



UNIVERSITY *of*
ROCHESTER

2011 Annual Report on Diversity



Office for Faculty Development and Diversity
University of Rochester
May 2011

Introduction from the President

We continue to make slow, but steady, progress in our diversity initiatives. Between 2006, when our diversity program began, and 2010, the number of women on our faculty has grown from 411 to 520 (28.6 to 31.7 percent); the number of underrepresented minorities similarly has grown from 37 to 56 (2.6 to 3.4 percent).

Faculty

- 3.4% URM
- 31.7% Women

The faculty Special Opportunities Fund appears to have been instrumental in this progress. In the past five years, the fund has helped provide resources to complete at least 28 new commitments (data for FY12 are as yet incomplete). In FY12 the fund will equal \$750,000, compared to \$600,000 in FY11.

Staff 50+

- 6.9% URM
- 68.7% Women

We also have seen progress with those in Staff Pay Grade 50 and above. Between 2006 and 2010, the percentage of underrepresented minority employees grew from 181 to 308 (5.1 to 6.9 percent).

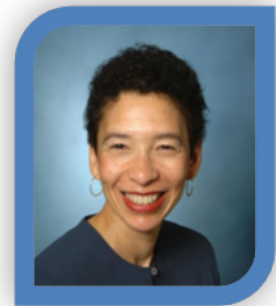
Students

- 8.6% URM
- 51.3% Women

Each school is responsible for its own admissions programs. In aggregate, underrepresented minority enrollment has grown at the University from 7.6 to 8.6 percent between 2006 and 2011,

simultaneous with improvements in relevant quality metrics.

Vivian Lewis, Deputy to the President and Vice Provost for Faculty Development and Diversity, for the second year has helped orchestrate a University-wide diversity conference on April 29, 2011, to continue discussions of diversity within our community.



In March 2011, the National Science Foundation awarded the David T. Kearns Center for Leadership and Diversity in Arts, Sciences and Engineering a \$598,000 grant to fund scholarships for students in mathematics and science. The well-deserved award was particularly appreciated in the year that our former Board chair, David Kearns, died at the age of 80 after a long and distinguished career of service at Xerox, the Department of Education, and in many volunteer roles, including as chair of the National Urban League.

Salutary as this progress has been, the University still has far to go to achieve as diverse and inclusive a community as is consistent with being a world-class research university.

This year, it was notable that the College of Arts, Sciences and Engineering named Professor Cilas Kemedjio to be the new Director of the Frederick Douglass Institute. In making the appointment, the College announced that, with support from the Office of Faculty Development and Diversity, it will seek to make a “cluster hire” of three scholars in African and African-American Studies similar to the approach taken recently in hiring East Asian scholars.

Our future as a University will increasingly be one of racial, gender, ethnic, and intellectual diversity. I am impressed with the depth and volume of steps taken toward a more diverse community. Our task as a University is to welcome all to join our community based on their talents. I am convinced that progress in achieving greater diversity is vital to our success as a great research University. I am gratified to be associated with a University where a commitment to diversity is consistently reflected in the decisions of our Board and our senior leadership.

Let me conclude by particularly expressing my gratitude for these efforts to Vivian Lewis, Deputy to the President and Vice Provost for Faculty Development and Diversity; Maggie Cassie, Assistant Provost for Faculty Development and Diversity; Frederick Jefferson, University Intercessor; Kurt Zeller, Grants Researcher/Program Administrator; Stan Byrd, Human Resources Director of Multicultural Affairs and Inclusion; the deans and faculty diversity officers and committees in each school; Ralph Kuncl, Provost; and Brad Berk, Senior Vice President for Health Sciences and CEO of the Medical Center and Strong Health.

Highlights at a Glance

- 2nd Annual Diversity Award Recipients
 - UR Genocide Intervention
 - Department of Microbiology and Immunology
- 2nd Annual Diversity Conference, *Why Diversity?*
- Expanded Special Opportunities Fund
- New Focus on Research

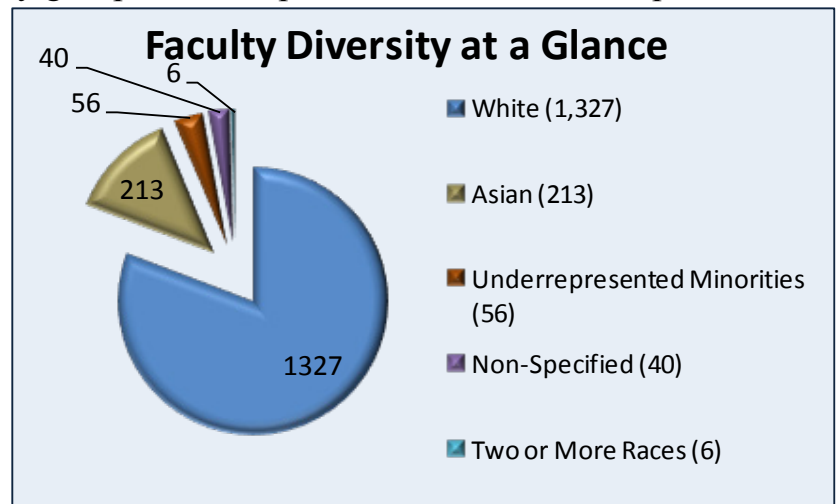
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Office for Faculty Development and Diversity

Overview

The faculty diversity initiative is now in its fifth year. At the start of the 2010–11 academic year, 31.7 percent of our faculty were women, compared to 28.6 percent in 2006 (table 1)¹. This represents an increase from 411 women faculty members in fall 2006 to 520 in fall 2010. The proportion of faculty who identified themselves as members of an underrepresented racial or ethnic minority group² was 3.4 percent in fall 2010, compared to 2.6 percent in 2006. This represents an increase from 37 underrepresented minority faculty members in fall 2006 to 56 in fall 2010. Between July 1, 2009 and July 1, 2010, the University hired 158 new faculty, of whom 44.9 percent were women and 5.1 percent were underrepresented minorities. During that same period, 77 faculty left the University, of whom 39 percent were women and 6.5 percent were underrepresented minorities.



New Directions

When Vivian Lewis was appointed, one of her first priorities was to double the size of the Faculty Diversity Officers Committee (FDOs) in order to broaden the conversation about diversity to a wider audience. The Office for Faculty Development and Diversity (OFDD) and the expanded group of FDOs have been working to clarify and redefine their vision and mission. With approval from the president and the deans, we are pleased to share the results.

Vision: The University strives to reflect, celebrate, and incorporate the richness of individual and group differences in all our pursuits.

The mission of the OFDD and FDOs is to collaborate with academic leadership and faculty in the hiring, retention, and advancement of a diverse faculty.

¹ The 2006 Faculty Senate Committee on Elections report defines those members of the faculty of each school of the University of Rochester that are eligible to vote for and serve in the Faculty Senate. In reporting on faculty here, we use this definition as supplied by the Faculty Senate. A list of faculty titles, by school, that are considered to be eligible for Faculty Senate elections, and therefore counted as faculty for the purposes of this report, is available upon request.

² Underrepresented minority is defined as Black, Native American, Pacific Islander/Native Hawaiian, and Hispanic.

The strategies to achieve this mission are to:

- Discover and encourage best practices for recruitment, retention, and promotion of underrepresented groups to the faculty.
- Empower underrepresented groups to prepare for and seek leadership opportunities.
- Provide data and analysis to inform decision-making by leaders and other stakeholders in building the best possible faculty.
- Establish and sustain frank conversation and awareness among faculty and others throughout the University about the current state of diversity and how it can be enhanced to foster a more inclusive culture.

Diversity related scholarly activity is another new direction for the OFDD. With Vivian Lewis as primary investigator, the University was recently awarded approximately two million dollars by the National Institutes of Health to help improve diversity in the scientific workforce. Over the next three years, Vivian Lewis will study the effects of different mentoring interventions in promoting resilience among biomedical researchers and trainees from underrepresented groups. The study will be a collaborative effort including faculty and graduate students from the University at Buffalo and Upstate Medical College along with the University of Rochester.

Focus on Faculty Recruitment

Special Opportunities Fund (SOF)

The goal of SOF is to assist deans and department chairs in the recruitment or retention of faculty candidates who will contribute to the diversity of the faculty and who might otherwise not be recruited because of lack of departmental resources. There was \$600,000 available in the fund for FY 2011 and there will be \$750,000 available in FY 2012. During FY2011 SOF supported hiring or retention of ten faculty and helped with seed funding for three new programs. Eight of our FY 2011 commitments will continue into FY 2012 (see table 2). We look forward to expanding the usage of the fund to include visiting faculty and post-doctoral fellows. (Link: [SOF](#))

Building the Applicant Pool

OFDD strives to help the University's academic units expand their faculty applicant pools. For example, in FY 2009 OFDD launched a recruitment grant program to encourage faculty to attend academic conferences, symposia, and other professional association meetings that have large underrepresented faculty audiences; faculty request up to \$1,500 to support travel and conference fees. The office has also created a new initiative to research and monitor faculty development and diversity related grants University-wide. In addition, we have created a new database to match potential underrepresented minority candidates with postdoctoral and faculty positions at the University. (Link: [Recruitment Grant Program](#))

Job Postings and Recruitment Packets

During FY 2011, OFDD assisted in academic searches by posting 13 positions in Inside Higher Education and the Higher Education Recruitment Consortium of Upstate New York. Our office provided more than 400 recruitment packets to various academic units in FY2011 (approximately 100 more packets from FY 2010). These faculty recruitment packets include materials to give prospective faculty an overview of cultural resources in the Rochester community, the University's "family-friendly" policies, the UR Home Mortgage Program, the UR Year One Program, and more.

