).



of the Presidential Diversity Council is a visible and important step demonstrating the commitment of leadership (see previous section). Please read on for examples of centralized and school-based efforts toward expanding the University's work on climate and community.

Martin Luther King Jr. Day is a University Holiday

The Council voted unanimously to have Martin Luther King Jr. Day recognized as a University holiday, commencing in 2018. "This is a fitting and important step to signify our commitment to diversity," said Seligman. This signifies the organizational intent to celebrate a culture and climate that is diverse and inclusive.

New Online Home for Diversity and Inclusion

The University of Rochester is launching a comprehensive new website—www.rochester.edu/diversity—to showcase the University's commitment to diversity and inclusion. The updated site is designed to be a resource for current and prospective faculty, staff and students as well as alumni, the local community, and others who want to learn more about diversity-related events, news, programs, resources, policies, and initiatives at the University. The site features updated navigation, quick access to news and upcoming events, a sortable list of University-wide resources and organizations, and a range of opportunities to engage and get involved. The new site is scheduled to launch in fall 2017.

Encouraging a Welcoming and Inclusive Climate

Organizations known for diversity and inclusion have some common characteristics. The leadership is committed to the values of diversity and equity; they consistently communicate these values, and they hold themselves and others accountable. Behaviors that uphold the value of diversity are showcased as exemplars of the embodiment of the organizational culture. The establishment

An Inclusive Climate





“Connie exemplifies all the attributes which we try to teach our University students: the perfect balance of compassion and leadership.”

Catherine (Kate) Cerulli, director of the Susan B. Anthony Center

Celebrating Champions of Diversity and Inclusion

University of Rochester Presidential Diversity Awards

The recipients of the 2017 Presidential Diversity Award were Gina Cuyler, MD, primary care physician and assistant professor of clinical medicine in the Department of Medicine, and Debora McDell-Hernandez, curator of engagement at the Memorial Art Gallery. As an alumna and faculty member at the School of Medicine and Dentistry, Cuyler has been a powerful advocate for diversifying the face of medicine and providing culturally informed and sensitive care to patients from all backgrounds and cultures. She cofounded the Black Physicians Network of Greater Rochester and has facilitated greater visibility and engagement of the black physician community as mentors and role models for Rochester’s youth. Building relationships, building community, and being welcoming and inclusive are a way of life for McDell-Hernandez. Because of her work, the Memorial Art Gallery has connections with a diverse array of people from the community. Referring to herself as a “human bridge,” McDell-Hernandez’s energetic and civic-minded nature continues to develop and oversee innovative programs, such as the MAG’s *Inspiring Beauty: 50 Years of Ebony Fashion Fair*.

Frederick Douglass Medal

This University of Rochester Medal is given “to acknowledge both scholarship and civic engagement that honor the Douglass [legacy](#).” On February 4, 2017, at the annual Susan B. Anthony Center Legacy Celebration, Constance Mitchell was awarded the Frederick Douglass Medal. Mitchell was the first African-American woman to be elected to the Monroe County Legislature and a true pioneer through her many civic and social contributions that included cofounding Action for a Better Community and leadership roles in the United Way, Baden Street Settlement, and the Urban League of Rochester. “Like Frederick Douglass, Connie Mitchell dedicated her life to the pursuit of racial justice in Rochester and did not stop until prejudicial barriers crumbled,” said President Seligman, who presented the award.

“Connie exemplifies all the attributes which we try to teach our University students: the perfect balance of compassion and leadership,” said Catherine (Kate) Cerulli, director of the Susan B. Anthony Center. “She took chances that required bravery to better the lives of others. We are honored to give her this award to recognize these outstanding efforts as she continues to inspire other women leaders, young and old alike.” Mitchell joins the ranks of such distinguished medal recipients as David T. Kearns, former Xerox CEO; Walter Cooper, research scientist and educator; Lani Guiner, Harvard law professor; and Frederick Jefferson Jr, University Intercorssor and Warner School Professor Emeritus.



Jonathan Burdick was recognized for leading the University in “identifying, attracting, counseling, assisting, enrolling, and retaining students from all backgrounds and perspectives.”

Rochester’s Champions

Rochester’s Champions—Nationally Recognized Inclusion, Access and Success Award

Jonathan Burdick, dean of college admission and vice provost for enrollment initiatives was presented the Inclusion, Access and Success award by the National Association for College Admission Counseling (NACAC) at its national conference in September 2016. Established in 1984, the Inclusion, Access and Success Award honors individuals who have been instrumental in making postsecondary education opportunities available to historically underrepresented students. Burdick was recognized for leading the University in “identifying, attracting, counseling, assisting, enrolling, and retaining students from all backgrounds and perspectives.” Under Burdick’s leadership, the institution has partnered with the Posse Foundation, Raise.me, Chicago Scholars, College Horizons, and the National Hispanic Institute, all organizations devoted to helping underrepresented students pursue postsecondary opportunities. Additionally, the University established the Rochester Promise—providing scholarships to graduates of the Rochester City School District. “Jon has opened doors to countless students who previously did not have access to higher education,” NACAC President Phil Trout said in presenting the award in Columbus. “He has made college attainable for socioeconomically diverse students, regardless of where they are from, specifically recruiting high-achieving low-income students from Africa. He shows us what the world can look like when we include local, national, and

global voices in our community. He sends a strong message about the transformative power of education as a way to transform local communities here and around the world.”

Leaders in LGBTQ Health Care Equality

Strong Memorial Hospital was again recognized as a 2017 national Leader in LGBTQ Healthcare Equality by the Human Rights Campaign Foundation, the educational arm of the nation’s largest lesbian, gay, bisexual, transgender, and queer (LGBTQ) civil rights organization. Nationwide, only 302 health care organizations earned “leader” status out of 596 who voluntarily took part in the survey. The results showed Strong earning a perfect score of 100 on a survey that significantly raised the bar on what it takes to be designated as a “leader.” For the first time, in addition to the usual core criteria, participants were scored based on how many policies and best practices they have in place within four areas. These areas are foundational elements of LGBTQ patient-centered care, LGBTQ patient services and support, employee benefits and policies, and LGBTQ patient and community engagement. “The perfect score on the survey is a reflection of how far we’ve come as an organization since we first began taking part in the review in 2007 and how organic it is becoming for people across our hospital to think more inclusively,” said Linda H. Chaudron, MD, MS, URM associate vice president and senior associate dean for Inclusion and Culture Development.

Major Diversity Events in 2016–2017

November 4, 2016 | Annual Research Conference

The University-wide Annual Research Conference aimed to promote diversity and inclusion through the advancement of scholarship and showcasing UR scholarly activity. Potential faculty members were encouraged to attend the conference to take part in the scholarship at the University. In 2016, the theme, Conversations on Race, aimed to encourage active dialogue within the UR academic community on the topic of race. Our keynote speaker was Derald Wing Sue, a professor of psychology and education in the Department of Counseling and Clinical Psychology at Teachers College and the School of Social Work at Columbia University. Derald Wing Sue is a pioneer in the field of multicultural psychology, multicultural education, microaggression theory, psychology of racial dialogues, multicultural counseling and therapy, and the psychology of racism/antiracism.

January 26, 2017 | Community-Action Fair

The University's Diversity and Inclusion Committee and eight University offices joined forces at the Edgerton R-Center to "remind individuals of the richness and power of our community's diversity and affirm that both the University of Rochester and the broader Rochester community is a welcoming place for all people regardless of race, religion, sexual orientation, gender identity or expression, political affiliation, or any other aspect of an individual's identities." The Community Action Fair was designed to encourage and build camaraderie among people and organizations, and to promote an actively engaged Rochester community. Over forty organizations were in attendance and more than 200 people from the University

and Greater Rochester communities attended. Members from the Diversity and Inclusion Committee are excited to make the fair an annual event and officially name it the Dr. Martin Luther King Jr. Community Action Fair.

January 27, 2017 | Martin Luther King Jr. Commemorative Address with Dr. Joy DeGruy

Sponsored by the Office of the President and the Office of Minority Student Affairs, nationally renowned author, educator, and activist Joy DeGruy delivered the University's annual Martin Luther King Jr. Commemorative Address. DeGruy, an assistant professor at Portland State University, is the author of *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing* (2005) and *Post Traumatic Slave Syndrome: The Study Guide* (2009). An academian in social work with more than 20 years of practical experience in the field, DeGruy has spent her career amassing evidence of the trauma experienced by slaves and how decades of subjugation under Jim Crow resulted in psychic injuries that have persisted in African-American communities across generations.

February 10, 2017 | Tana Grady-Weliky, MD, Lecture on Women and Diversity in Medicine with Karin Muraszko, MD

The annual Tana Grady-Weliky Lecture highlighted the career of Dr. Muraszko who has the distinction of being the first female chair of an academic neurosurgical department in the United States at the University of Michigan and the first female director of the American Board of Neurological Surgeons. As a physician who performs surgery from her wheelchair, her story is inspiring: <http://www.cnn.com/2016/04/27/health/turning-points-dr-karin-muraszko/>.

The Black Students' Union annual step show features performances by a variety of Rochester-area groups.



The Power of Our Diversity

The eighth annual diversity conference, *It's Our Time: Creating a World for All*, urged the community to look to the past for wisdom, understand what barriers have been broken as well as those that still exist, and learn to unite our communities for the future.



**March 31, 2017 | Eighth Annual Diversity Conference:
*It's Our Time: Creating a World for All***

The University-wide diversity conference has transformed into an opportunity for the students, faculty, staff, alumni, and greater Rochester community to come together for a daylong series of conversations, dialogues, and educational exchanges about diversity and inclusion. Each year the conference anchors around a topical theme that frames a series of conversations inviting participants to reflect on their personal views and interactions within the University community and society as whole. The eighth annual diversity conference, *It's Our Time: Creating a World for All*, urged the community to look to the past for wisdom, understand what barriers have been broken as well as those that still exist, and learn

to unite our communities for the future. The guiding question for the 2017 University-wide Annual Diversity Conference was: How can we use our collective energy to unite and create the world we wish to live in? The 2017 keynote speaker was Shakti Butler, founder and president of World Trust Educational Services. Butler challenged conference attendees to seek a deeper understanding of a system that produces inequities. The conference included 19 workshops presented by students, faculty, staff, and community members on a myriad of topics, including race and inequity, implicit bias, religious discrimination, gender identity, Greek life, and freedom to heal, among others. The keynote address by Dr. Shakti Butler was recorded and can be found here: <http://www.rochester.edu/diversity/2017-diversity-conference/>.



April 24, 2017 | Reflecting Our Community: Tackling Racial and Ethnic Disparities in Health Care and Research

The URM Office for Inclusion and Culture Development held a one-day conference focusing on disparities in health care and research among racially and ethnically diverse populations. Unconscious biases and cultural misunderstandings, as well as assumptions and oversights, can lead to disparities in health care for women, underrepresented groups, immigrants, LGBTQ individuals and others. The conference provided training and insights that will enable clinicians to give better care to their patients and help researchers understand the impact of these disparities on the populations whom they study and seek to develop effective interventions.



Susan B. Anthony Center

2017 marks the 100th anniversary of women's right to vote in New York State. In collaboration with the Susan B. Anthony Museum, the American Association of University Women, and others, the center created a yearlong series of events to commemorate the occasion. The year was launched with a celebratory reception at the Memorial Art Gallery and annotated tour of paintings by women artists, for which UR students provided the background research and text. Find more information about the events here: <http://www.rochester.edu/sba/events/2017-centennial-celebration/2017centennial/>.

Women's achievements in music were celebrated through a concert that told the story of women's suffrage through historic readings to complement musical offerings from the ESM students and faculty:—Women's Voices—Celebrating 100 years of Women's Suffrage. The March event also included new works by women composers JonLin Chua, Amanda Jacobs, and Jennifer Mitchell and a specially commissioned work by Lori Laitman.

To further highlight this region's rich history of events surrounding the suffrage movement, a Votilla brought the celebration to communities beyond Rochester. A week-long parade of boats sailed the Erie Canal from Seneca Falls to Rochester, stopping each day to re-enact historic events and raise the visibility and awareness of the importance of voting rights among communities throughout our region. Bystanders from the UR got a firsthand view of the SBAC boat as it headed toward Corn Hill Landing for the final parade. SBAC is proud to be part of this series, which continues with the monthly events shown in the calendar.



Schools and Units Address Climate and Community

The Diversity Engagement Survey University-wide findings and school-based findings were shared with the deans and faculty diversity officers in September of 2016. Each unit added language to its annual goals to address some part of the findings in their school. Through the Council and PDCIC additional efforts to improve the climate have occurred. Several schools addressed the need to enhance cultural competency through dialogue or new organizations. Some schools used existing organizations to promote education and learning about diversity and the impact of cultural competence on our climate and their school's missions. These important efforts work to make the concepts of an inclusive climate and community relevant within individual schools and units. One unique example of climate change occurred in the River Campus Libraries this year. In collaboration with University Facilities/Campus Planning, the River Campus libraries created the first multi-stall all gender restroom at the UR in Evans Lam Square, requiring a NY State variance to accomplish this. While there are several all gender single stall restrooms at the UR. This new all gender restroom breaks down boundaries further by creating one, multi-stall restroom for all.

ARTS, SCIENCES & ENGINEERING has devoted many of its climate related initiatives toward student life. The Paul J. Burgett Intercultural Center continues to offer the "One Community" program to incoming first year students and the College is celebrating the communal principle Respect this year. The "We're Better Than That" campaign continues to address racism and contribute to greater cultural competence. The "We're Better Than That" Committee began its work in December 2015 with efforts in the College and Eastman. In the past 18 months, the committee has created a logo, completed a student video contest, become involved in student orientation and held substantial programming. It has also begun development and implementation of training for students, faculty, and staff on acknowledging implicit bias and working against racism and hate speech.

The next step for the campaign is to become University-wide by branding all events on the topic of race with the logo in order to demonstrate an institution-wide commitment to end racism and create a climate in which we can all thrive. The committee will utilize the Presidential Diversity Council and other diversity-related

offices to push the campaign out to our varied constituencies. The Committee will also sponsor programming each year on March 21st to celebrate the UN's International Day for the Elimination of Racial Discrimination. For more details about the "We're Better Than That" campaign, please also see the student diversity report.

EASTMAN SCHOOL OF MUSIC'S newly formed partnership with the Gateways Music Festival has provided us with a forum to highlight diversity issues in classical music. Gateways has received a significant amount of attention and press this past year (local, regional, and national). Additionally, Eastman and Gateways have been partner organizations with the League of American Symphony Orchestras and the Mellon Foundation to create a training/mentorship program for student musicians of African and Latino descent as they prepare auditions for professional orchestras. While this activity is specific to the mission of the Gateways Festival, its increased presence at Eastman is noticeable.

