

Task Force on Faculty Diversity and Inclusiveness 31 Recommendations		Status
1	Appointed Vice Provost for Faculty Development and Diversity who will chair a committee of school-based faculty development officers.	The Office for Faculty Development and Diversity is now in one consolidated space. We communicate regularly with the University community; maintain a website; and participate in activities, meetings, workshops, and events university-wide.
2	Establish ourselves as the default starting point for faculty seeking help on issues of multiculturalism and its advancement.	
3	All schools should evaluate their faculty orientation programs and ensure that issues related to diversity are incorporated into orientation for all faculty (i.e. working with a diverse student body, colleagues, staff).	School-based programs still vary; but the Provost's UR Year One program incorporates these issues. http://www.rochester.edu/diversity/faculty/facultydevelopmentprograms/
4	Work with HR to create a highly visible and regular time when discussions of diversity and inclusion can take place.	Affinity group events, town hall meetings, presentations to various faculty, staff, and student groups on campus.
5	Establish consistent and comprehensive education and training standards to ensure that all searches for new faculty are inclusive.	Resources on recruitment sent to deans and department chairs and provided on our web site; subscriptions to databases; workshops. http://www.rochester.edu/diversity/faculty/facultysearch/
6	Establish a central clearing house along with a website, to address questions such as issues and concerns about local schools, assistance with daycare or eldercare, moving and real estate, resources for special needs children, adoption questions, and community organizations.	Materials continuously collected and updated on our website and in the faculty recruitment packets. Working on a new ROCWIKI.
7	Dual Career: Become a central point of contact for all deans, department chairs, and faculty who need assistance with faculty spouse or partner hiring.	Deans and Search committee chairs have contacted our office to help or consult on dual career issues during many searches. We also joined the HERC (Higher Education Recruitment Consortium.) http://www.rochester.edu/diversity/faculty/dualcareer
8	Conduct a periodic survey of faculty to determine the suitability of child/elder care offerings.	HR conducted a survey in August 2007. They have not yet released the results.

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9	Create an annual reporting system.	President's diversity report released each spring; initiated new school-based assessment report. http://www.rochester.edu/diversity/annualreports.htm
10	Create a faculty snapshot (by school/rank/gender/race).	Snapshots are collected on 9/30 every year and are publicly reported.
11	Adopt a University-wide definition of faculty applicant.	An online applicant data system implemented throughout most of the University.
12	Implement training for the administrators in each department who process new hire intake paperwork to help them properly complete the faculty hire Affirmative Action forms and to highlight the importance of this process.	The online applicant data should eventually replace the need for the AA forms.
13	Create and enforce a mechanism by which faculty appointments are not placed on the "Personnel Actions" list of the Board of Trustees until the race and gender information of all applicants who were willing to provide that information is submitted to the Office of the Provost.	This recommendation replaced by the new on-line applicant data collection process.
14	Establish a definition of faculty promotion that will cover all types of faculty promotions across the University, and require that this definition be used by all staff who complete University promotion forms.	Establishing consistency in definition of "promotion" through new annual assessment tool.
15	Schools should conduct systematic exit interviews for all departing faculty.	Draft exit survey instrument is currently circulating. Expected implementation -- summer '09.
16	Implement school by school climate study.	Nursing is preparing to do its 3rd climate study in three years (includes faculty, staff, students); undergrad climate survey done last year for AS&E and Eastman; Eastman now working on climate survey for faculty; SMD has done a less formal faculty climate survey.

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17 20	Provost's Fund should be renamed the Special Opportunities Fund, and it should be enlarged, with the aim of enhancing the quality of the University faculty.	From FY08 through FY09 this fund was used to support 17 faculty members, and a handful of initiatives designed to attract a more diverse faculty.
21 26	Family Friendly Policies -- write and implement changes to Faculty Handbook.	The policies in the Faculty Handbook went into effect March 2007. In the 2007-2008 academic year, seven faculty (university wide) were known to have taken advantage of the new policies.
27	Best Practices: continue to examine methods of recruitment and retention of a diverse faculty, and for the creation of a welcoming and inclusive environment.	Continuous process.
28	Coordinate with academic leaders on policies and programs that are beneficial to all faculty who wish to come to or remain at the University of Rochester.	Continuous process.
29	Faculty Development: Most work remains at the School level, the University faculty diversity officer, however, should provide information and support to the faculty development officers in the schools that will assist the schools and departments in the retention of a diverse faculty.	Continuous process. Currently planning University-wide initiative on faculty mentoring.
30	Each school should consider recognizing faculty leadership and mentoring by including them among the factors considered in promotion and reappointment criteria.	Mentoring already an explicit factor in SMD's Researcher-Teacher, Researcher-Clinician-Teacher, and Teacher-Clinician-Scholar tracks. A University-wide task force and other academic units within the University are currently addressing the issue.
31	All schools should evaluate the support given to faculty to improve teaching techniques.	UR Year One and Early Career Faculty programs include the "Conversation on Classroom Excellence" series.