Focus on Faculty Retention

Faculty and Staff Child Care Needs

In the past year, the Office of Human Resources has conducted a needs assessment, a review of existing real estate and facilities, and a preliminary study of physical locations for new buildings for child care needs. Doris Robinson oversaw the issuance and review of a request for proposals (RFP) from national child care vendors. There is interest by providers and a clear demand for expanded services. There is also support for more ad hoc services such as sick child care and adult care. All these services were included in the RFP and there continues to be interest expressed on these topics from many quarters of the University.

Web Resources

OFDD distributes the [Faculty Development News](#) electronically to all faculty three times per year. This popular publication includes news about upcoming faculty development events, awards, and newcomers to the University. We also maintain a [Diversity calendar](#) that includes more general University and local diversity events.

Focus on Building Community

Presidential Diversity Award

This award was created in 2009 to recognize faculty, staff, students, units, departments, or teams who have demonstrated leadership in recruitment and retention efforts, teaching, research, multicultural programming, cultural competency, community outreach activities, or other initiatives that promote diversity or inclusion. The 2010 awardees were the Department of Microbiology and Immunology and the undergraduate student group UR Genocide. All nominees were recognized at a reception at the Witmer House. Posters describing the efforts of all of the nominees have since been prominently displayed in public areas throughout the University. (Link: [Diversity Award](#))



Campus-wide Workshops

OFDD sponsored two campus-wide workshops this year. The first, in December 2010, was a workshop on micro-messaging with guests from the LGBT community and the Muslim

Community. The second was a mentoring workshop, a collaboration of the OFDD and CTSI, held in March 2011. Over 50 faculty members attended each of the workshops. (Link: [Workshops](#))

2nd Annual Diversity Conference, “Why Diversity?”

On April 29, 2011, OFDD hosted the second annual University-wide Diversity Conference. Leadership from across the University, including Board Members, administrators, faculty, staff, students, and alumni came together to affirm the importance of diversity for progress and innovation. The conference highlighted the progress that has occurred in making the underlying culture more inclusive; a critical step on the road to becoming a more diverse faculty. For those who could not attend, conference content was posted on the OFDD website, including: a video recording of the President’s welcome and keynote address, detailed descriptions of the workshops, and conference materials. The website will be a resource for continuing discussions on diversity with the community throughout the year. (Link: [Conference](#))

University-wide Coordination of Celebrations of Diversity

Our success as a University in building a welcoming community depends, in part, upon everyone being aware of the work done to promote diversity. OFDD has begun to identify specific University offices to provide central coordination of selected month-long annual diversity and inclusion programs. We have expanded to celebrate Black History Month, Women’s History Month, Hispanic Heritage Month, LGBTQI Appreciation Month, Asian Heritage Month, and have plans underway to add Native American Heritage Month in the fall. (Link: [Celebrations](#))

Conclusion

As we look ahead to the next five years, OFDD is developing new initiatives to address the ever more complex needs of our University community. Given the decentralized nature of our University, this office depends on deans and FDOs from each school to implement new programs and policies, advocate for diversity initiatives within their own schools and units, contribute to strategic planning, and assist in monitoring and evaluating diversity initiatives within the unit.

All six schools have much to be proud of. The next portion of this report highlights the efforts of other University-wide efforts and each school’s achievements.

Office of the Senior Associate Vice Provost

UR Year One & Early Career Program

2010-2011 marked the fourth year of “UR Year One,” an orientation and professional development program for new and early career faculty, designed to reinforce the support received in their home departments and create opportunities to meet colleagues University-wide. Comprised of two workshop series, one on career development, the other on teaching excellence, and a set of social events, the program’s most distinctive feature is its wide-spread engagement of the university community as instructors and discussion facilitators. In 2010-2011 a total of 100 faculty, administrators, and academic leaders played a role in the program, including: 28 faculty, of both associate and full professor rank; 15 academic deans, the president, and provost; the professional staff from Office of Research Administration; the assistant deans and administrators for grant writing from each school; the University Counsel; the Editor of the University Press; professional staff from Security, Health Services, and the University Counseling Center; and 30 academic librarians.

Participation in the workshops and social activities has increased each year of the program. In 2010-2011 approximately 217 new and early career faculty participated. Percentages of new faculty participation overall were: The College- 83%; Eastman-75%; Simon-100%; and Medicine-40%. The Warner School and Nursing did not appoint new faculty in 2010. Percentages of early career participation overall were: The College- 58%; Eastman-75%; Simon-50%; Warner-33%; Nursing -58%; and Medicine-29%.

2010-2011 also marked the first year in which a comprehensive satisfaction survey of the fall programs was administered. All programming was well received by both early career and new faculty. On a scale of 1 to 4, with 4 indicating high satisfaction and 1 indicating dissatisfaction, workshop averages ranged 3.2 to 3.3. Social event average satisfaction scores ranged between 3.4 and 3.6.

Future Faculty Initiative

In January 2010, in collaboration with the Senior Associate Provost, Warner School of Education Dean Raffaella Borasi convened a group of graduate deans and faculty leaders to design a professional development program to prepare doctoral students and post-docs for faculty careers. Two half-day pilot workshops, The Faculty Role and Teaching Innovations, were introduced that spring. In fall 2010, the Provost’s office assumed responsibility for the program; managing the promotion, registration, event logistics, and evaluation. The office lead the implementation of two additional sessions, Finding the Opportunity in Diversity and Mentoring. Like the UR Year One program, this initiative is distinctive for its involvement of faculty and academic leadership University-wide as the instructional team. 23 faculty members, associate deans, and professional staff served as keynote speakers, workshop leaders, and discussion facilitators in the 2010-

2011 programs. Over two hundred doctoral and post-doc students participated in this year's four workshops. All four workshops received high marks from participants. Average scores were 3.7 to 4.3, on a scale of 1-5 with 5 indicating high satisfaction and 1 indicating dissatisfaction.

Academic Leaders and Diversity Pilot

A one-half day pilot program, *Diversity & Leadership*, was delivered November 12, 2010 at the conclusion of an interview survey of 36 academic department chairs and the FDOs. The workshop was led by two current department chairs: Kathryn Douthit, Human Development & Counseling and Robert Quivey, Oral Biology. Dr Douthit facilitated a discussion of the film, "Shattering the Silences," which turns a lens on the experience of minority faculty. Dr Quivey led a discussion of a faculty search committee case study. 40 department chairs and the FDOs attended. At the conclusion, the group decided to form a committee to begin the application for NSF Advance Grant.

Arts, Science and Engineering

Arts, Sciences and Engineering (AS&E) ran 23 faculty searches this year that (as of April 1, 2011) have resulted in twelve hires, including one African American woman in Religion and Classics. In fall 2010, Laurel Carney, Professor of Biomedical Engineering, joined Beth Olivares as a FDO representing AS&E. Among the activities AS&E has undertaken to increase the diversity of our faculty, we highlight four here. AS&E continues its work to make our application and data collection processes more user-friendly and efficient, to work in-depth with search committees before and during the process, and to build the pipeline through graduate students. Finally, AS&E has shepherded a department through a successful target-of-opportunity hire.

On-Line Application Process

To make the faculty application process more seamless for applicants and search committees alike, AS&E created a fully on-line application process that was put in place mid-year. This system allows the applicant to track his/her materials and ensures that AS&E collects the demographic information required by the Office of Federal Contract Compliance, as well as internal data requirements. Whereas the prior system relied on applicants to answer a survey separate from the actual application, this system requires that each applicant either decline to answer or provide their demographic information. All applications will have a response, which allows AS&E to have a fuller picture of the racial, gender, and ethnic makeup of the applicant pools, which is only shared with search committee members at the end of the selection process. These data should be complete enough to provide a useful comparison to the demographics of candidate pools.

Training & On-Going Support of Search Committees

The search for a new faculty member, from the first definition of the position to negotiating the final offer, is delicate and complicated. The FDOs, along with the deans, have developed a multi-pronged approach to working with members of search committees and their chairs, to ensure that every possible effort is taken to search broadly and deeply for diverse candidates and to provide all manner of resources for committee members who have questions or concerns about various aspects of the process. To that end, in spring 2011 AS&E compiled demographic information on the pool of recent doctoral recipients in the domains in which we have active searches. This year, we will provide these data to committees after the searches are complete to provide comparative information about their pool and the national one. In the future, we will also provide this information in advance. The AS&E Deans meet with search committees to provide broad guidelines on inclusive searches, and materials have been developed that will provide more guidance and support to upcoming searches. The FDOs met with several search committee chairs and provided individual advice and guidance. During the summer and fall of 2011, training sessions will be held with each search committee to discuss all aspects of the process and the available support.