WARNER SCHOOL conducted a listening tour of faculty, staff, and students to support working with diverse groups and working in cross-cultural situations. Students completed an additional survey, the results of which were discussed with the entire Warner faculty at the Warner annual retreat at the start of the 2017-18 term. One of Warner's most visible community-related programs is the East High School program. This year, Warner School's Center for Urban Education, sponsored a two-day symposium on education and equity featuring renowned guest Dr. Pedro Nogueros, Distinguished Professor of Education in the Graduate School of Education and Information Studies at the University of California, Los Angeles. His keynote address, which was followed by a panel of academics, teachers, and parents, showcased the complexities of the challenges faced by urban communities. The Warner community continues to work to solidify its work as culturally relevant—in part through small group discussions during each monthly faculty meeting. These discussions have been a significant source of input for obtaining strategic ideas and action items regarding race, diversity, and inclusion.

SIMON SCHOOL formed a new diversity committee, a first-time collaboration of faculty, staff and students designed to address issues of diversity and inclusion. Some of the members completed the Cook-Ross implicit bias workshop along with other university leaders. One of their first goals is to increase access for others at Simon to education and training about diversity and inclusion.

SCHOOL OF NURSING addressed several aspects of communication and cultural competence in its annual goals. One of its lunch hour workshops was devoted to promoting respectful communication, and another to highlighting part of the Cracking the



A New Partnership

The Eastman School of Music has partnered with the Gateways Music Festival. It has provided us with a forum to highlight diversity issues in classical music.

Codes curriculum, which is designed to introduce concepts related to cultural humility. Members of the Deans Council on Diversity an inclusion completed Safe Space training. Council members also worked on institutionalizing their diversity newsletter to broaden outreach about topics related to diversity and inclusion.

SCHOOL OF MEDICINE AND DENTISTRY began a two-year process of rolling out a system-wide unconscious bias training program. Setting the stage, a September 2016 lecture from Dr. Augustus White provided a URM-wide overview on the impact of unconscious bias in patient care. A systematic effort to advance knowledge and skills related to bias in the health care workplace began in March 2017, when a nationally known consultant from Cook-Ross provided unconscious bias training to more than 200 URM leaders. That same month, URM began a roll-out of CultureVision™ as a tool to support cultural competency in the workplace and in patient care. More than 60 ambassadors to the program were trained, enabling them to begin to train others in their specific areas. These trainings and tools directly align with interventions required to address cultural competency.

ALUMNI & ADVANCEMENT

Alumni are an integral part of the University community, and our diversity efforts extend to this population as well. In an effort to bolster engagement with our diverse alumni populations, the Office of

Alumni Relations created and elevated a full-time staff position this year dedicated to engaging alumni of color, alumnae, and LGBTQ alumni. This work is supported and guided by the newly formed Diversity Advisory Council, which includes alumni who represent the diverse identities, experiences, and school affiliations. Annually, the office partners with alumni to support current students at an increasing number of Multicultural Student Luncheons and Multicultural Student-Alumni Network Nights in various cities. Alumni Relations has also worked collaboratively with campus partners to ensure that Meliora Weekend, our largest University-wide event, includes an increasing number of events featuring diverse topics and people.

Conclusion

In order to continue to create and actively promote a safe and welcoming community that supports all of the University's missions, the University must continually work on understanding issues of diversity, promoting awareness, and encouraging interactions among people and groups from diverse backgrounds. The rich data from the Presidential Commission Report and University-wide surveys provided a valuable baseline for substantive conversation and future evaluation of program effectiveness. The speed with which the Presidential Diversity Council agreed to broadening access to dialogue, education, and training throughout the schools signifies a seriousness of purpose in addressing this key set of issues.

FACULTY DIVERSITY

The Presidential Commission on Race and Diversity found that the University has made slow progress in the numbers that reflect faculty diversity. We have increased the percent of women faculty from 28.6 percent to 35.2 percent (from 411 to 707 individuals) from Fall 2006 to Fall 2016. In the same timeframe, our underrepresented minority faculty has increased from 2.6 percent to 4.5 percent (from 37 to 91 individuals). The creation of the Office of Faculty Development and Diversity and the Faculty Diversity Officers role has helped foster these improvements, but compared to peer institutions our demographic diversity is still low [see appendix 4]. There have been concerns expressed in some corners of the University about the slow pace of change, perceived lack of attention to faculty retention and advancement, and a climate that is believed by some to be not always supportive of minority and women faculty.

Commission Recommendation:

The President should continue to hold the leaders of every school responsible for pursuing clearly articulated plans to attract and retain a diverse faculty. These plans should include effective and innovative strategies for developing diverse applicant pools for faculty searches.

The Presidential Diversity Council was asked to address a number of recommendations on faculty, such as increasing diversity in applicant pools, training search committees, including students in the process when appropriate, providing mentoring and other retention support, and maximizing use of the Special Opportunities Fund. The Presidential Diversity Council used its meeting as an opportunity for leaders to talk about their commitment to faculty diversity and how they communicate that commitment to their constituents. The council focused on what they are doing to recruit a diverse faculty, and a summary was created to highlight the best practices from across our University with a focus on recruitment, training search committees, and retention and advancement for all faculty. The University's support for faculty diversity and selected examples of school-based efforts follow.

Office of Faculty Development and Diversity

The mission of this office is to help recruit and advance underrepresented minority and women faculty, and to accomplish these goals the office works with deans and faculty diversity officers to implement strategies and support for the hiring and promotion of a more diverse faculty. The Office of Faculty Development and Diversity also has built a suite of career development programs and large community events that educate and promote dialogue in order to build an inclusive community.

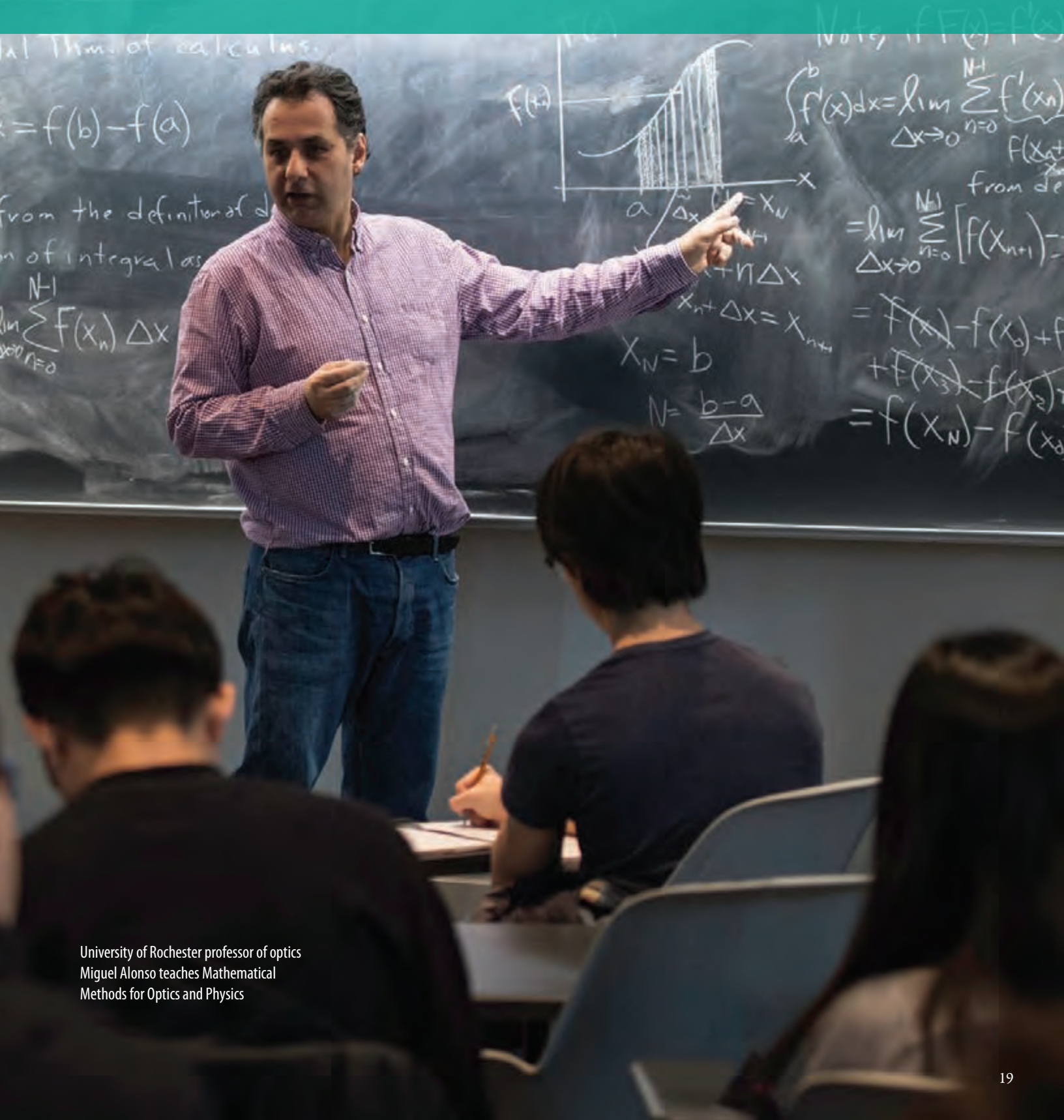
Special Opportunities Fund

One of the strategies that the University employs to support the hiring and advancement of a more diverse faculty is the Special Opportunities Fund. By supplementing financial resources, the Special Opportunities Fund has had a significant impact on faculty recruitment and retention in all seven schools over the last ten years. The fund was designed to assist deans and department chairs in recruiting (or, in special cases, retention) of faculty candidates who contribute to the diversity of the faculty. Excluding applications that were approved but the recruitment was not finalized, we have funded 43 applications to directly supplement faculty recruitment or retention, 10 applications for programs to promote faculty diversity, and 19 applications for hiring postdoctoral fellows and visiting scholars as of the end of this academic year.

Since 2008, the Special Opportunities Fund has supported the recruitment or retention of 31 faculty who belong to a racial or ethnic group underrepresented in higher education and 12 who belong to other groups underrepresented based on gender or disability. Fifteen of those underrepresented racial/ethnic group faculty members remain at the University. The substantial impact of the Special Opportunities Fund is clear when looking at the change in the overall number of underrepresented faculty (37 such individuals at the University in 2006 and 91 as of Fall 2016). During the current academic year, the fund supports eight faculty members in four schools in addition to selected programs and visiting faculty.

All schools have benefitted from the Special Opportunities Fund by hiring or keeping faculty who contribute to the diversity of their school. The University has increased the diversity of its faculty through the Special Opportunities Fund including expanding

The University continues to provide a robust suite of professional development programs to facilitate faculty success. The Presidential Diversity Council has created the opportunity to share best practices and to make changes that accelerate our progress.



University of Rochester professor of optics Miguel Alonso teaches Mathematical Methods for Optics and Physics



Xavier BUILD Program

We are proud to partner with Xavier University in providing opportunities for students to do research here and for our faculty to collaborate with theirs on projects of mutual interest.

the number of underrepresented minority faculty. The number of underrepresented minority faculty is the simplest way to show the impact of the fund. Programs funded in this way have also had an impact—facilitating dialogues, education, and engagement around various dimensions of diversity (see appendix 8).

Pipeline to Recruitment

There is a plethora of scholars who are excited about faculty and postdoctoral opportunities at the University. Many of them have indicated their interest in working at the University and contributing to the research community. Annually, the office attends several recruitment fairs to meet individuals seeking faculty and post-doctoral positions. Recently, at the Black Doctoral Network's midyear recruitment fair, we were able to connect with several individuals who had profound interest in the University of Rochester. A few of the individuals from the fair have traveled to the University to connect with faculty in various departments to share with them their research interests in the fields of political science, chemistry and engineering.

Through the exchange of candidates of interest profiles and curricula vitae, the Office of Faculty Development and Diversity is encouraged to witness the growing interest of underrepresented minorities and persons of color to our academic community. Our internal database of candidates who are interested in the University continues to grow. We are grateful for the subscription connections with the Black Doctoral Network, the Chronicle-Vitae Recruiter, Higher Education Recruitment Consortium, the Registry, and the Southern Regional Educational Board. Each subscription provides

more than 5,000 candidates seeking faculty and postdoctoral opportunities across all fields.

Xavier BUILD Program

Recognizing that diversity fosters innovations, discovery, and the overall quality of research, the National Institutes of Health has funded a program to increase the capacity of minority serving institutions to prepare students for research careers. One such program, BUILD, includes Xavier University in New Orleans, a historically Black university with an outstanding record of preparing students for medical school. The University of Rochester is proud to partner with Xavier in providing opportunities for students to do research here in the summer and for our faculty to collaborate with theirs on projects of mutual interest.

Each summer, we are grateful to have several students from Xavier University of Louisiana engage in a summer of research at the University. In 2017, we welcomed two scholars to Rochester as part of the Project Pathways Initiative. Tatyana Smith worked with Dr. Silvia Sorensen of the Warner School on Project REBUILD, studying a psychosocial intervention for older adults in the community with vision loss to promote coping skills. Taryn Watkins worked with Dr. Diane Morse in the School of Medicine and Dentistry studying a program that serves the health care needs of recently incarcerated women. "We really enjoyed our time in Rochester—it is different from Xavier, but we were able to make it our own with the relationships we developed here . . . we look forward to attending graduate school here in the future," Watkins shared. We look forward to continuing this mutually beneficial partnership.

Future Faculty Initiative

As in past years, Future Faculty Initiative provided a means of connecting UR graduate students across the University to help them gain access to networks and skills that would prove useful in seeking academic careers. During 2016-17, we offered six workshops that included material about applying for an academic job, teaching methods and diversity. Dr. Jessi Smith from Montana State University was the 2017 keynote speaker for both faculty and graduate student workshop on diversity, “New brilliant norms- transforming the learning context to enhance diversity, inclusion and excellence.” Our Future Faculty Initiative supplements school-based efforts to prepare the next generation of faculty in higher education and professional schools.

Faculty Development & Success

UR is committed to recruiting a diverse faculty by providing an inclusive environment that fosters the success of all faculty and, by extension, students and staff. We continued to offer our signature programs for faculty, UR Year One and Conversations with New Academic Leaders. Both were well received, with more than 350 attendees supported by presentations from faculty, staff, and alumni. One highlight of the year was the visit of Dr. Jessi Smith (see above). In addition to her graduate student and faculty presentations, she facilitated another workshop for faculty and administrators on “Challenges and Opportunities for Recruiting a more Diverse Faculty.” Other topics covered by the series included teaching with technology, launching academic careers at Rochester, and teaching fundamentals. These events complemented an increasingly robust suite of offerings from the schools and the provost.

