The Center for Advocacy, Community Health, Education and Diversity (CACHED), led by senior director Adrienne Morgan

CACHED supports programs to broaden the scope of medical education beyond the classroom to include health, cultural, and educational experiences with the goal of creating cross-culturally competent physicians. Students are given an opportunity to participate in hands-on experiences beyond the classroom that broaden their perspectives on health and human illness as well as the problems of human suffering in locally and globally underserved communities.

In addition to providing visibility for the medical school's diversity and community outreach initiatives, CACHED has developed outstanding educational pipeline programs and initiatives such as the Science and Technology Entry Program (STEP) and the Summer Undergraduate Research Program (SURF) to engage young people who face social, economic, and educational challenges that may hinder their achievement.

The program has had a transformative impact on the experience of medical students by providing opportunities to give back to the community through their involvement in mentoring and addressing health care disparities in minority communities. Through these experiences, medical students gain new insight into the challenges faced by a variety of patient populations and the need to make a difference in the community.

John Fetter, assistant professor in the music education department at the Eastman School of Music, is a recipient of a 2012 Presidential Diversity Award. As a violinist, a conductor, and a faculty member, Fetter is deeply dedicated to bringing music instruction and education to students at Rochester City School District's Enrico Fermi School No. 17 through his involvement in the urban strings program.

The connections between the Eastman School of Music and the Rochester City School District can be traced to 1916, when George Eastman collaborated to purchase stringed instruments to start a string music program in the city schools. Fetter continues to carry that legacy forward through his involvement with students at School No. 17. He describes his work with School No. 17 students and Eastman School students as an asset model of education—both groups have much to learn from one another. Participation in the urban strings program has been instrumental in changing many Eastman students' perceptions of what is possible in urban schools and the important role they can play.

Fetter is an educator with a mission, who moves easily between musical styles. He has been able to transfer that diversity into his teaching approaches for college students. He is an excellent educator whose advocacy and leadership in urban teaching has been incorporated into the fabric of his identity as a faculty member.