Pipeline Development, Graduate Student Support

During 2010-2011, the Kearns Center expanded to support graduate students and AS&E adopted family-friendly policies for graduate students. Two professionals in the Kearns Center, Donald Mitchell and Valeria Sinclair-Chapman, focus on the recruitment and retention of graduate students of color. Along with the Graduate Studies Office, the Kearns Center hosted programs and held social events for current graduate students. We held the second Graduate School Visitation Program in which 21 students participated (7 students applied, and 3 students were admitted to the University with one accept as of April 4, 2011); we hosted our fourth Visiting Dissertation Scholar (Sara Luna in the Department of Anthropology); and we attended 14 high-impact recruitment fairs for the purpose of recruiting underrepresented minority students (connecting with ~220 prospective students). This year, underrepresented minority PhD applications are up ~27% from 2010 and underrepresented minority PhD admits are up by ~30%. We are currently undertaking a brief survey of graduate student needs so as to effectively provide programming and service to this population.

The family-friendly policies recently adopted for graduate students extend up to eight weeks of parental leave to graduate students who are the primary caregivers to a newborn or adopted child. This change came about as a result of a recommendation from the Listening Tour.

Successful Target-of-Opportunity Hire

The deans have encouraged departments over the past several years to seek out outstanding potential faculty members who can add to the diversity of the AS&E faculty,

regardless of any on-going search. The Department of Religion and Classics completed a successful search for a new faculty member, but in the process they identified an additional outstanding candidate. Margarita Guillory, an African American woman, was successfully recruited as a target-of-opportunity hire to join the Department of Religion and Classics in 2011. The example set by this success should encourage other departments to aggressively seek out diverse candidates.

Eastman School of Music

The Eastman School of Music (ESM) continues to develop dynamic diversity and inclusion initiatives relating to both University goals and those of the American music school culture more generally. The ESM Diversity Committee, consisting of faculty and staff, is responsible for devising, administering, and assessing these initiatives.

This year the committee created a new position, Diversity Committee Intern, which is currently filled by a graduate student in the Ethnomusicology Master's degree program. In addition, we divided ourselves into various sub-committees to better address different projects. Over the past year we continued our work, focusing on the following:

Eastman Departmental Diversity Initiatives (EDDI)

EDDI merged with the Expanding Our Horizons Series in 2009-10, and encourages various departments to define for themselves what constitutes diversity within their discipline and recruit visitors to come to ESM to perform/teach/talk. The visitor conducts a master-class, gives a lecture, and speaks with various constituencies about diversity, access, and inclusion within music school culture. This year's guests included the following:

- Theory Department- Professor Yayoi Uno Everett, Emory University, November 18, 2010
- Musicology Department- Professor Guthrie Ramsey, University of Pennsylvania, February 3, 2011
- Jazz and Contemporary Music Department- Steve Wilson, Professional Saxophonist, February 1, 2011
- Accompanying & Woodwinds, Brass, & Percussion Department- Imani Winds, February 9, 2011
- Composition Department- Professor Cuong Vu, University of Washington, March 30-April 1, 2011
- Voice Department- Omari Tau, Performer and Dancer, April 6, 2011

Diversity Webpage and Imaging/Branding

The committee assigned two members to oversee the ESM diversity webpage: to update announcements and to provide links to other diversity efforts throughout the University and beyond. Another sub-committee will work with the Advertising and Public

Relations Department to better advertise diversity goals, events, and to create a diversity “logo” for Eastman.

Eastman Conference on Diversity in the School of Music

Planned for fall 2011, guests of this conference will join speakers and performers at ESM to discuss successes and challenges to diversity and inclusiveness within music school culture and plans to move forward.

Recruitment

FDOs and the Diversity Committee work with search committees and ESM admissions office on recruitment efforts that build relationships over many years with historically underrepresented minority high schools, colleges, and universities to better recruit music faculty and students.

Simon School of Business

Faculty Recruiting

The Simon School of Business had a successful recruiting effort for faculty for the 2011-2012 academic year. Two confirmed new faculty members will join Simon on July 1, 2011. Robert Ready, completing his doctoral program in Finance from the University of Pennsylvania, The Wharton School, accepted an offer as Assistant Professor in Finance. Ron Kaniel, from Duke University, accepted an offer as Associate Professor.

Simon continues to expand recruiting efforts by publicizing positions in several of the publications and services provided by OFDD, as well as in professional journals (both electronic and print), and professional affiliations. All applications are screened through a committee of faculty for each area. Most areas have professional annual meetings that faculty attend to interview prospective candidates prior to inviting them to campus to present their research and further interviewing with faculty. All faculty then meet to review all candidates and make final selections prior to extending offers.

School of Medicine and Dentistry

Leadership and Direction

With the departure of Vivian Lewis from the Office of Associate Dean for Faculty Development – Women and Diversity, the appointments of Mark Taubman as Dean of the School of Medicine and Dentistry (SMD) and Linda Chaudron as Acting Associate Dean for Faculty Development – Women and Diversity, a unique opportunity developed to re-evaluate the Associate Dean role and determine the future of diversity efforts in the medical school and medical center.

The deans conducted interviews with key stakeholders and formulated a vision for the future of the office. A national search was conducted and at the conclusion of an eight month process, Linda Chaudron was named to the position of Senior Associate Dean for Diversity and multiple theoretical and practical changes were implemented.

In response to feedback about the critical and central need to address diversity across the medical education continuum, the position was changed to report directly to the Dean of SMD; an expanded view and scope of responsibilities beyond faculty development is reflected in the title, the central location of the office, and the increased time and resources allocated. Dean Chaudron will be responsible for creating and facilitating a comprehensive program to enhance the professional growth of increasingly diverse faculty, medical students, clinical and basic science graduate students, residents, and fellows. She will work with the other senior associate deans to develop targeted programs to address the needs of underrepresented minorities and women in medicine, programs that include efforts to promote recruitment, retention, and advancement. Dean Chaudron's office seeks collaborative efforts and opportunities within and outside the medical center and works to develop new initiatives to enhance diversity and inclusiveness. The establishment of an office that reports directly to the Dean with additional resources allows for improved centralized organization, tracking and publicizing of medical school and medical center diversity events, as well as an enhanced centralized liaison to the University diversity efforts and leadership.

During the 2010-2011 academic year, Dean Chaudron's office and multiple departments embarked on a series of new diversity education and faculty development efforts. Examples of select programs follow. (Link: <http://diversity.urmc.edu>)

Office of Senior Associate Dean for Diversity Initiatives and Programs

The annual Dr. Tana Grady-Weliky Lecture on Women and Diversity in Medicine was established to honor Tana Grady-Weliky's dedication to medical education and her commitment to women and diversity in medicine. This will be an annual event focusing on the diversity efforts and leadership in SMD with its inaugural event in early 2012. Funds are actively being raised to endow this lecture; to date, approximately \$15,000 have been raised.

Another major initiative included two successful Women in Medicine focus groups and breakfasts, one targeted to early career women and one targeted to mid-career women. Over 90 women attended between the two groups and provided critical feedback regarding their experiences and needs as a SMD faculty member. A networking session to bring the two groups together, along with others interested in the advancement of women in medicine is scheduled for spring 2011.

Dean Chaudron successfully helped to select and facilitate the nomination and acceptance of multiple faculty for prestigious awards: Susan McDaniel was accepted as a Fellow in the 2011-2012 Class of the Hedwig van Ameringen Executive Leadership in Academic Medicine Program for Women; Wendi Cross and Anne Brayer were accepted to the Association of American Medical Colleges (AAMC) Mid-Career Women Faculty Professional Development Seminar; and three early career women have been nominated for the AAMC Early-Career Women Faculty Professional Development Seminar. When these faculty complete their experience, they will all participate in future University-wide faculty development programs as teachers. The Dean's Office, in collaboration with Dean Chaudron's office, committed to participating in the AAMC Faculty Forward Program. This program is designed to understand and improve faculty workplace satisfaction, retention, and organizational performance by providing an on-line satisfaction survey, analysis of results, benchmarking, and tools to target improvement.

A planning committee was established to develop a Diversity Lecture Series for SMD faculty and will begin in fall 2011.

Departmental Initiatives and Programs

As part of the Department of Pediatrics mentoring program, a women's luncheon series was started in 2007. Faculty in this large department are spread throughout the campus and community, and this program gives them an opportunity to come together, meet one another, and discuss shared issues. The luncheons focus on academic issues about career advancement, promotion, and tenure. Discussions are led by departmental faculty as well as colleagues from within the medical center and university on topics such as leadership, balancing professional and personal responsibilities, securing research funding, and writing scientific papers. The luncheons are held every 6 weeks with approximately 20-25 junior and senior faculty attendees.