New this year was an effort to address some of the faculty concerns about the promotion system suggested by the Collaborative on Academic Careers in Higher Education survey and a series of focus groups. “Perspectives on Promotion” brought together faculty from across the University who have recently been promoted, deans, and early-career faculty to help demystify the process for faculty through informal exchange of advice and information in a supportive environment. To complement these group settings, the Office of Faculty Development and Diversity offers individual meetings to facilitate mentoring and coaching of faculty who request it.

Faculty Diversity Officers

The Office of Faculty Development and Diversity works closely with the Faculty Diversity Officers, who meet monthly to share progress and challenges in their work on diversity and inclusion. An integral part of the diversity infrastructure, the Faculty Diversity Officers group works within each school to influence faculty searches, strengthen the pipeline initiatives, assess progress, develop new programming, and generally raise awareness of the importance of diversity and inclusion. The material amassed for faculty search committee training has been one of their most widely used and distributed resources. The opportunities for dialogue and collaboration that the Faculty Diversity Officer role has created have been invaluable in helping us understand the institutional landscape related to diversity. The role does vary by school; the following school based reports highlight some of the progress from each school over the last year.

Future Faculty Workshops

2017-18 Workshop Series for the Next Generation of Faculty
Sponsored by the Offices of the Provost and Faculty Development and Diversity



August 24, 2017

Unconscious Bias and the Impact on Our Academic Environments
11:30-2 p.m. (Complimentary lunch provided.)

October 11, 2017

Understanding the Faculty Role
12:30-4:30 p.m. (Complimentary lunch provided.)

October 23, 2017

Publish and Flourish: Become a Prolific Scholar
9 a.m.-noon
Ten Ways to Manage Your Time
1:45 p.m.-3:45 p.m.

November 15, 2017

Teaching Fundamentals: Tools to Demystify Course Planning and Assessment
11:30 a.m.-2 p.m. (Complimentary lunch provided.)

December 5, 2017

An Introduction to Mindfulness
11:30 a.m.-2 p.m. (Complimentary lunch provided.)

January 30, 2018

Understanding Research Impact
11:30 a.m.-2 p.m. (Complimentary lunch provided.)

February 15, 2018

When Students Are Struggling, Troubled, or Troubling: Sources of Insight and Assistance
11:30 a.m.-2 p.m. (Complimentary lunch provided.)

March 26, 2018

Exploring (Dis)abilities and Academia
11:30 a.m.-2 p.m. (Complimentary lunch provided.)

To register for any of these events, please go to www.rochester.edu/provost/futurefaculty or contact Adele Coelho, Faculty Outreach Coordinator, at (585) 273-2571 or via email at adele.coelho@rochester.edu.



UR is committed to recruiting a diverse faculty by providing an inclusive environment that fosters the success of all faculty and, by extension, students and staff.

Joseph E. Inikori, professor of history and of African and African-American studies, teaches his seminar "The Role of the State."



Schools Address Faculty Diversity

Arts, Sciences & Engineering (AS&E)

AS&E's faculty development and diversity goals are straightforward: continue to hire women and underrepresented minority (URM) faculty, such that the schools become more diverse. In addition, each faculty member should be supported in his/her career advancement, with appropriate orientation, mentoring, and resources for their teaching, research, and service. To these ends, the College's Faculty Development and Diversity Officers met with each search committee in the 2016–17 academic year for a discussion of the current and historical UR situation with respect to women and URM faculty, best practices in faculty searching, and avoiding implicit bias in the review process.

A strong faculty is the most important determinant of Arts, Sciences & Engineering's long-term success. Key to maintaining that strength is the diversity of the faculty and the continuous work required to ensure that every search reaches the broadest pool of potential applicants. The AS&E strategic plan defines the faculty as the most precious asset, and one of the plan's important goals is to attract the most talented and diverse faculty possible. AS&E's approach has been to strengthen the pipeline of women and URM students feeding into faculty positions nationally while concurrently making a substantial investment locally to implement best practices in faculty recruitment and retention. To read the full report, please visit <http://www.rochester.edu/college/diversityreport/fullplan.html>.

Eastman School of Music (ESM)

In the 2016–17 academic year, ESM had eight international searches for full-time faculty members. From those searches, they hired five men and three women, one of whom self-identified as of African-American descent. In one search, there was a very strong African-American finalist. The committee deliberated at length about this candidate but ultimately and unanimously agreed to offer the position to a nonminority candidate. In addition, we hired three faculty members (two men and one woman) on one- to two-year (non-tenure eligible) contracts. Finally, with the assistance of President Seligman, Vice President Burgett, and Vice-Provost Lewis, ESM created a new position, senior advisor to the dean, and recruited a particular individual of African descent to serve in this capacity and as the first paid staff member of the Gateways Music Festival. The senior advisor to the dean now serves as a member of the Dean's Senior Leadership Team.

All of the recommendations from the Presidential Commission on Race and Diversity in regard to faculty are employed at Eastman. Faculty diversity officers meet with search committee chairs and committees; a Senior Associate Dean at Eastman oversees all searches and assures that all candidates are considered in a fair and unbiased manner; we have utilized all available opportunities and the Special Opportunities Fund; students participate in searches and their input is considered carefully; a committee is working on a formal faculty mentoring system within Eastman.

Simon Business School

The pool of URM candidates for hiring research-track faculty in management sciences is limited, leading Simon to take a multi-pronged strategy of (A) providing implicit bias training for faculty serving on search committees to avoid overlooking potential candidates, (B) supporting The PhD Project, which encourages URM to earn their doctorates and become business professors, and (C) taking advantage of the Special Opportunities Fund to support a URM hire.

Warner School of Education and Human Development

Warner ran several faculty searches during the 2016–17 academic year, and each search committee was assigned a faculty diversity officer as part of the committee to maximize accountability in the review of applicants. Further, to ensure adequate diversity within the pool of candidates, search chairs at Warner worked with the Office of Faculty Development and Diversity to obtain lists of racially and ethnically diverse candidates who may have been missed through traditional recruitment options. The school has also begun to work on capturing exit interview data to address retention issues.

School of Medicine and Dentistry (SMD)

This year, SMD focused on graduate medical education programs, as residents are an important pipeline to the clinical faculty and trainee diversity has been relatively unchanged over the past five years. To strengthen this pipeline during the current year SMD 1) developed a residency program director diversity workgroup, 2) established the Association for Minority Residents and Fellows, 3) had a visible presence at Student National Medical Association meeting, and 4) had more than 20 applications for the visiting clerkship programs of whom 6 were matched to departments for the visiting clerkship. As well, Dr. Adrienne Morgan was hired as assistant dean for medical education diversity and inclusion to specifically focus on the needs of residents, fellows and medical students. Dr. Morgan provides specific attention to the needs of residents from underrepresented groups and has initiated a variety of programs to assist with recruitment as well as retention of diverse residents. In 2017, the number of underrepresented in medicine residents who matched at the URMC almost doubled from 2016. By enhancing the residency pipeline and providing an inclusive and welcoming environment the school hopes to see an increase in the recruitment and retention of faculty from underrepresented groups as they graduate from residency programs.

School of Nursing (SON)

The School of Nursing (SON) instituted several initiatives to advance the diversity and inclusiveness goals around faculty. Recruitment of tenure track-faculty in nursing is a challenge nationally—regardless of the diversity of candidates. The SON Faculty Search

Committees now include one faculty diversity officer as a diversity representative member. To assure that SON is positioned to take advantage of talented applicants who present themselves independent of an active search, the school keeps an open faculty position posting in the HRMS system so that they can continue to review all applicants. As well, SON has instituted a “visiting professor” program to engage faculty with the URSON (some from underrepresented groups), one aim of which is to increase their interest in Rochester.

SON has a well-developed pipeline tradition. The Dean’s Pre-Doctoral Faculty Award to one to two students from the Accelerated Program for Non-nurses or MS program per year has helped develop a pipeline of faculty who are underrepresented in nursing (men and URM groups). SON has also established a postdoctoral to assistant professor position to recruit strong candidates to a tenure track position by allowing them to obtain a postdoctoral experience with commitment to hiring them directly to a tenure-track position. Through this new position, SON has already hired three new faculty—two of whom are underrepresented in nursing (one African American and one Asian).

Taking the next step to facilitate faculty success, a formal process of mentoring was initiated for all pre-tenured faculty members and is overseen by the chair of Academic Appointment, Promotion, and Tenure Committee. As part of school’s responsibility for clinical faculty, there is an informal process involving the academic program director where the faculty member is most closely aligned.

Conclusion

To achieve excellence in all of its core missions, the University must recruit and retain more women and URM faculty. The Office of Faculty Development and Diversity and the schools have made some progress through outreach to a diverse candidate pool, providing financial support, and supporting pipeline programs. As well, the university continues to provide a robust suite of professional development programs to facilitate faculty success. The Presidential Diversity Council has created the opportunity to share best practices and to make changes that accelerate our progress.

A strong faculty is the most important determinant of long-term success. Key to maintaining that strength is the diversity of the faculty and the continuous work required to ensure that every search reaches the broadest pool of potential applicants.



University of Rochester undergrads work on their new Solar Splash boat, a custom design using cedar strip. Solar Splash is a group of students who are committed to designing, building, and racing a solar-powered electric boat.

STUDENT DIVERSITY

The rapid and considerable growth of the international student population (8% growth from fall 2015 to fall 2016) has greatly enhanced the diversity in ways previously not seen.

The significant increase has provided further educational opportunities by not only bringing together students from different racial and ethnic backgrounds, but by helping to create an environment in which students who come from greatly different cultural, religious, and linguistic affiliations are able to learn from one another.

The Presidential Commission on Race and Diversity reported on student demographic trends, student success, and general climate. The University's student body has become increasingly diverse over the last decade, which is reflected in the enrollment data for each school. The rapid and considerable growth of the international student population (8% growth from fall 2015 to fall 2016) has greatly enhanced the diversity in ways previously not seen. The significant increase has provided further educational opportunities by not only bringing together students from different racial and ethnic backgrounds, but by helping to create an environment in which students who come from greatly different cultural, religious, and linguistic affiliations are able to learn from one another. The value of a globally-minded citizen has become more relevant to education as a whole, a clear benefit that we anticipate the UR community will see as our campus demographics continue to internationalize. Overall, there is some suggestion of a gap between minority students and others in terms of degree completion, despite the consistent and ongoing work of University leaders at many levels and in every school.

Commission Recommendation:

Each school should clearly articulate its programs for recruiting, retaining, and graduating a diverse student body and for providing a rich and collegial environment supportive of those ends and should describe how it will regularly assess the quality and effectiveness of its efforts.

The Presidential Diversity Council began its discussion of the student-focused recommendations by hearing about the recently completed [Comprehensive Review of Student Experiences of Racial and Ethnic Diversity within the College](#). A substantial proportion of the data for that report derived from internal College statistics on its student body and from a recently completed survey on racial climate on campus. These quantitative data provide a comprehensive snapshot of current student experiences, including historical trends in matriculation and graduation rates. The document addresses the following: (1) enrollment figures, highlighting the current diversity of the student body, (2) academic outcomes for URM and related student groups, (3) student experiences of the racial climate, (4) current initiatives relating to race and diversity, and (5) recommendations for next steps.

The Commission report highlighted a critical need to continue to address one of our core missions—education—in a way that is consistent with University values of upholding diversity and inclusion.

Arts, Sciences & Engineering (AS&E)

Undergraduate Students

AS&E recently completed a full report that examines the undergraduate student experience of racial and ethnic diversity. The report analyzes internal College data on its student body and from a recently completed survey on racial climate on campus to evaluate variations in academic outcomes by race and ethnicity, both within the College and a select group of peer institutions. These data provide a comprehensive snapshot of current student experiences, including historical trends in matriculation and graduation rates. The report also discusses current and future programming to support underrepresented minority, low-income and first-generation students within the College. To read more about the undergraduate experience of racial and ethnic diversity, please read the full report: [A Comprehensive Review of Student Experiences of Racial and Ethnic Diversity within the College](#).

Graduate Students and Academic Pipeline Development

AS&E has made explicit investments to increase the diversity of graduate programs and invests heavily in the preparation of underrepresented undergraduates for careers in academia. These efforts are coordinated through the David T. Kearns Center for Leadership and Diversity in Arts, Sciences & Engineering. The mission of the Kearns Center is to expand the educational pipeline through the doctoral degree for low-income, first-generation college, and underrepresented minority students. Since AS&E started devoting resources to increasing the number of applications to our graduate programs, applications from underrepresented minority students to AS&E graduate programs have more than tripled from 63 in 2010 to 206 in 2015. To read more about AS&E's work on the academic pipeline through graduate students, please read the full [2016 Status Report on Faculty Development and Diversity Efforts](#).

Gender-Inclusive Housing Option for Upperclass Students

The University has made the option of gender-inclusive housing assignments available to sophomores, juniors, and seniors in the College. Upperclass students can now choose to live in a double room or double room in a suite with someone of a different gender or gender expression. The new policy is aimed at fostering a residential experience that is welcoming and supportive of all gender identities, as well as giving students greater flexibility to have a roommate with whom they are most comfortable. The University now joins more than 200 colleges and universities in the United States that offer gender-inclusive housing, including Cornell University, Case Western Reserve University, Rochester Institute of Technology, and SUNY Geneseo.



Promoting Diversity

Eastman School of Music

Eastman is fully committed to assuring the success of all of its students. Through the Eastman Student Association and the Graduate Student Association, Eastman continually works to strengthen a sense of community that is welcoming to all and free of bias or discrimination. Through admissions efforts, Eastman continues to recruit students from underrepresented groups by building relations with organizations across the nation that are working with underrepresented minority populations. Bridging the financial barriers for individuals from low economic backgrounds continues to be a significant challenge for the school.

Simon Business School

Simon has an extensive series of events and activities to promote the diversity of its student body, including several notable new initiatives. Orientation programming was expanded to include cultural humility and cross-cultural understanding for effective teams. This was supported by effective teamwork training, physical team building, and team charter development working together effectively. The Diversity and Women's Conference events now include professional development, leadership panels, and increased current student and alumni participation. Diversity & Inclusion ambassadors create a safe space for dialogue and ensure that key issues are raised and discussed in collaboration with students and staff. During Simon's annual student survey, the school's support for diversity and inclusion rated 4.02 on a five-point scale. This was Simon's first year asking the question, and it will continue to track this metric on an annual basis.