In 2003, Lynne Maquat, in conjunction with her first NIH T32 application for graduate student education, initiated a program to address the difficulties experienced by women in the early stages of scientific careers. This program, Graduate Women in Science (GWIS), has been very successful and is a model for other programs. The GWIS meetings consist of monthly round-table discussions with an invited speaker. Speakers include successful individuals from areas in academics, big pharmaceuticals, small start-up companies, publishing, and funding agencies. They provide examples of individuals who are utilizing a PhD in traditional and non-traditional ways. Approximately 50 individuals, mainly graduate students but also post-docs, faculty or staff, attend each meeting. Lynne Maquat successfully renewed this T32 in 2010. GWIS programming is frequently included in other T32 applications from URMC. (Link: [GWIS](#))

The Department of Psychiatry established cultural competence and diversity requirements, including 3 hours of workshops, readings or cultural immersion events per

year offered by the Department, the URMC, or the community. A course developed by the Department of Psychiatry's Cultural Competence Leadership Team provides readily available "trainings" through Blackboard to meet these requirements.

School of Nursing

The structure and functions of the Dean's Advisory Council on Diversity and Inclusiveness were reorganized this year. Mary Wilde, Associate Professor, who was appointed FDO in September 2010, is currently chairing the council. Michael Fisher was appointed as a staff representative and now serves as a contact person for issues and concerns related to diversity and inclusiveness at regular staff meetings at SON. As a part of the reorganization, Dean Kathy Parker, Frederick Jefferson, Mary Wilde and previous co-chairs Sally Fletcher and Ulandus Powell-Quinn held a series of meetings to identify practical next steps to complement the goals identified during the previous year.

The next steps include support for:

1. Recruitment of faculty and staff
2. On-boarding of faculty and staff
3. Professional development strategies and programs for staff
4. Stress-reduction programs
5. Cultural competence programs that help all School of Nursing (SON) staff and faculty understand how to manage unintentional bias, prejudice, incivility, and intolerance or exclusion of another

Activities related to these steps include Mary Wilde's appointment as the liaison to faculty search committees and Christina Koulouglioti's appointment to lead the sub-committee for on-boarding support. The other steps are being addressed in part by placing increased emphasis on promoting diversity activities offered by the Office of Faculty Development and Diversity (OFDD) and/or through the Multicultural Affairs and Inclusion Program in Human Resources. Marian Moskow (staff) and Mary Wilde have received training to conduct workshops on sexual identity issues. They will begin to provide this education in the spring/summer 2011 for SON and, as a part of a team, for the University. Two new diversity programs were launched this year: a book club and film viewing. Each event will be offered in the fall and spring next year. The first book was "The Help" and featured a blog discussion as well as an in-person discussion led by Mary Dombeck. The first movie was *Normal*, which is about a family dealing with a husband and father's decision for a sex change operation. There was also a Winter Celebration that featured a dance performance by Rochester's Bharata-School of Indian Classical Dance & Music. The programming and activities have all served to advance the goals of the Dean's Advisory Council - to address diversity issues in a holistic and non-threatening way, to make attendance easy, and to include faculty, staff, and students at all events.

Faculty

There were 3 search committees for senior faculty positions: Associate Dean for Research, Associate Dean for Faculty Development and Diversity, and a Statistician. Resources for the search committees, which were provided through the Deans Advisory Committee on Diversity and Inclusion and OFDD, aimed to increase success in recruiting persons of traditionally underrepresented backgrounds. After national searches, two faculty from other universities have been hired and a third from within the SON. Starting in July, Emily Hauenstein, from the University of Virginia, will be the Associate Dean for Research. Din Chen, from the University of Alabama, joined the faculty in January as a statistician. Daryl Sharp, Associate Professor of Clinical Nursing here will become the first Associate Dean for Faculty Development and Diversity.

Warner Graduate School of Education

Diversity and inclusion are central to the Warner Graduate School of Education mission; thus the information below represents only a snapshot of what faculty, students, and staff pursue in teaching, research, and service.

Special Events

Warner hosted several film viewings and presentations to address diversity and inclusion. These events provided important opportunities for dialogue among Warner community members and the public. Several were co-sponsored with campus or community organizations, connecting Warner to a variety of entities with shared commitments.

Featured film viewings and presentations

- Urban Teaching and Leadership Program Events
 - Urban Teachers as Agents of Change: A Screening and Discussion of *Waiting for Superman*
 - The New Political Economy of Urban Education: Neoliberalism, Race and the Right to the City
 - A Gendered Agenda: Adolescent Girls in Urban Schools
 - Urban Charter Schools: Perspectives from the Inside Spring Forum on Urban Education
- *Schooling the World: The White Man's Last Burden*
- From High School to College: What We Know and What We Don't Know about Increasing Access to College for Low-income Youth
- Environmental Education, Biological Diversity, and Resilience: Lessons from East Africa
- School Experiences of Latino/a Students in Rochester, NY: A Community Based Study of Resources, Challenges and Successes
- Publishing Productivity in STEM Fields: Exploring Why Women Publish Less

than Men

- LGBTQ Issues in Education and Human Development and a film and panel discussion

Warner Diversity and Inclusion Committee Activities

Warner continues its school-wide Lunch Hour meetings. Small groups of staff, faculty, and students discussed readings and co-constructed suggestions for action. As well, the Faculty Forum met to discuss language focusing on diversity and inclusion for course syllabi; several examples of language to include were sent to all faculty and adjunct instructors. The faculty committed to including such language in all courses.

We continued the use of the Warner Diversity Site on BlackBoard™ for job postings, interactive wiki, and link to the University resources website. We provided outlets for advertising faculty openings targeting underrepresented groups.

Safe Space Training

Students, staff, and faculty attended a two-day training session to become “Safe Space” trainers. This work was co-sponsored by Warner and the Multicultural Affairs and Inclusion. Participants included: students Amy Shema and BJ Douglas; staff members Pia Bunton, Logan Hazen, Laura Brophy; and faculty members Brian Brent and Nancy Ares.

Diversity Award Recipient

The Rochester Ibero-American Action League presented Warner with the "Friend of the Year Award" at Ibero's 42nd Annual Luncheon in October. Ibero, the largest Latino human service agency in Upstate New York, provides numerous services to children, youth, families, seniors, and individuals with special needs. Every year the organization presents an award to an individual or team of people who collaborate with them in supporting the agency's mission.

Grants

The New York State Developmental Disabilities Planning Council awarded the Institute for Innovative Transition at the University of Rochester, and the [Westchester Institute for Human Development](#) a \$150,000 grant to increase awareness and improve the quality of inclusive college-based initiatives for students with intellectual and developmental disabilities in New York State. The [Institute for Innovative Transition](#) is a partnership between Warner School, [B. Thomas Golisano Foundation](#), and [Strong Center for Developmental Disabilities](#). The grant will support initiatives that develop and facilitate a statewide learning community to evaluate and promote promising practices for students with disabilities after completion of secondary school.

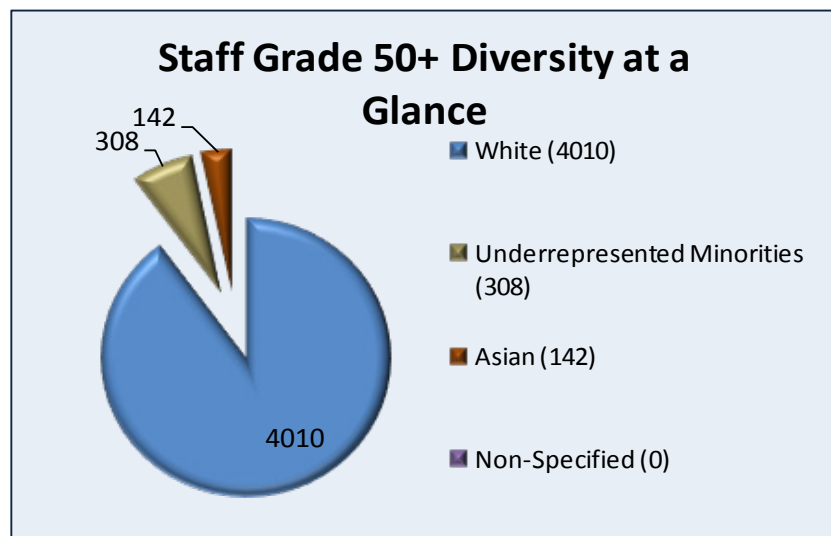
The Institute for Innovative Transition also received a five-year, \$2.5 million grant from the U.S. Department of Education under the Transition and Postsecondary Program for Students with Intellectual Disabilities. Faculty from the Institute will establish, implement, and sustain four demonstration projects that involve inclusive postsecondary programs for students with intellectual disabilities at the consortium: University of Rochester, Keuka College, Monroe Community College, and Roberts Wesleyan College. As well, Institute faculty will manage the evaluation, technical support, training, and information dissemination nationwide.

Staff 50+ Initiative: Multicultural Affairs and Inclusion Office

The Staff Diversity Initiative includes three overarching goals:

- To increase the number of diverse professional, administrative, supervisory (PAS) grade 50+ staff
- To focus on inclusion and retention activities by providing internal programs and consultation/organizational development activities, as well as training and talent development
- To collaborate with the Greater Rochester community through recruitment and pipeline-building opportunities and activities that foster community engagement

The Staff Diversity Initiative continues to show modest progress in meeting its objectives. Efforts include recruitment activities and training and development programs that foster inclusion and community engagement. Recruitment activities focus on the goal of creating a more diverse professional workforce as well as developing future healthcare practitioners and leaders. Training and development programs provide opportunities for members of the University community to explore and discuss diversity, inclusion, and cultural competence.



Several programs are in place to deepen and embed inclusion efforts and provide opportunities for staff development. The activities include the Affinity Groups, the Career Development Program, and the Mentoring Program. Each of these efforts supports the internal development of staff in the areas of career advancement and increased individual commitment to the University, as well as the celebration of our

diverse community. Community engagement activities provide opportunities for networking and recruitment, and enhance the community's perception of the University.

Recruitment of Professional, Administrative, Supervisory Staff at Grade 50+ (50-59, 98, 99)

Our multicultural recruitment specialists interview prospective candidates, conduct reference checks, and forward candidate resumes and supporting documents to the hiring managers. This effort provides an internal recruitment process for assisting hiring managers to diversify their professional candidate pools. For the period ending March 31, 2011, 6.9% of the total PAS Grade 50+ staff were members of underrepresented groups (defined as African-American, American-Indian, Hispanic and Pacific Islander) compared to 6.5% for the period April 1, 2009 through March 31, 2010).

Inclusion and Retention Activities

The Career Growth Development Program provides current Human Resources (HR) staff with development support and training in career counseling. This skill enhancement training enables HR representatives to provide career counseling to interested members of the University community. During this review period, 45 departments have taken advantage of these services equating to more than 250 units of service. A unit of service may include general counseling/coaching, mock interviews, job search strategies, and resume reviews.

Affinity Groups

University Affinity Groups provide enthusiastic support for the University's diversity activities by planning and implementing multicultural events, providing networking opportunities, recognizing and celebrating diversity, and taking a lead in volunteerism in the Greater Rochester community. The African-American Network co-sponsored a True Networking Thursdays event in January 2011 with record-breaking attendance of 150 people. The Pride Alliance worked with MCAI to coordinate a "Safe Space" Train-the-Trainer program for University faculty and staff in July 2010: eighteen individuals, representing three schools, HR, and the Office of the Intercessor, were trained. University-wide training programs have been scheduled for the months of April and May 2011. The collaboration also successfully added gender identity and gender expression to the University's Policy Against Discrimination and Harassment Policy ([Link](#)). Additionally, work is underway to complete the Human Rights Campaign's 2011 Health Equality Index for Strong Memorial Hospital

Consultation, Facilitation, and Training

MCAI provides organizational development support to departments and units to deepen their commitment to the University's and the department's diversity mission by providing training opportunities for staff and faculty. MCAI worked with 15 departments during this review period, 10 of which were new.

Community Youth Enrichment Programs

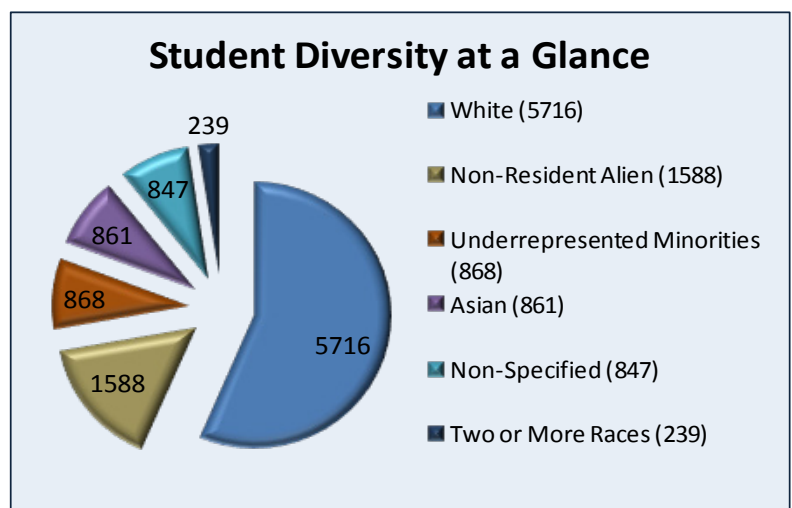
The Healthcare and Technology Youth Apprenticeship Program provides early pipeline opportunities for area high school youth. It was developed in conjunction with the Rochester City School District and runs from September through May. In September 2009, a new group of 7 high school juniors entered the program. Evening programs for parents and students were presented that included information about selecting colleges, finding financial aid, and professionalism. These events were well attended by students and their parents. In 2011, all 7 students, now in their senior year of high school, applied for early decision in the College. All 7 were offered admission. Four of those students accepted the University's invitation and will begin their studies this fall. Three other students have been hired to work this summer in the Department of Neurobiology and Anatomy, the Inpatient Pharmacy, and the Palliative Care Unit.

Diversity and Inclusion Committee

Stanley Byrd, MCAI manager, joined University Intercessor Kathy Sweetland as co-chair of the Diversity and Inclusion Committee this year. Representatives from each of the University's five affinity groups joined the committee as well. Members of the committee continue to focus on enhancing the environment for diversity and inclusion across the University. The Spotlight on Diversity initiative, which began in the spring of 2010 and has been very positively received, become a monthly feature in @Rochester, and recently began to appear in the Student Buzz and the Parents Buzz. Members of the committee actively participated in school and departmental diversity programs and contributed to broader initiatives related to "Community Conversations" (a community dialogue involving students, staff, and faculty)

Students

At the University of Rochester, student diversity initiatives are school-based. See Table 6 for student gender and race or ethnicity in the entire University and Tables 7-13 for school-specific data for 2001, and 2006-2010. In fall 2010, 51.3% of the total University student population were women, 8.6% were underrepresented minorities (African American, Hispanic, or Native American), 8.5% were Asian or Pacific Islander, and 8.4% of our students were not self-



identified by race or ethnicity. What follows describes the diversity among students at each individual school.

Arts, Sciences and Engineering Students

Although two departments in AS&E have specific responsibility for underrepresented minority undergraduates- Office of Minority Students Affairs and Kearns Center- every department in AS&E is responsible for responding to the needs of all members of our student population. This includes the creation and sustenance of a climate in which all students are encouraged to succeed in their educational endeavors at every point in the continuum of the student experience, from pre-admission through graduation.

This year, AS&E appointed an International Student Advisor, a member of the staff of the Center for Academic Support, with primary responsibility for handling the academic needs of a growing population of international undergraduates. Many programs in the areas of Admissions, the Interfaith Chapel, Student Activities, Office of Minority Students Affairs, and the Kearns Center have expanded. Further information regarding specific efforts can be found in departmental websites (and in a forthcoming report from the Dean of the College, to be published by July 1, 2011).

Eastman School of Music Students

This year, ESM added two students to the Diversity Committee and charged them to create various “safe zones” for students to discuss issues of diversity, access, and inclusion. This resulted in successful discussions that brought student concerns into the overall picture.

School of Medicine and Dentistry Students

For the last several years, SMD has been a leader among medical schools nationally in the successful recruitment and matriculation of students underrepresented in medicine. The following initiatives have significantly enhanced our diversity recruitment and retention efforts:

- Admissions Committee file review that focuses on applicants who have demonstrated significant exposure to the medically underserved and/or possess a perspective that has been developed through experiences of personal, economic or educational challenge
- Active recruitment efforts targeting summer medical and dental education programs and national recruitment fairs for disadvantaged high school and college undergraduates interested in medical careers
- Our own Summer Undergraduate Research Fellowship program, which brings disadvantaged and underrepresented minority undergraduates to our campus for summer research and academic enrichment programs
- Networking with pre-health advisors at our feeder colleges

- Participation in the Associated Medical Schools of New York Post-baccalaureate program
- Our Early Assurance Program, which provides a conditional acceptance to highly qualified college sophomores from 10 of our better feeder schools, including CUNY-Hunter College and Xavier University of New Orleans
- Linkage programs with Bryn Mawr College and Johns Hopkins University post-baccalaureate programs
- The active participation of our own underrepresented minority students in the recruitment process
- An active mentoring program called the Minority Association for Premedical Students with AS&E students

FOUR-YEAR ENROLLMENT DATA FOR THE SCHOOL OF MEDICINE

Enter Year	African Amer.	Hispanic	Native Amer.	Asian Amer.	White	Total Enroll
2010	11	3	0	17	73 (70%)	104
2009	15	7	0	21	61 (59%)	104
2008	12	10	0	17	65 (63%)	104
2007	11	4	2	22	62 (61%)	101
2006	7	4	3	16	71 (70%)	101

School of Nursing Students

The Robert Wood Johnson (RWJ) program, “New Careers in Nursing”, continues to provide financial support for students in the accelerated nursing programs. This supports adult students from underrepresented minorities or those with disadvantaged backgrounds. The long range goals of SON is that these students will help to increase the diversity in the nursing workforce and that they will help us attract others of their background to our programs.

In May 2011, we plan to add a new Center for Academic and Professional Success modeled on the University of Shady Grove in Maryland (presented at the fall 2010 RWJ Summit). The Center will house and consolidate the SON current academic support offerings (test-taking strategy, writing support, and academic and clinical coaching) as well as expanded staff/services, including: a math tutor, a nursing career/professional services officer, a stress management expert, and an editor to assist with doctoral student manuscripts and publications. It will be available to all SON students.