Warner School of Education and Human Development

The Warner School continues to support students' experiences in preparing them to work with diverse groups, and greater attention is being given to approaches used to achieve this goal. For example, faculty frequently invite doctoral students with varied racial and ethnic backgrounds as guest presenters on areas of expertise that intersect with course content and diversity. Many doctoral students from underrepresented groups also serve as teaching assistants to engage students in discussions that incorporate diverse perspectives and experiences. In addition to these activities, feedback from the student climate survey and focus groups held in late spring will be used to determine other strategies relevant to maximize the experiences of Warner students.

School of Medicine and Dentistry (SMD)

Medical Students

The medical degree (MD) program closely monitors those students who require remediation or repeating courses as well as overall graduation rates, including those who are underrepresented in medicine based on race, ethnicity, and economically disadvantaged backgrounds. Data from the most recent year led to the creation of a two week "Meliora Professional Development" course given prior to the start of medical school. It is targeted toward students whose academic records put them at risk for difficulty in medical school.

In order to address climate, SMD monitors the learning environment as required for accreditation. The data have enabled the school to understand problems related to climate and to work on means to address these issues. The curriculum already includes a diversity theme that addresses topics related to cultural and other

differences, providing strategies to address things as they occur as well as proactively. New programs to teach students about implicit bias are described in the section on climate.

Biomedical and Health Science Graduate Students

School of Medicine and Dentistry data indicate that PhD students underrepresented by race/ethnicity actually persist at a slightly higher rate (average = 99% over the past 5 years) than well-represented students (average = 98% over the past 5 years). To foster continued success, a new position was created to begin July 2017—director for graduate enrollment. This position will be responsible for monitoring/improving success during the first year of PhD study, which is a critical transition period for graduate students.

The climate for medical graduate students is assessed by the senior associate dean, who conducts exit interviews with all PhD students, as well as from the quantitative data from the Diversity Engagement Survey. Graduate students are required to complete a Leadership and Management for Scientists course, which includes a Cultural Humility session. Affinity groups also have feedback sessions with leadership to help facilitate an inclusive climate.

School of Nursing (SON)

In addition to acquiring more complete data about students (above) the School of Nursing has an active diversity committee, School of Nursing Council for Diversity and Inclusiveness (CoDI), composed of students, faculty and staff. The Council provided two workshops this year related to diversity and inclusiveness with the goal of enhancing the climate. A Safe Space Training for all council members provided critical knowledge on LGBTQ issues that is helpful in creating a more inclusive and welcoming environment. The CoDI also hosted a conversation on effective communication. This interactive event introduced ways to use communication constructively to develop and maintain respect and positive relationships within the work environment.

This year, CoDI operationalized the role and the functions of the Student Diversity Officer. The Student Diversity Officer is expected to: 1) raise students' awareness of the School of Nursing Council for Diversity and Inclusiveness (CoDI); 2) facilitate student utilization of resources (including CoDI); 3) serve as liaison between students and academic leaders (e.g. advisors, cohort coordinators, program directors, associate deans, dean); 4) promote the Leading with Integrity for Tomorrow program through service in the SON CoDI and the URM Executive Diversity committee; 5) participate/lead informal discussions related to diversity/culture issues and connect students with support/affinity groups; and 6) in collaboration with the CoDI, provide support for students who may be experiencing issues or have questions related to culture/diversity and inclusiveness.

Provost's Fellowship

The Provost's Fellowship is intended to bring to Rochester talented individuals who will broaden the diversity of those pursuing Ph.D. degrees at the University. In 2017, we funded 10 new PhD students, for a total of 22 current Fellows. This University wide fellowship is currently sponsoring PhDs in 5 UR schools, and these fellows are diversifying the pipeline for future faculty as well as contributing to our climate of inclusion on campus.

Conclusion

The Commission report highlighted a critical need to continue to address one of our core missions—education—in a way that is consistent with University values of upholding diversity and inclusion. The Presidential Diversity Council has created a new vehicle for the schools to share data and programs that can facilitate collaboration and innovation. The first discussion illustrated some of the ways that demographic characteristics can intersect and create complexities that we need to understand in order to address student success. As the Council continues to address issues related to climate, faculty, and staff, there will be new opportunities to revisit student issues as a group in the coming year.



STAFF DIVERSITY

“Education and training are essential to creating a working environment that aligns with the highest ideals of our institution.”



Members of the Latino Professional Alliance march at the Puerto Rican Parade of Rochester.

Staff make up the largest and most diverse group in the University; however, minorities are disproportionately found working in lower-paid positions. Despite tremendous growth in the number of employees (including URM staff) over the past decade (fall 2006 – fall 2016), URM individuals continue to be hired disproportionately into temporary or lower paying jobs. Over the same time period, the proportion of underrepresented minorities in staff positions paygrade 50 and above (exempt staff) has increased from 5.1 percent to 7.5 percent (from 181 to 388 individuals). [See appendix 5] Our non-exempt staff have a different demographic profile [See appendix 6]. The Presidential Commission on Race and Diversity identified significant opportunities for improvement regarding recruitment to upper-level positions and mechanisms to support employee advancement.

Commission Recommendation:

The President should ensure that all areas of the University assign responsibility to those who manage, hire, and promote staff to pursue clearly articulated goals and to develop plans to attract and retain diverse staff at all levels.

The Presidential Diversity Council began its discussions of staff diversity by reviewing the demographics of staff in different types of positions. The group then discussed the need to create hiring and performance structures that might rapidly increase staff diversity at certain levels, and include ways that we might implement learning opportunities around cultural competence and weave inclusion throughout the staff development cycle. The Council was supportive of current efforts under way to

find a new staff leader of diversity, create new opportunities for training, and dialogue about diversity among staff.

Human Resources Strategy—Director of Staff Diversity and Inclusion

A search is currently under way for a restructured University-wide role in Human Resources, the director of staff diversity and inclusion. This position will be responsible for overall implementation, management, oversight, evaluation, and strategic planning for programs designed to improve diversity and inclusive culture across University staff. This new director will continue the work of weaving diversity and inclusion processes throughout the talent management cycle, developing guidelines for diversifying pools, identifying staff diversity partners in each school/department, and assisting with the development of a diversity dashboard.

The Development of Staff Diversity Officers

One of the primary recommendations about staff was for the development of Staff Diversity Officers (SDO). The Presidential Diversity Council Implementation Committee has begun drafting descriptions of this role, and the appointment of SDOs will be encouraged over the coming year.

Two units within the University have already developed staff diversity infrastructure. In Spring 2017, staff members from the University of Rochester Libraries (River Campus, Medical, and Music), led by River Campus Libraries' senior director for administrative services, came together to establish the UR Libraries Diversity & Inclusion Committee. The committee is composed of eight members who are charged with developing staff programming to increase personal and professional awareness with regard to equity, diversity and inclusion topics in academic libraries. Also this year, the dean of the School of Nursing appointed a Staff Diversity Officer, who serves as a resource and provides support regarding issues of diversity and inclusiveness among staff within the SON. The Staff Diversity Officer cochairs the Council for Diversity and Inclusiveness (CoDI) along with the two Faculty Diversity Officers.

The Warner School, specific to Commission recommendations relevant at the school level, launched a team of staff diversity officers and a task force to explore staff hiring guidelines and faculty hiring guidelines. The task force teams are composed of faculty and staff of various units and ranks throughout the school in addition to one administrator.

Training

Another key recommendation in the Commission on Race and Diversity Report was that “the schools, the Medical Center, and the nonacademic units should make available enhanced training in areas such as implicit bias and cultural competence.” Education and training are essential to creating a working envi-

ronment that aligns with the highest ideals of our institution. Beginning March 1, all University employees received instructions to complete an online Harassment and Discrimination Training program, which is an important part of our ongoing efforts to create a working environment that is free from discrimination, harassment, and sexual misconduct. This mandatory online training addressed discrimination and harassment in the workplace and the ways that employees may recognize it and safely intervene.

The Equal Opportunity Office offers educational opportunities around the following diversity and inclusion related topics:

Implicit Bias/Micro-Aggression

(in partnership with staff and faculty volunteers on the UR Implicit Bias team)

Through experiential learning, participants will explore how unconscious bias, a natural part of the human experience, impacts their decision making within the workplace. Participants will be exposed to the concept of unconscious bias and how it may impact their own interpretations of information and the ways in which they individually see the world. Participants will discover ways that they can approach and reduce the impact of their own implicit biases—which results into micro-aggressions. In 2016–17 there were 450 participants in the Implicit Bias/Micro-aggression training program.

Cultural Humility

Defined as a lifelong process of self-reflection and critique, cultural humility is a philosophy that empowers individuals to effectively engage in interpersonal relationships that are dynamically diverse and mutually respectful even when challenging. Cultural humility provides a framework for individuals to increase their understanding of the significant funds of knowledge that exists within each person's cultural backgrounds and identities. Unlike cultural competence, cultural humility is an ongoing process in which individuals expand their capacity for learning, listening, and understanding, regardless of the length of time they have spent relating to cultures other than their own. By deepening their cultural humility, individuals are then able to recognize and actively deconstruct existing power imbalances within their immediate social and organizational structures and rebuild structures in which cultural humility is practiced and modeled. In 2016–17 there were 22 department or workshop presentations provided on cultural humility.

Safe Space

The Safe Space program addresses ways to reduce homophobia and heterosexism to make our institution a safer and freer environment for all members of our community regardless of

sexual orientation or gender identity/expression. The program consists of three classes: Safe Space Part I: Foundations of Being an Ally, Safe Space Part II: Inclusive Practices for Allies, and a new course entitled Trans 101: which focuses specifically on identifying inclusive practices that are necessary for supporting transgender and gender non-conforming individuals. All Safe Space classes are conducted by University staff and faculty who are trained Safe Space facilitators. In 2016-2017 there were 607 participants in the safe space programs.

The Evolution of University Resource Groups

The University recognizes the changing demographic profile in our community and supports creating an environment representative of this. In a proactive effort, the University of Rochester has evolved from established Affinity Groups to employee-led University Resource Groups (URG). The University URGs will play a significant role in talent acquisition, retention, talent development, and community engagement. The ever

evolving URGs will be significant and active contributors to the university's mission, values, and efforts specific to diversity and inclusion. University resource groups are open to all staff, faculty, and students and will serve as a resource to University leadership working collaboratively to advance a respectful and caring community.

School Based Staff Training Efforts

Arts Sciences and Engineering

In late June of 2017, AS&E published a report on student diversity (www.rochester.edu/college/academics/assets/pdf/College-Student-Diversity-Report.pdf). This report contains recommendations for training all staff with respect to implicit bias and cultural competence; in addition, it recommends that all hiring managers receive training similar to that provided to faculty search committees. The deans have accepted these recommendations, and the dean for diversity is currently in the early planning stages for this effort. The "We're Better Than THAT" anti-racism campaign will also play a role in this endeavor.

Eastman School

Eastman's HR department works closely with University HR to assure that all staff hiring practices are consistent and compliant with university policy and the recommendations of the Presidential Commission on Race and Diversity.

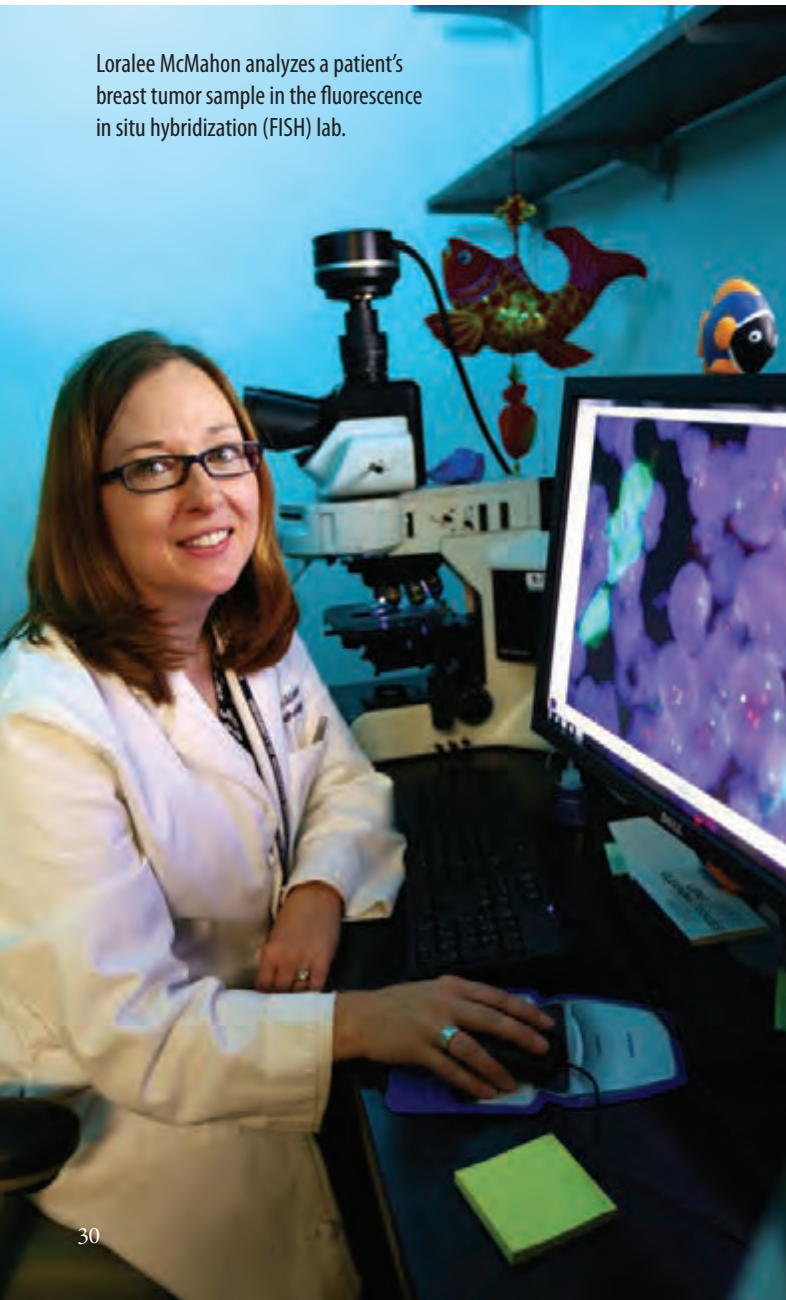
Simon School

The Simon Diversity Council was founded with representatives from all major departments in 2016-17. The council has highlighted training as the first priority and will be working with existing trainers in 2017-18 to implement implicit bias training. A cross-organizational group of 40 staff attended a full day workshop on cross-cultural advising led by Judy Shen-Filerman to support our diverse international population. The MS Ambassador group, a new initiative for students, was developed as a result of this training and involves a cross-organizational staff group at Simon.