Simon Students

In June 2009 Simon joined Management Leadership for Tomorrow, an organization that develops African American, Hispanic American, and Native American young adults for

leadership positions in corporations, non-profits, and entrepreneurial ventures. We have an ongoing relationship with the Consortium for Graduate Study in Management, whose mission is to increase the representation of underrepresented minorities in full-time MBA programs, as well as within the ranks of management.

We held our 4th annual Diversity and Women's Weekend recruiting event for prospective students in October 2010 and had 19 attendees.

For the full-time MBA class of 2012, the Simon applicant pool was as follows:

- 61 applications from underrepresented minority candidates; this compares with 283 domestic³ applicants (21.6% of domestic applications) and 1025 total applications (6% of total applications)
- 21 admission offers to underrepresented minority candidates
- 10 enrolled students who are part of an underrepresented minority group

Simon has the most internationally diverse full-time MBA program among top tier business schools. Average enrollment of the top 30 MBA programs has grown from 16% international students in 1990 to over 33% today. Our MBA enrollment is >50% international, well above the average for the top business schools. We have the most internationally diverse full-time MBA program of all business schools in the top 50, in terms of percentage of the student body that hails from outside the United States. Over our history, we have drawn students from more than 130 different countries.

We place a strong emphasis on diversity within the student experience, including geographic background, culture, gender, race, ethnicity, academic background, work experience, and personal perspective.

Warner Students

The admissions office continues work toward recruiting a diverse pool of applicants for admission into Warner programs. Some of these efforts include attending the McNair conference in Niagara Falls and the Institute for the Recruitment of Teachers conference outside Boston, both of which attract national candidates from various racial and ethnic backgrounds. We also attend specific minority recruitment events, particularly in Western NY (e.g., University at Buffalo and Oswego). In addition, there are direct mailings sent to McNair offices throughout New York State with information about our programs.

³ Domestic students include US Citizens and Permanent Residents

Conclusion

The mission of the Office for Faculty Development and Diversity is to collaborate with academic leadership and faculty in the hiring, retention, and advancement of a diverse faculty to achieve our vision of a university that reflects, celebrates, and incorporates the richness of individual and group differences in all pursuits. Our progress toward this vision is slow but steady. Going forward, we will build on the energy, talents, and commitment of the leadership in each school and the Faculty Diversity Officers with focused themes and strategic activities to hasten the pace of change. Our current focus on professional development and organizational culture has helped build awareness of the importance of an inclusive environment for faculty recruitment and retention. The University-wide workshops, conferences, and celebrations have all contributed to creating such an environment. The newly acquired grants to support scholarly activity related to diversity and the expanded special opportunity fund provide additional resources for making the University an ever more inclusive place in which to work, teach, learn, and do research.

We would like to thank the Faculty Diversity Officers, the Diversity and Inclusion Committee, and the Office of Multicultural Affairs and Inclusion for their sustained and invaluable collaboration.

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Table 1
University-wide Faculty Ethnicity Trends Over Time

Year	Total Faculty	Men	Women	Black	Native American	Hispanic	Pacific Islander	Asian	White	Not Specified	Multiple	URM*
2001	1,237	931	306	18	0	11	0	84	1,124	0	0	29
		75.3%	24.7%	1.5%	0.0%	0.9%	0.0%	6.8%	90.9%	0.0%		2.3%
2006	1,436	1,025	411	24	1	12	0	128	1,113	158	--	37
		71.4%	28.6%	1.7%	0.1%	0.8%	0.0%	8.9%	77.5%	11.0%		2.6%
2007	1,486	1,047	439	27	2	11	1	142	1,119	184	--	41
		70.5%	29.5%	1.8%	0.1%	0.7%	0.1%	9.6%	75.3%	12.4%		2.8%
2008	1,602	1,106	496	29	3	19	1	155	1,203	192	--	52
		69.0%	31.0%	1.8%	0.2%	1.2%	0.1%	9.7%	75.1%	12.0%		3.2%
2009	1,573	1,079	491	28	3	17	2	182	1,282	59	--	50
		68.6%	31.2%	1.8%	0.2%	1.1%	0.1%	11.6%	81.5%	3.8%		3.2%
2010	1,642	1,122	520	26	3	27	0	213	1,327	40	6	56
		68.3%	31.7%	1.6%	0.2%	1.6%	0.0%	13.0%	80.8%	2.4%	0.4%	3.4%

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

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

Table 1A Faculty Ethnicity Trends Over Time by School

2006	Total	M	W	Black	Native American	Pacific Islander / Native Hawaiian	Hispanic	Asian	White	Multiple	Non-Specified	
AS&E	283	222	61	9	0	0	3	24	227		20	
Eastman	92	66	26	2	1	0	2	6	81		0	
Simon	30	27	3	0	0	0	0	3	27		0	
SMD	968	697	271	9	0	0	7	95	721		136	
SON	35	2	33	1	0	0	0	0	32		2	
Warner	28	11	17	3	0	0	0	0	25		0	URM
Total	1,436	1,025	411	24	1	0	12	128	1,113		158	37
University		71.4%	28.6%	1.7%	0.1%	0.0%	0.8%	8.9%	77.5%		11.0%	2.6%
2007												
AS&E	304	233	71	9	0	0	3	22	237		33	
Eastman	93	68	25	2	1	0	1	6	81		2	
Simon	32	27	5	0	0	0	0	4	28		0	
SMD	987	704	283	12	0	0	6	107	717		145	
SON	41	5	36	1	0	1	1	3	32		3	
Warner	29	10	19	3	1	0	0	0	24		1	URM
Total	1,486	1,047	439	27	2	1	11	142	1,119		184	41
University		70.5%	29.5%	1.8%	0.1%	0.1%	0.7%	9.6%	75.3%		12.4%	2.8%
2008												
AS&E	331	257	74	11	1	0	4	26	254		35	
Eastman	102	75	27	1	1	0	4	5	91		0	
Simon	40	34	6	0	0	0	0	6	32		2	
SMD	1057	724	333	14	0	0	9	115	770		149	
SON	43	6	37	1	0	1	1	3	32		5	
Warner	29	10	19	2	1	0	1	0	24		1	URM
Total	1,602	1,106	496	29	3	1	19	155	1,203		192	52
University		69.0%	31.0%	1.8%	0.2%	0.1%	1.2%	9.7%	75.1%		12.0%	3.2%
Note: Due to a resurveying the faculty we are now aware of 3 faculty in SMD who were unspecified, but are URM in 2009 data.												
2009												
AS&E	307	238	69	9	1	0	3	26	264		4	
Eastman	97	72	25	1	1	1	2	6	85		1	
Simon	37	30	7	0	0	0	0	6	30		1	
SMD	1061	720	338	14	0	0	10	140	844		53	
SON	40	7	33	1	0	1	1	4	33		0	
Warner	31	12	19	3	1	0	1	0	26		0	URM
Total	1,573	1,079	491	28	3	2	17	182	1,282		59	50
University		68.6%	31.2%	1.8%	0.2%	0.1%	1.1%	11.6%	81.5%		3.8%	3.2%
2010												
AS&E	333	253	80	8	1	0	5	30	285	1	3	
Eastman	104	76	28	1	1	0	4	6	91	0	1	
Simon	41	33	8	0	0	0	0	6	35	0	0	
SMD	1097	742	355	14	0	0	15	168	859	5	36	
SON	38	7	31	0	0	0	2	3	33	0	0	
Warner	29	11	18	3	1	0	1	0	24	0	0	URM
Total	1,642	1,122	520	26	3	0	27	213	1,327	6	40	56
University		68.3%	31.7%	1.6%	0.2%	0.0%	1.6%	13.0%	80.8%	0.4%	2.4%	3.4%

Note: Faculty as defined by the Faculty Senate. The categories included changed from 2008 to 2009. URM does not include "multiple".

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

Table 2
Special Opportunities Fund

	Fiscal Year 2007		Fiscal Year 2008		Fiscal Year 2009		Fiscal Year 2010		Fiscal Year 2011		Fiscal Year 2012	
	Number of new commitments	Number of continuing commitments	Number of new commitments	Number of continuing commitments	Number of new commitments	Number of continuing commitments	Number of new commitments	Number of continuing commitments	Number of new commitments	Number of continuing commitments	Number of new commitments	Number of continuing commitments
AS&E	0	3	2	1	1	2	1	2	0	2	1*	0
Eastman	0	0	1	1	2	1	0	2	2	2	0	2
SMD	0	2	3	3	2	2	3	2	3	4	0	6
SON	0	0	2	0	0	2	0	1	0	0	0	0
Simon	0	0	0	0	0	0	2	0	0	1	0	0
Warner	0	2	1	0	1	1	1	2	0	1	0	0
TOTAL	0	7	9	5	6	8	7	9	5	10	1*	8

* Not yet finalized.