Warner School

To support dialogue and professional development of Warner faculty and staff about diversity and inclusion, staff were encouraged to participate in the 2017 spring diversity conference. Faculty were encouraged to work with and/or support students in the fall research conference as well as the spring conference. Two masters of higher education students presented their work on "Unapologetically Muslim" to our school community as part of a Warner Lunch Hour workshop.

Loralee McMahon analyzes a patient's breast tumor sample in the fluorescence in situ hybridization (FISH) lab.





A Welcoming Place for All

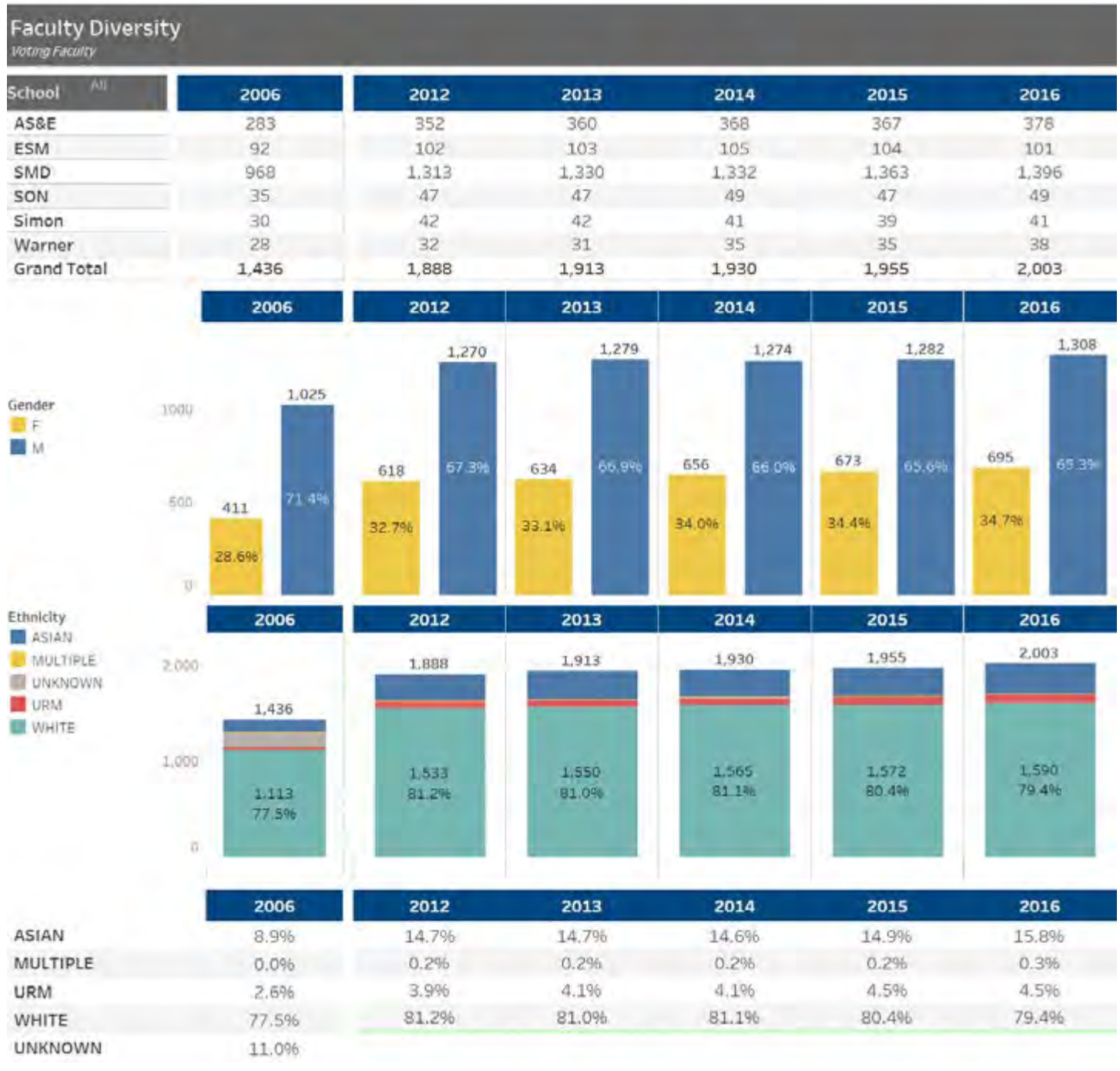
Going Forward

The Presidential Commission on Race and Diversity found that the University affirmed its longstanding commitment to diversity as a fundamental value, while recognizing that there is work to be done to becoming an environment that is fully welcoming and respectful to all. The Commission's recommendations spanned leadership, climate and community, students, faculty and staff. The newly established Presidential Diversity Council and Implementation Committee has begun to address the Commission's recommendations through its first series of meetings. The Council's priorities have been to demonstrate a commitment to diversity and inclusion by undertaking implicit bias training and increasing access to this type of training throughout the institution by working with the schools and the Implementation Committee. A systematic review of the recommendations has helped the Council reflect on the recommendations and consider ways that they can use university and community resources, share and adapt practices from other schools and ultimately speed the pace of change. Through continued dialogue and focused attention the University can strengthen its efforts to ensure that it is a welcoming place for all of its members.

Through continued dialogue and focused attention, the University can strengthen its efforts to ensure that it is a welcoming place for all of its members.

Appendices

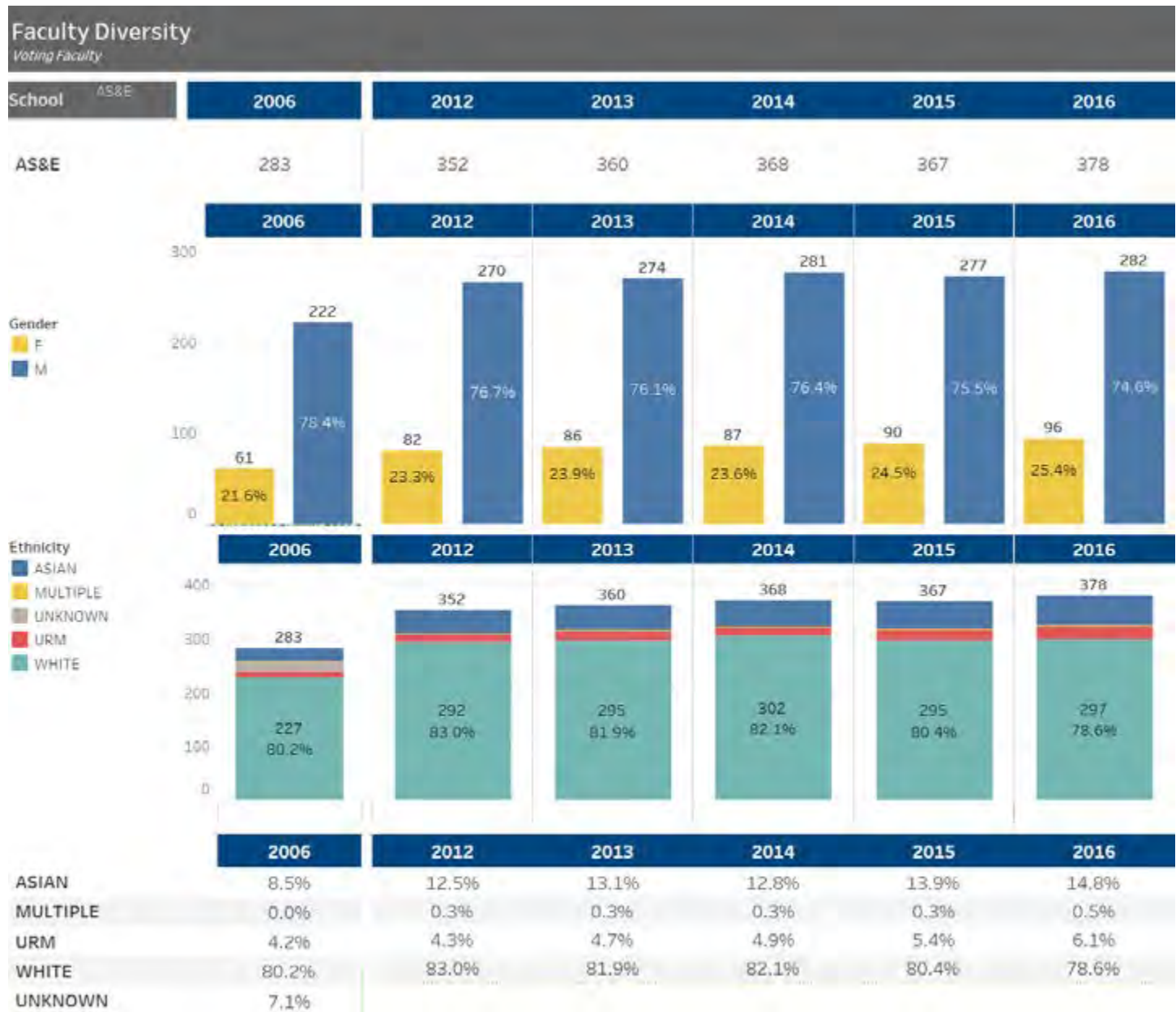
Appendix 1: Faculty (University-wide) Ethnicity Trends over Time



Source: HRMS 11/1 snapshot

Note: Faculty as defined by the Faculty Senate. Categories included in the Faculty Senate definition of faculty changed in 2009 to include more types of faculty. Underrepresented Minorities (URM) is defined as American Indian/Alaskan Native, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander. URM does not include people who chose more than one race/ethnicity, or "multiple." In this report, we have restated the data to better align with other federal reporting timelines and moved the reporting date from September 30 to November 1.

Appendix 2: Voting Faculty (Arts, Sciences, and Engineering) Trends over Time



Source: HRMS 11/1 snapshot

Note: Faculty as defined by the Faculty Senate. Categories included in the Faculty Senate definition of faculty changed in 2009 to include more types of faculty. Underrepresented Minorities (URM) is defined as American Indian/Alaskan Native, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander. URM does not include people who chose more than one race/ethnicity, or "multiple." In this report, we have restated the data to better align with other federal reporting timelines and moved the reporting date from September 30 to November 1.

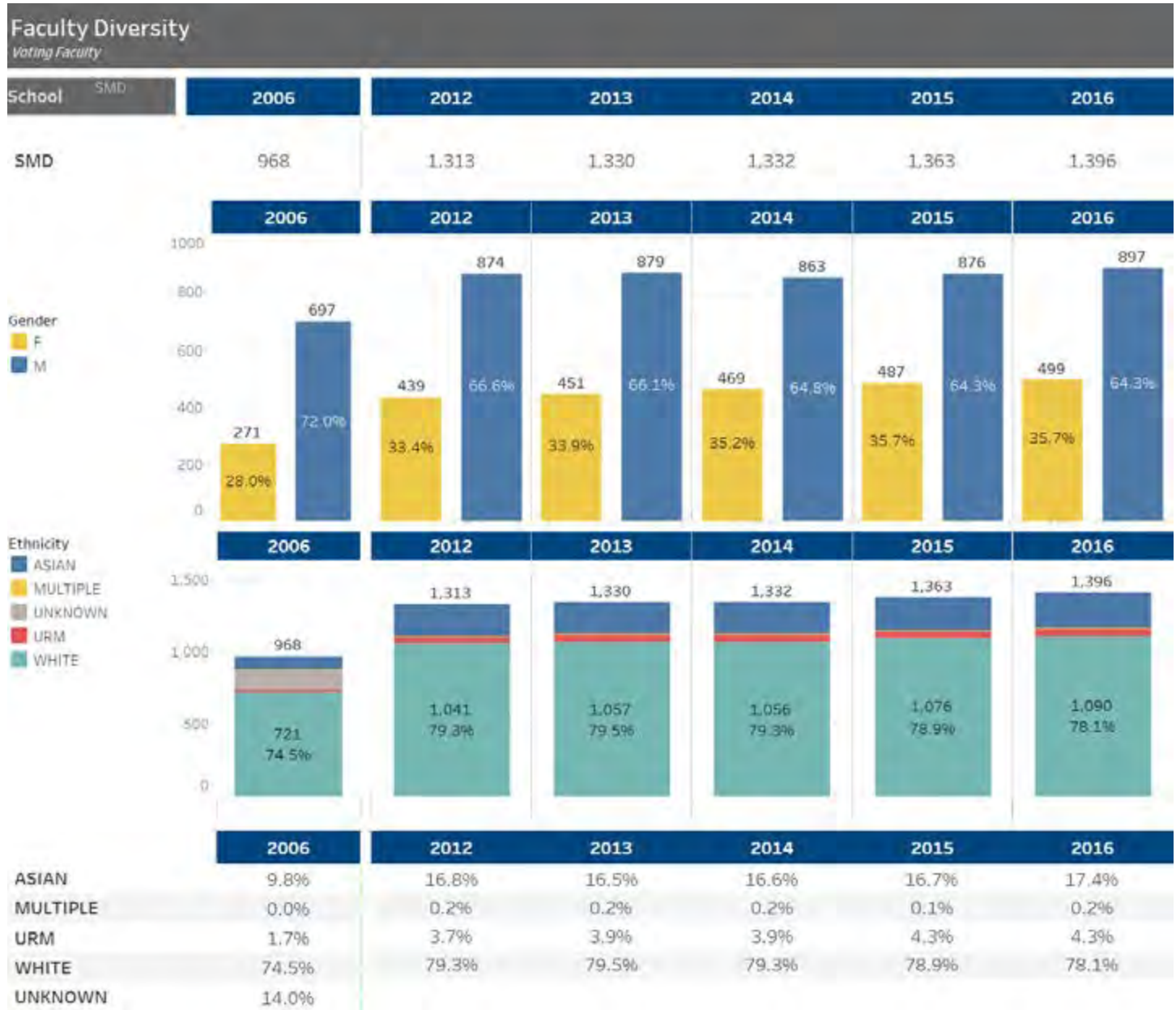
Appendix 3: Voting Faculty (Eastman School of Music) Trends over Time



Source: HRMS 11/1 snapshot

Note: Faculty as defined by the Faculty Senate. Categories included in the Faculty Senate definition of faculty changed in 2009 to include more types of faculty. Underrepresented Minorities (URM) is defined as American Indian/Alaskan Native, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander. URM does not include people who chose more than one race/ethnicity, or "multiple." In this report, we have restated the data to better align with other federal reporting timelines and moved the reporting date from September 30 to November 1.

Appendix 4: Voting Faculty (School of Medicine and Dentistry) Trends over Time



Source: HRMS 11/1 snapshot

Note: Faculty as defined by the Faculty Senate. Categories included in the Faculty Senate definition of faculty changed in 2009 to include more types of faculty. Underrepresented Minorities (URM) is defined as American Indian/Alaskan Native, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander. URM does not include people who chose more than one race/ethnicity, or "multiple." In this report, we have restated the data to better align with other federal reporting timelines and moved the reporting date from September 30 to November 1.