Table 3
2007-2010 Total University Faculty Hires

July 1- June 30	Total	Men	Women	Black or African- American	American Indian or Alaskan Native	Hispanic, Spanish Origin, or Latino	Native Hawaiian or other Pacific Islander	Asian	White	Non- Specified	URM
07-08	200	107	93	5	1	0	5	52	135	0	11
		53.5%	46.5%	2.5%	0.5%	0.0%	2.5%	26.0%	67.5%	0.0%	5.5%
08-09	130	76	54	3	1	0	4	29	93	0	8
		58.5%	41.5%	2.3%	0.8%	0.0%	3.1%	22.3%	71.5%	0.0%	6.2%
09-10	158	87	71	4	0	4	1	28	115	6	9
		55.1%	44.9%	2.5%	0.0%	2.5%	0.6%	17.7%	72.8%	3.8%	5.7%
Total New Hires	488	270	218	12	2	4	10	109	343	6	28
		55.3%	44.7%	2.5%	0.4%	0.8%	2.0%	22.3%	70.3%	1.2%	5.7%

Source: Deans' Reports, August 2008, 2009, and 2010

Table 4
2007-2010 Total University Faculty Departures

July 1- June 30	Total	Men	Women	Black or African- American	American Indian or Alaskan Native	Hispanic, Spanish Origin, or Latino	Native Hawaiian or other Pacific Islander	Asian	White	Non- Specified	URM
07-08	79	51	28	1	0	1	0	10	65	2	2
		64.6%	35.4%	1.3%	0.0%	1.3%	0.0%	12.7%	82.3%	2.5%	2.5%
08-09	73	53	20	1	0	3	0	10	54	6	4
		72.6%	27.4%	1.4%	0.0%	4.1%	0.0%	13.7%	74.0%	8.2%	5.5%
09-10	77	47	30	3	0	2	0	19	53	0	5
		61.0%	39.0%	3.9%	0.0%	2.6%	0.0%	24.7%	68.8%	0.0%	6.5%
Total Departures	229	151	78	5	0	6	0	39	172	8	11
		65.9%	34.1%	2.2%	0.0%	2.6%	0.0%	17.0%	75.1%	3.5%	4.8%

Source: Deans' Reports, August 2008, 2009, and 2010

Table 5
Staff Pay Grade 50 and above

Year	Total Staff 50+	M	W	Black	American Indian	Hispanic	Pacific Islander	Asian	White	Not Specified	URM*
2001	2760	852	1,908	88	12	39	0	49	2,570	2	139
		30.9%	69.1%	3.2%	0.4%	1.4%	0.0%	1.8%	93.1%	0.1%	5.0%
2006	3536	1,104	2,432	123	11	47	0	79	2,881	395	181
		31.2%	68.8%	3.5%	0.3%	1.3%	0.0%	2.2%	81.5%	11.2%	5.1%
2007	3794	1,193	2,601	155	12	63	0	107	3,198	259	230
		31.4%	68.6%	4.1%	0.3%	1.7%	0.0%	2.8%	84.3%	6.8%	6.1%
2008	4011	1,271	2,740	173	15	68	0	110	3,380	265	256
		31.7%	68.3%	4.3%	0.4%	1.7%	0.0%	2.7%	84.3%	6.6%	6.4%
2009	4125	1,280	2,845	175	19	76	1	126	3,718	10	271
		31.0%	69.0%	4.2%	0.5%	1.8%	0.0%	3.1%	90.1%	0.2%	6.6%
2010	4,482	1,405	3,077	196	16	93	3	142	4,010	0	308
		31.3%	68.7%	4.4%	0.4%	2.1%	0.0%	3.2%	89.6%	0.0%	6.9%

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

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

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

Table 6
University-wide Student Ethnicity Trends Over Time

Fall	Total Students	Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific	Asian	Asian or Pacific Islander	White	2+ Races	Non-resident Alien	Unknown	URM*
2001	8,351	4,494	3,857	345	21	270	--	--	771	4,843	--	1,147	954	636
		53.8%	46.2%	4.1%	0.3%	3.2%			9.2%	58.0%		13.7%	11.4%	7.6%
2006	8,846	4,389	4,457	373	21	280	--	--	734	5,157	--	1,240	1041	674
		49.6%	50.4%	4.2%	0.2%	3.2%			8.3%	58.3%		14.0%	11.8%	7.6%
2007	9,312	4,625	4,687	392	21	293	--	--	756	5,275	--	1,355	1220	706
		49.7%	50.3%	4.2%	0.2%	3.1%			8.1%	56.6%		14.6%	13.1%	7.6%
2008	9,712	4,754	4,958	407	24	297	--	--	775	5,329	--	1,504	1376	728
		48.9%	51.1%	4.2%	0.2%	3.1%			8.0%	54.9%		15.5%	14.2%	7.5%
2009	9,944	4,849	5,100	419	27	330	--	--	794	5,313	--	1,540	1521	776
		48.8%	51.3%	4.2%	0.3%	3.3%			8.0%	53.4%		15.5%	15.3%	7.8%
2010	10,111	4,927	5,184	389	21	450	8	853	--	5,716	239	1,588	847	868
		48.7%	51.3%	3.8%	0.2%	4.5%	0.1%	8.4%		56.5%	2.4%	15.7%	8.4%	8.6%

Note: The data represent full-time and part-time students from all 6 schools of the University of Rochester

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

Source: Institutional Research EFI COL Report Data as of Fall 2010 Census

Table 7
The College of Arts & Sciences -Student Ethnicity Over Time

Fall	Total Students	Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific Islander	Asian	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*	
2001	4,022	Ugrad	1,806	1,590	155	11	135	--	--	444	2,079	--	102	470	301
		Grads	382	244	12	0	15	--	--	12	286	--	282	19	27
		% Total	54.4%	45.6%	4.2%	0.3%	3.7%			11.3%	58.8%		9.5%	12.2%	8.2%
2006	4,460	Ugrad	1,921	1,888	184	9	174	--	--	424	2,288	--	151	579	367
		Grads	396	255	9	2	11	--	--	18	287	--	279	45	22
		% Total	52.0%	48.0%	4.3%	0.2%	4.1%			9.9%	57.7%		9.6%	14.0%	8.7%
2007	4,656	Ugrad	1,996	1,999	182	8	171	--	--	423	2,296	--	202	713	361
		Grads	414	247	7	2	14	--	--	18	302	--	271	47	23
		% Total	51.8%	48.2%	4.1%	0.2%	4.0%			9.5%	55.8%		10.2%	16.3%	8.2%
2008	4,908	Ugrad	2,076	2,159	195	9	167	--	--	446	2,313	--	271	854	371
		Grads	422	251	7	1	13	--	--	20	329	--	252	51	21
		% Total	50.9%	49.1%	4.1%	0.2%	3.7%			9.5%	53.8%		10.7%	18.4%	8.0%
2009	4,956	Ugrad	2,063	2,214	209	11	164	--	--	454	2,234	--	304	901	384
		Grads	417	262	6	3	14	--	--	16	352	--	233	55	23
		% Total	50.0%	50.0%	4.3%	0.3%	3.6%			9.5%	52.2%		10.8%	19.3%	8.2%
2010	5,023	Ugrad	2,127	2,217	187	6	245	7	491	--	2676	159	409	164	438
		Grads	408	271	5	2	25	0	18	--	332	6	224	67	32
		% Total	50.5%	49.5%	3.8%	0.2%	5.4%	0.1%	10.1%		59.9%		12.6%	4.6%	9.4%

Note: Full-time and Part-time students included

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

Source: Institutional Research EFI COL Report Data as of Fall 2010 Census

Table 8
Hajim School of Engineering and Applied Sciences -Student Ethnicity Over Time

Fall	Total Students		Men	Women	Black	American Indian or Alaskan Native	Hispanic	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*
2001	734	Ugrad	410	124	22	0	25	73	330	--	16	68	47
		Grads	162	38	2	0	3	7	76	--	108	4	5
		% Total	77.9%	22.1%	3.3%	0.0%	3.8%	10.9%	55.3%		16.9%	9.8%	7.1%
2006	560	Ugrad	157	56	5	0	6	16	147	--	7	32	11
		Grads	250	97	1	0	3	16	107	--	201	19	4
		% Total	72.7%	27.3%	1.1%	0.0%	1.6%	5.7%	45.4%		37.1%	9.1%	2.7%
2007	601	Ugrad	184	57	6	0	7	24	172	--	8	26	13
		Grads	255	105	1	0	1	17	109	--	212	20	2
		% Total	73.0%	27.0%	1.2%	0.0%	1.3%	6.8%	46.8%		36.6%	7.7%	2.5%
2008	657	Ugrad	190	60	10	0	7	24	149	--	12	48	17
		Grads	292	115	1	0	2	20	127	--	230	27	3
		% Total	73.4%	26.6%	1.7%	0.0%	1.4%	6.7%	42.0%		36.8%	11.4%	3.0%
2009	771	Ugrad	232	84	6	0	12	37	182	--	15	64	18
		Grads	327	128	4	0	3	20	135	--	260	33	7
		% Total	72.5%	27.5%	1.3%	0.0%	1.9%	7.4%	41.1%		35.7%	12.6%	3.2%
2010	764	Ugrad	237	102	6	1	15	46	214	17	19	21	22
		Grads	318	107	3	0	3	26	142	5	223	23	6
		% Total	72.6%	27.4%	1.2%	0.1%	2.4%	9.4%	46.6%	2.9%	31.7%	5.8%	3.7%