Appendix 5: Voting Faculty (School of Nursing) Trends over Time



Source: HRMS 11/1 snapshot

Note: Faculty as defined by the Faculty Senate. Categories included in the Faculty Senate definition of faculty changed in 2009 to include more types of faculty. Underrepresented Minorities (URM) is defined as American Indian/Alaskan Native, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander. URM does not include people who chose more than one race/ethnicity, or "multiple." In this report, we have restated the data to better align with other federal reporting timelines and moved the reporting date from September 30 to November 1.

Appendix 6: Voting Faculty (Simon School) Trends over Time



Note: During the years displayed, there were zero American Indian, Black/African American, Hispanic, or Pacific Islander voting faculty members at the Simon School.

Source: HRMS 11/1 snapshot

Note: Faculty as defined by the Faculty Senate. Categories included in the Faculty Senate definition of faculty changed in 2009 to include more types of faculty. Underrepresented Minorities (URM) is defined as American Indian/Alaskan Native, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander. URM does not include people who chose more than one race/ethnicity, or "multiple." In this report, we have restated the data to better align with other federal reporting timelines and moved the reporting date from September 30 to November 1.

Appendix 7: Voting Faculty (Warner School) Trends over Time

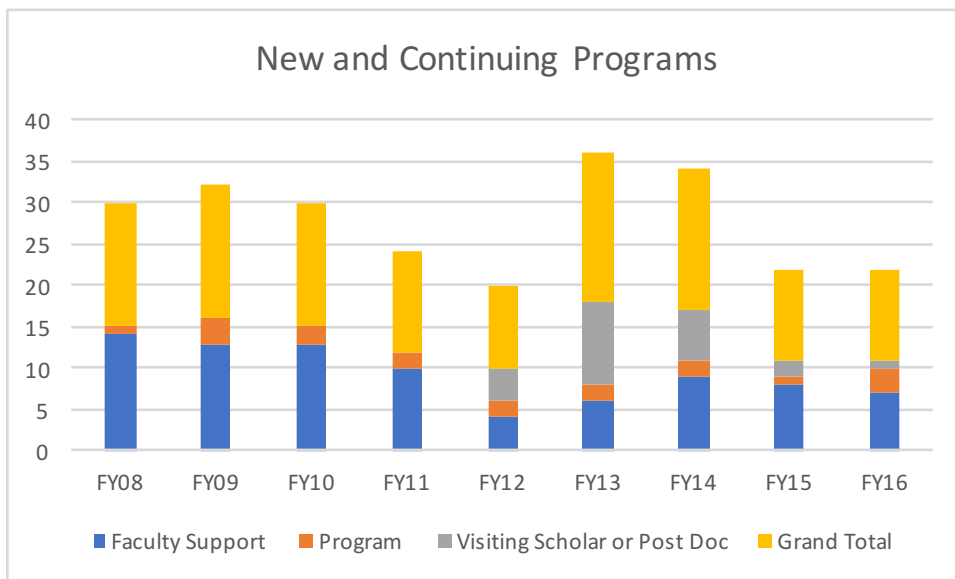


Source: HRMS 11/1 snapshot

Note: Faculty as defined by the Faculty Senate. Categories included in the Faculty Senate definition of faculty changed in 2009 to include more types of faculty. Underrepresented Minorities (URM) is defined as American Indian/Alaskan Native, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander. URM does not include people who chose more than one race/ethnicity, or "multiple." In this report, we have restated the data to better align with other federal reporting timelines and moved the reporting date from September 30 to November 1.

Appendix 8: Special Opportunities Fund Usage

Fiscal Year	Faculty Support (New Hires, Retention, or Dual Career Support)	New Programs	Visiting Scholars and Post Docs	Grand Total
FY08	14	1	0	15
FY09	4	2	0	6
FY10	6	1	0	7
FY11	1	1	0	2
FY12	0	0	4	4
FY13	4	1	10	15
FY14	3	1	0	4
FY15	2	0	0	2
FY16	3	2	1	6
FY17	2	1	1	4
Grand Total	39	10	16	65



Note: In past years' annual reports we have shown counts of new and continuing commitments per year, but the intent of this chart is to show the total number (and type) of commitments funded each year, and since almost all of the faculty support cases span financial commitments over multiple fiscal years, they should not be counted cumulatively. Some programs have also been funded over multiple years.

Fiscal Year	Faculty Support	Programs	Visiting Scholars and Post Docs	Grand Total
FY08-FY17	\$3,934,988	\$293,508	\$490,728	\$4,719,224

Note: Since 2008 we've committed more than 4.7 million dollars in support from the Special Opportunities Fund, most of which went directly to supporting new hires, retention plans, and dual career support.

Appendix 9: AAU Private Universities with Medical Schools All Instructional Staff with Faculty Status - 2015

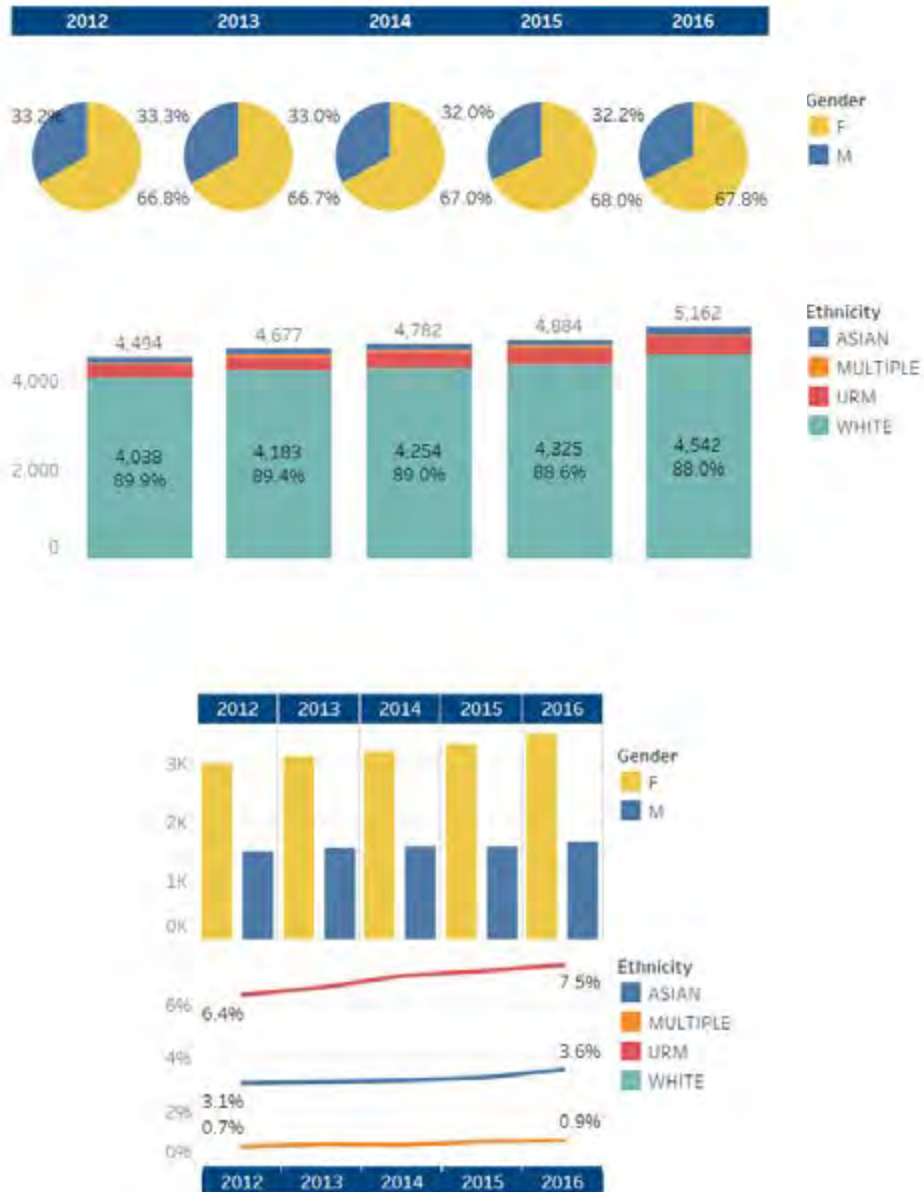
Institution	Grand Total	Women	% Women	URM	%URM
Brown University	802	286	35.7%	62	7.7%
Case Western Reserve University	1,327	517	39.0%	69	5.2%
Columbia University in the City of New York	3,736	1,577	42.2%	343	9.2%
Cornell University	1,802	637	35.3%	140	7.8%
Emory University	2,076	857	41.3%	201	9.7%
Harvard University	2,130	705	33.1%	156	7.3%
Johns Hopkins University	3,800	1,561	41.1%	251	6.6%
New York University	5,303	2,183	41.2%	535	10.1%
Northwestern University	2,119	787	37.1%	161	7.6%
University of Chicago	2,089	717	34.3%	122	5.8%
University of Rochester	2,119	786	37.1%	93	4.4%
University of Southern California	2,297	847	36.9%	194	8.4%
Vanderbilt University	3,555	1,672	47.0%	225	6.3%
Washington University in St Louis	1,557	493	31.7%	108	6.9%
Yale University	2,687	1,014	37.7%	167	6.2%

Source: Integrated Postsecondary Education Data System (IPEDS)

Appendix 10: Exempt Staff (Paygrade 50+) Diversity Trends over Time

Staff Diversity

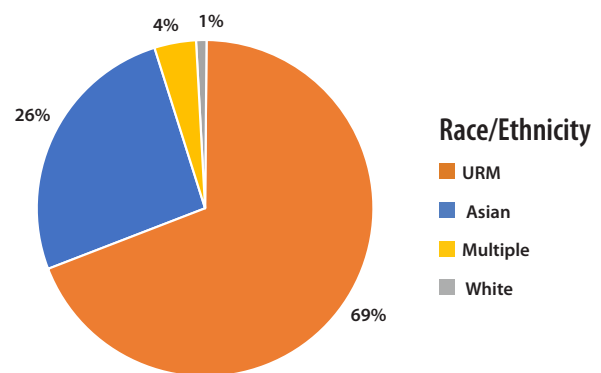
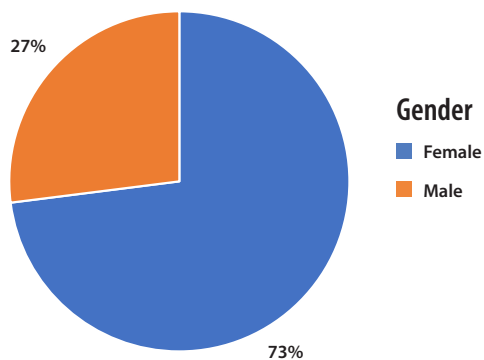
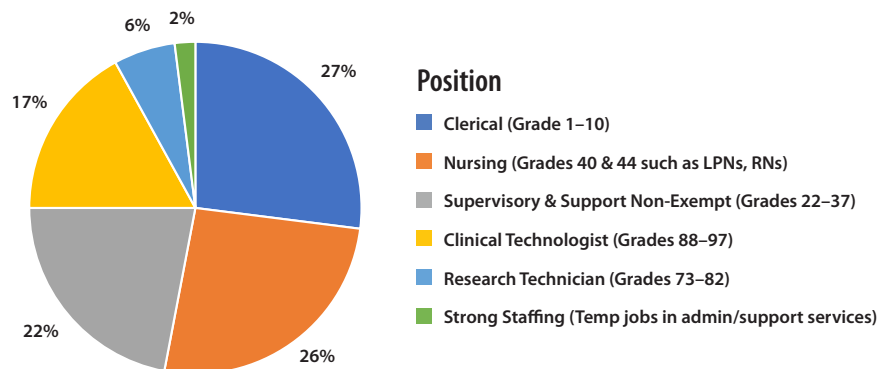
Paygrades 50-59, 98, 99 (non-faculty)



Underrepresented Minorities (URM) is defined as American Indian/Alaskan Native, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander.

Appendix 11: 2016 Snapshot Non-Exempt Staff

November 1, 2016 Snapshot Non-Exempt Pay Grades:	Total	Women	% Women	URM	%URM
Clerical	3,180	2804	88.2%	794	25.0%
Clinical Technologist	1,991	1,500	75.3%	314	15.8%
Nursing	3,153	2,786	88.4%	214	6.8%
Research Technician	753	344	45.7%	99	13.1%
Strong Staffing	267	164	61.4%	133	49.8%
Supervisory & Support Non-Exempt (Includes Union Employees)	2,634	1,203	45.7%	1,516	57.6%
All Non-Exempt Pay Grades	11,978	8,801	73.5%	3,070	25.6%



Source: HRMS November 1 population data for all full-time, part-time, and hourly employees except Faculty

Appendix 12: Student (University-wide) Diversity Trends over Time

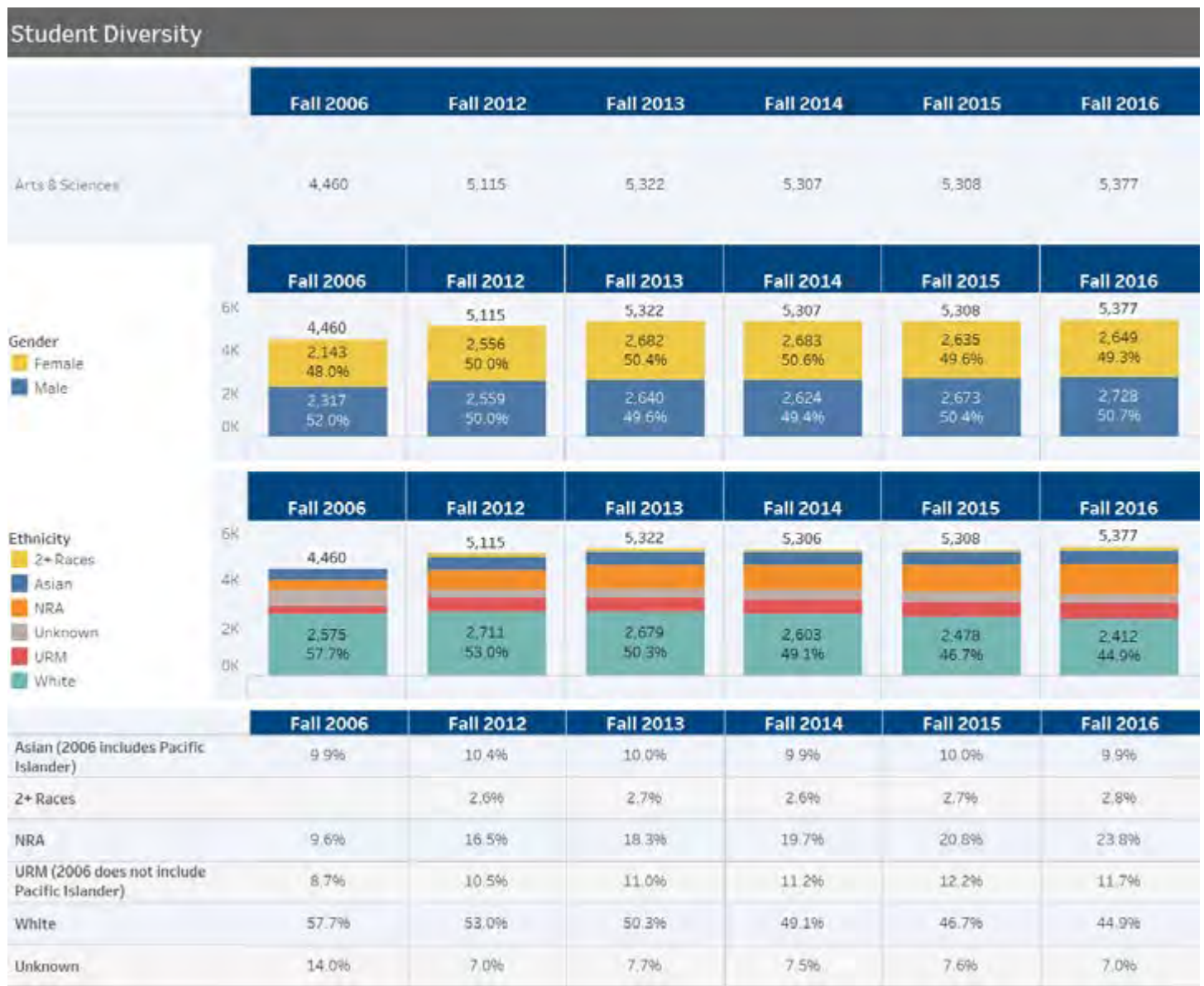


Source: University Performance Measures Dashboard

Note: Full-time and part-time students are included, and BERN students, wealth management, peer auditors, visiting students, and intercollegiate registrants are excluded. This data has been restated to better align with other federal reports.

Definitions: Underrepresented Minorities (URM) includes American Indian/Alaskan Native, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander. In 2010, according to federal changes, we included new categories separating Asian from Native Hawaiian and Pacific Islanders and allowing for 2+ races. Native Hawaiian and Pacific Islanders then became part of the URM category, but 2+ races are not considered URM in student data. Non-resident Alien (NRA) includes people who are not a citizen or national of the United States and who are in this country on a visa or temporary basis and do not have the right to remain indefinitely.

Appendix 13: Student Enrollment (Arts & Sciences) Trends over Time

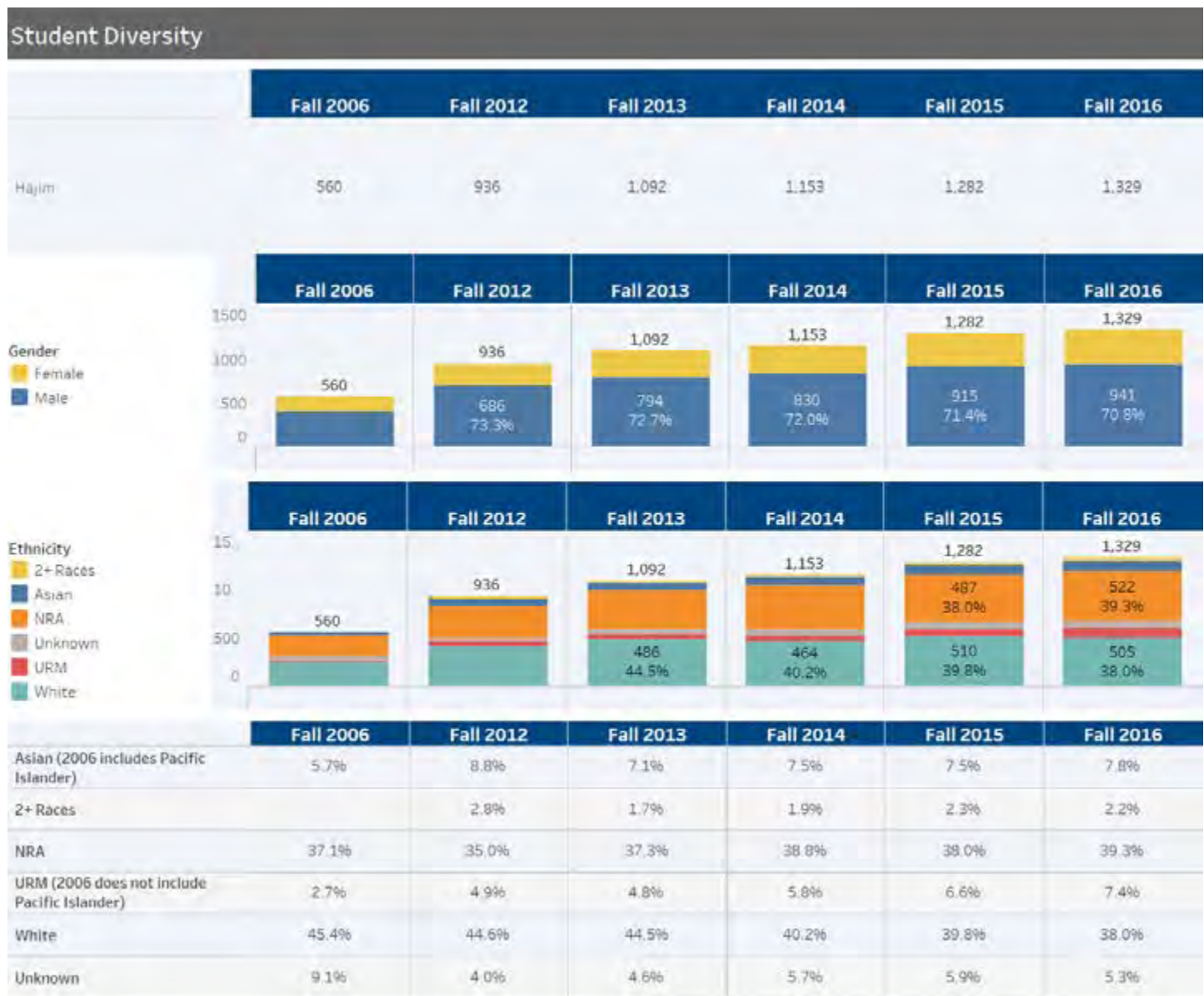


Source: University Performance Measures Dashboard

Note: Full-time and part-time students are included, and BERN students, wealth management, peer auditors, visiting students, and intercollegiate registrants are excluded. This data has been restated to better align with other federal reports.

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Appendix 14: Student (Hajim School) Diversity Trends over Time



Source: University Performance Measures Dashboard

Note: Full-time and part-time students are included, and BERN students, wealth management, peer auditors, visiting students, and intercollegiate registrants are excluded. This data has been restated to better align with other federal reports.

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Appendix 15: Student Enrollment (Eastman School of Music) Trends over Time

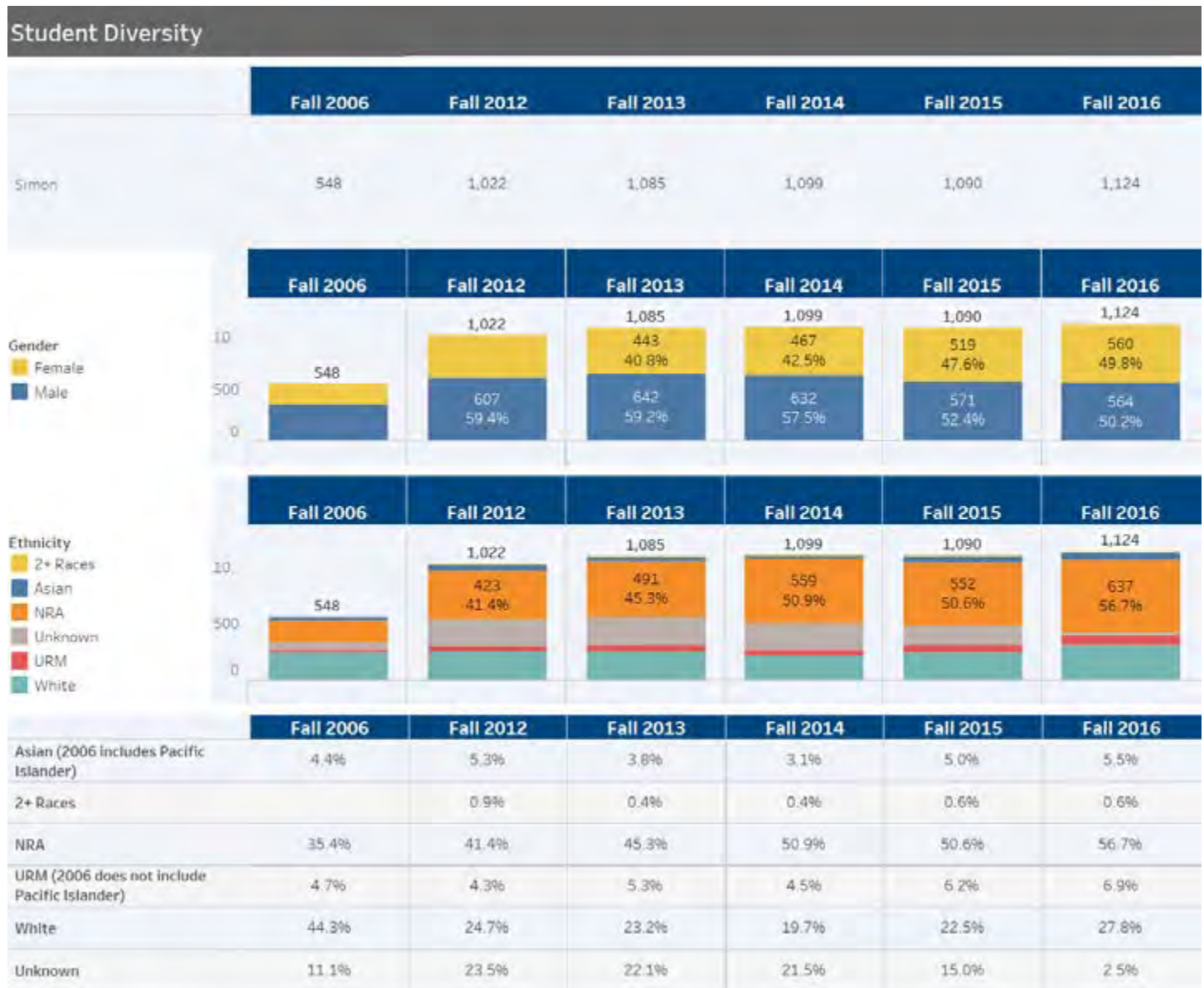


Source: University Performance Measures Dashboard

Note: Full-time and part-time students are included, and BERN students, wealth management, peer auditors, visiting students, and intercollegiate registrants are excluded. This data has been restated to better align with other federal reports.

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Appendix 16: Student Enrollment (Simon School) Trends over Time

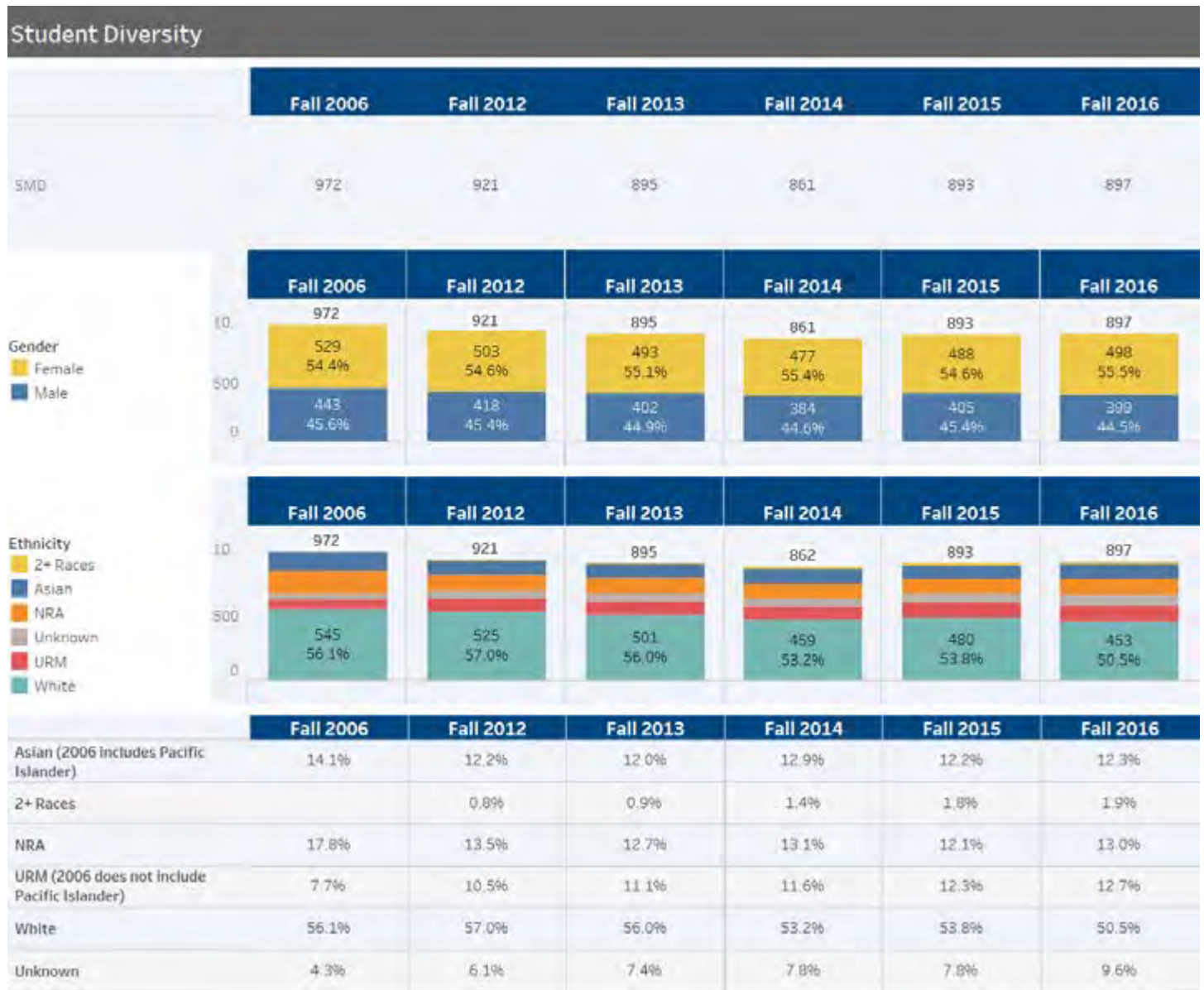


Source: University Performance Measures Dashboard

Note: Full-time and part-time students are included, and BERN students, wealth management, peer auditors, visiting students, and intercollegiate registrants are excluded. This data has been restated to better align with other federal reports.

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Appendix 17: Student Enrollment (School of Medicine and Dentistry) Trends over Time

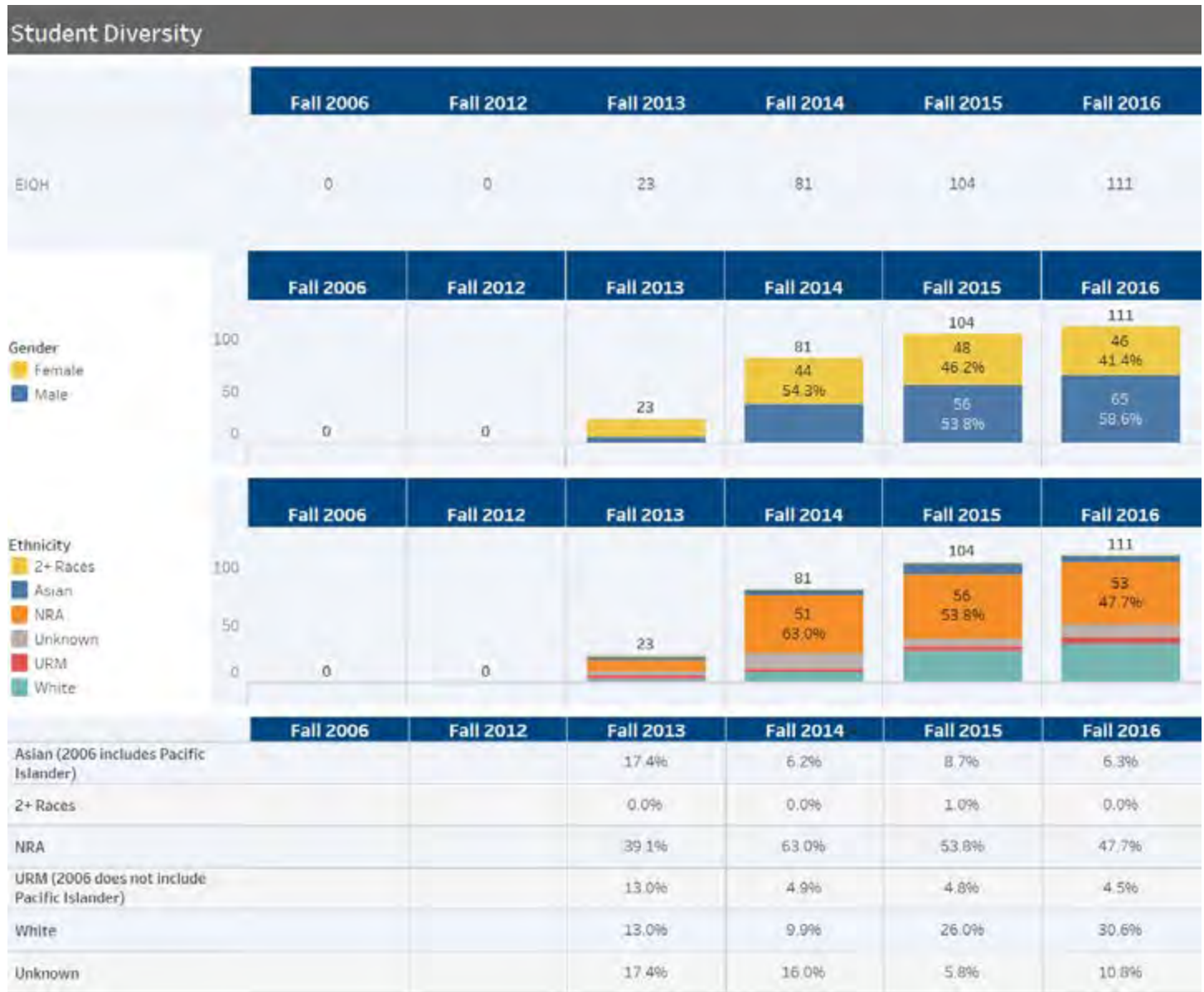


Source: University Performance Measures Dashboard

Note: Full-time and part-time students are included, and BERN students, wealth management, peer auditors, visiting students, and intercollegiate registrants are excluded. This data has been restated to better align with other federal reports.

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Appendix 18: Student Enrollment (Eastman Institute of Oral Health) Trends over Time



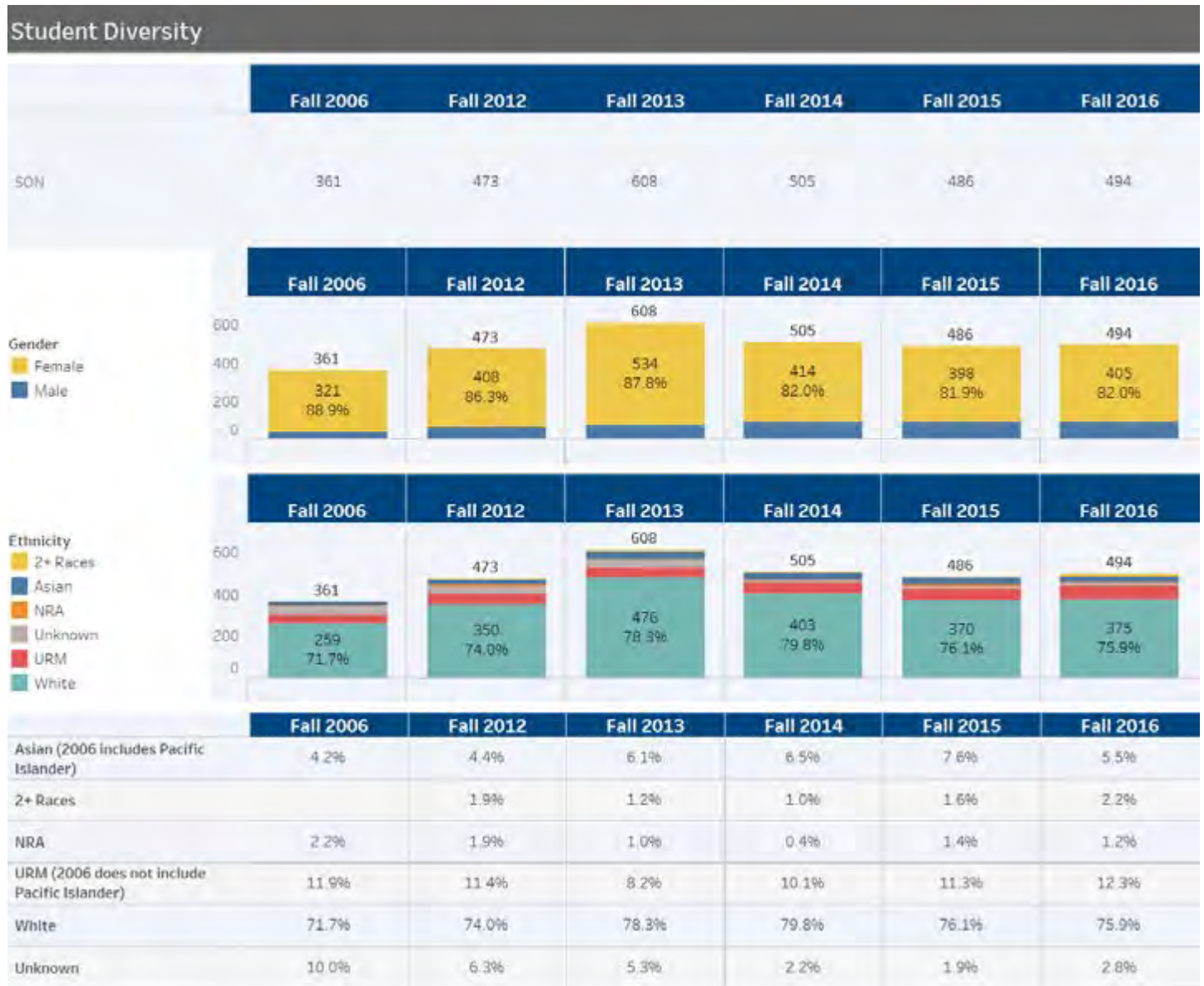
Source: University Performance Measures Dashboard

Note: Full-time and part-time students are included, and BERN students, wealth management, peer auditors, visiting students, and intercollegiate registrants are excluded. This data has been restated to better align with other federal reports.

Note: Prior to 2013, EIOH students matriculated through SMD.

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Appendix 19: Student Enrollment (School of Nursing) Trends over Time



Source: University Performance Measures Dashboard

Note: Full-time and part-time students are included, and BERN students, wealth management, peer auditors, visiting students, and intercollegiate registrants are excluded. This data has been restated to better align with other federal reports.

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Appendix 20: Student Enrollment (Warner School) Trends over Time

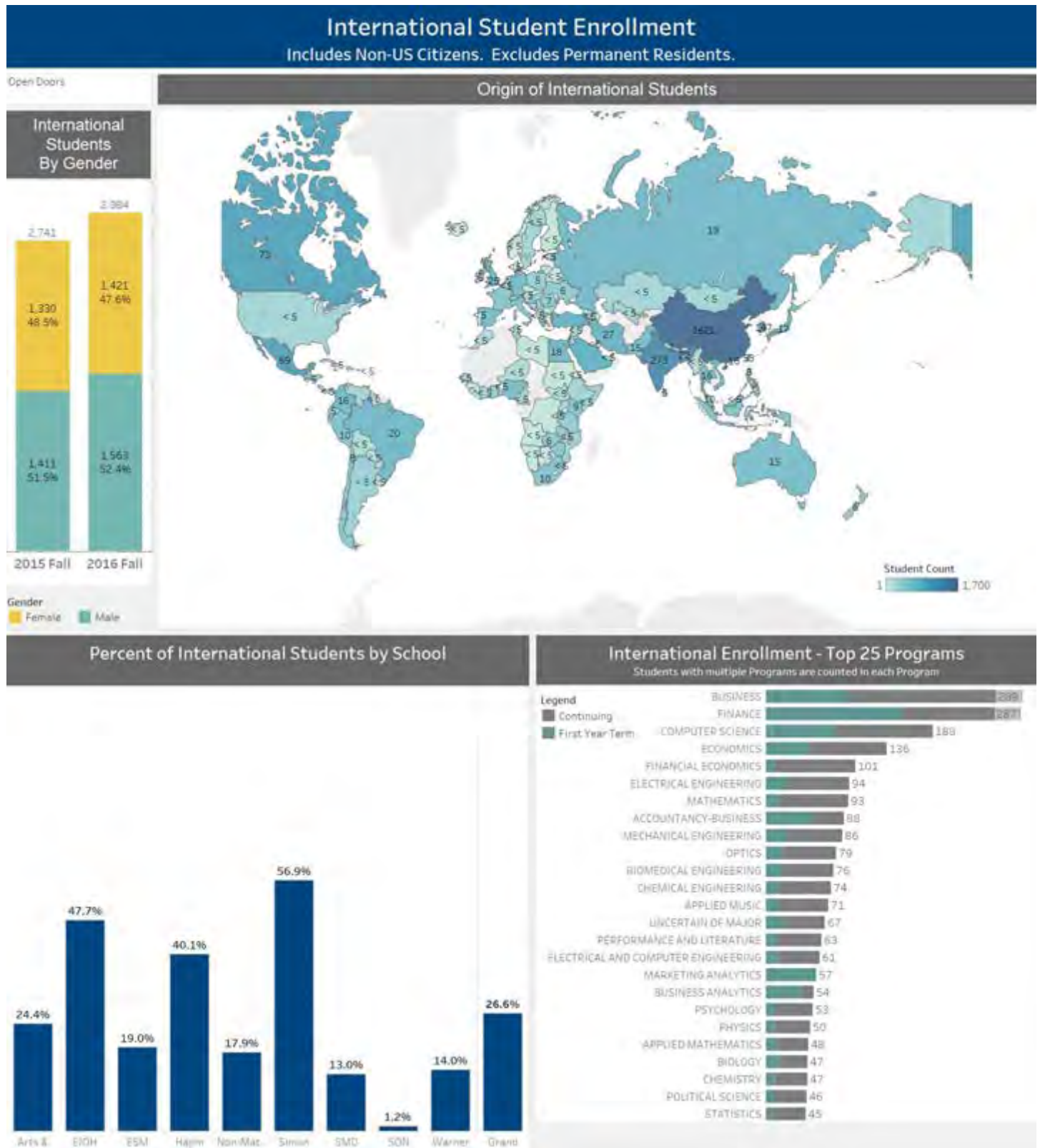


Source: University Performance Measures Dashboard

Note: Full-time and part-time students are included, and BERN students, wealth management, peer auditors, visiting students, and intercollegiate registrants are excluded. This data has been restated to better align with other federal reports.

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Appendix 21: International Student Data



Appendix 22: AAU Private Schools with Medical Centers 2015 (University-Wide) Enrollment Data

Institution	Grand Total	Women	% Women	URM	%URM
Brown University	9,458	4,858	51.4%	1,517	16.0%
Case Western Reserve University	11,340	5,634	49.7%	1,184	10.4%
Columbia University	28,086	14,193	50.0%	3,855	13.7%
Cornell University	21,904	10,681	48.8%	3,256	14.9%
Emory University	13,788	7,937	57.6%	2,309	16.7%
Harvard University	29,652	14,464	48.8%	3,879	13.1%
Johns Hopkins University	22,686	12,022	53.0%	3,348	14.8%
New York University	50,027	27,810	55.6%	7,241	14.5%
Northwestern University	21,655	10,223	47.2%	2,811	13.0%
University of Chicago	15,391	6,581	42.8%	1,696	11.0%
University of Rochester	11,105	5,601	50.4%	1,154	10.4%
University of Southern California	43,401	22,739	52.4%	7,982	18.4%
Vanderbilt University	12,567	6,712	53.4%	1,824	14.5%
Washington University in St Louis	14,688	7,466	50.8%	1,642	11.2%
Yale University	12,385	6,100	49.3%	1,747	14.1%

Source: Integrated Postsecondary Education Data System (IPEDS)

Note: This data includes undergraduate and graduate students.

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