Note: Full-time and Part-time students included

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

Source: Institutional Research EFI COL Report Data as of Fall 2010 Census

Table 9
Eastman -Student Ethnicity Over Time

Fall	Total Students	Men	Women	Black	American Indian or Alaskan Native	Hispanic	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*	
2001	809	<i>Ugrad</i>	236	239	20	1	10	29	341	--	52	22	31
		<i>Grads</i>	143	191	4	0	5	18	173	--	121	13	9
		<i>% Total</i>	46.8%	53.2%	3.0%	0.1%	1.9%	5.8%	63.5%		21.4%	4.3%	4.9%
2006	880	<i>Ugrad</i>	268	214	11	2	8	29	318	--	52	62	21
		<i>Grads</i>	180	218	4	0	3	22	214	--	127	28	7
		<i>% Total</i>	50.9%	49.1%	1.7%	0.2%	1.3%	5.8%	60.5%		20.3%	10.2%	3.2%
2007	927	<i>Ugrad</i>	267	237	9	2	11	34	325	--	67	59	22
		<i>Grads</i>	201	222	5	0	5	25	231	--	127	30	10
		<i>% Total</i>	50.5%	49.5%	1.5%	0.2%	1.7%	6.4%	60.0%		20.9%	9.6%	3.5%
2008	921	<i>Ugrad</i>	268	243	9	2	10	34	322	--	73	61	21
		<i>Grads</i>	188	222	3	0	5	22	217	--	131	32	8
		<i>% Total</i>	49.5%	50.5%	1.3%	0.2%	1.6%	6.1%	58.5%		22.1%	10.1%	3.1%
2009	900	<i>Ugrad</i>	269	239	11	2	16	40	305	--	76	58	29
		<i>Grads</i>	190	202	3	1	9	21	205	--	121	32	13
		<i>% Total</i>	51.0%	49.0%	1.6%	0.3%	2.8%	6.8%	56.7%		21.9%	10.0%	4.7%
2010	901	<i>Ugrad</i>	260	255	5	1	30	38	317	12	77	35	36
		<i>Grads</i>	193	193	3	0	19	26	205	5	111	17	22
		<i>% Total</i>	50.3%	49.7%	0.9%	0.1%	5.4%	7.1%	57.9%	1.9%	20.9%	5.8%	6.4%

Note: Full-time and Part-time students included

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

Source: Institutional Research EFI COL Report Data as of Fall 2010 Census

Table 10**William E. Simon Graduate School of Business Administration - Student Ethnicity Over Time**

Fall	Total Students		Men	Women	Black	American Indian or Alaskan Native	Hispanic	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*
2001	743	Grad FT	402	146	19	1	13	18	125	--	244	128	33
		Grad PT	135	60	2	0	2	13	114	--	9	55	4
		% Total	72.3%	27.7%	2.8%	0.1%	2.0%	4.2%	32.2%		34.1%	24.6%	5.0%
2006	548	Grad FT	231	131	11	0	10	17	105	--	176	43	21
		Grad PT	125	61	3	0	2	7	138	--	18	18	5
		% Total	65.0%	35.0%	2.6%	0.0%	2.2%	4.4%	44.3%		35.4%	11.1%	4.7%
2007	652	Grad FT	285	142	14	0	8	21	130	--	212	42	22
		Grad PT	152	73	10	0	1	8	160	--	25	21	11
		% Total	67.0%	33.0%	3.7%	0.0%	1.4%	4.4%	44.5%		36.3%	9.7%	5.1%
2008	725	Grad FT	323	164	16	0	10	26	134	--	263	38	26
		Grad PT	166	72	5	1	1	10	154	--	23	44	7
		% Total	67.4%	32.6%	2.9%	0.1%	1.5%	5.0%	39.7%		39.4%	11.3%	4.6%
2009	789	Grad FT	345	180	17	0	16	19	147	--	270	46	33
		Grad PT	171	93	6	2	4	11	162	--	11	68	12
		% Total	65.4%	34.6%	2.9%	0.3%	2.5%	3.8%	39.2%		35.6%	14.4%	5.7%
2010	891	Grad FT	395	210	16	1	8	21	127	0	296	136	25
		Grad PT	180	106	8	3	3	11	117	1	15	105	14
		% Total	64.5%	35.5%	2.7%	0.4%	1.2%	3.6%	27.4%	0.1%	34.9%	27.0%	4.4%

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

Source: Institutional Research EFI COL Report Data as of Fall 2010 Census

Table 11
School of Medicine & Dentistry - Student Ethnicity Over Time

Fall	Total Students		Men	Women	Black	American Indian or Alaskan Native	Hispanic	Hawaiian and Pacific islander	Asian	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*
2001	849	Grad FT	188	154	9	0	10	--	--	24	146	--	138	15	19
		Grad PT	32	57	3	0	5	--	--	5	66	--	6	4	8
		First Prof MD	196	222	37	4	21	--	--	86	268	--	2	0	62
		% Total	49.0%	51.0%	5.8%	0.5%	4.2%			13.5%	56.5%		17.2%	2.2%	10.5%
2006	972	Grad FT	233	253	15	2	19	--	--	41	223	--	172	14	36
		Grad PT	25	58	5	0	0	--	--	8	62	--	1	7	5
		First Prof MD	185	218	30	2	2	--	--	88	260	--	0	21	34
		% Total	45.6%	54.4%	5.1%	0.4%	2.2%			14.1%	56.1%		17.8%	4.3%	7.7%
2007	960	Grad FT	229	254	9	2	24	--	--	34	230	--	167	17	35
		Grad PT	28	56	5	0	1	--	--	9	62	--	2	5	6
		First Prof MD	183	210	31	2	5	--	--	87	237	--	0	31	38
		% Total	45.8%	54.2%	4.7%	0.4%	3.1%			13.5%	55.1%		17.6%	5.5%	8.2%
2008	977	Grad FT	225	260	8	2	18	--	--	33	236	--	170	18	28
		Grad PT	22	43	3	1	0	--	--	6	46	--	2	7	4
		First Prof MD	212	215	40	1	11	--	--	83	253	--	1	38	52
		% Total	47.0%	53.0%	5.2%	0.4%	3.0%			12.5%	54.8%		17.7%	6.4%	8.6%
2009	957	Grad FT	208	252	7	2	18	--	--	30	229	--	153	21	27
		Grad PT	19	40	3	1	0	--	--	3	41	--	3	8	4
		First Prof MD	221	217	45	1	13	--	--	79	257	--	1	42	59
		% Total	46.8%	53.2%	5.7%	0.4%	3.2%			11.7%	55.1%		16.4%	7.4%	9.4%
2010	955	Grad FT	206	262	10	2	20	0	29	--	228	4	144	31	32
		Grad PT	14	44	2	0	1	0	8	--	37	3	3	4	3
		First Prof MD	216	213	44	1	10	1	78	--	261	1	1	32	55
		% Total	45.7%	54.3%	5.9%	0.3%	3.2%	0.1%	12.0%		55.1%	0.8%	15.5%	7.0%	9.4%

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

Source: Institutional Research EFI COL Report Data as of Fall 2010 Census

Table 12
SON -Student Ethnicity Over Time

Fall	Total Students	Men	Women	Black	American Indian or Alaskan Native	Hispanic	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*	
2001	243	Ugrad FT	4	30	3	1	1	0	29	--	0	0	5
		Ugrad PT	10	78	1	0	2	0	78	--	2	5	3
		Grad FT	2	37	2	0	0	0	30	--	5	2	2
		Grad PT	8	74	2	0	2	2	73	--	0	3	4
		% Total	9.9%	90.1%	3.3%	0.4%	2.1%	0.8%	86.4%		2.9%	4.1%	5.8%
2006	361	Ugrad FT	12	81	3	1	6	3	56	--	6	18	10
		Ugrad PT	7	92	8	0	4	3	76	--	0	8	12
		Grad FT	6	36	5	0	2	4	26	--	2	3	7
		Grad PT	15	112	10	1	3	5	101	--	0	7	14
		% Total	11.1%	88.9%	7.2%	0.6%	4.2%	4.2%	71.7%		2.2%	10.0%	11.9%
2007	362	Ugrad FT	11	91	9	1	5	7	71	--	2	7	15
		Ugrad PT	8	73	8	1	0	4	59	--	0	9	9
		Grad FT	6	39	6	0	1	3	27	--	2	6	7
		Grad PT	10	124	6	3	2	5	114	--	1	3	11
		% Total	9.7%	90.3%	8.0%	1.4%	2.2%	5.2%	74.9%		1.4%	6.9%	11.6%
2008	380	Ugrad FT	9	96	7	2	1	12	72	--	3	11	10
		Ugrad PT	9	68	4	1	3	2	59	--	0	5	8
		Grad FT	6	48	7	0	0	2	35	--	5	5	7
		Grad PT	10	134	8	2	5	3	113	--	1	12	15
		% Total	8.9%	91.1%	6.8%	1.3%	2.4%	5.0%	73.4%		2.4%	8.7%	10.5%
2009	396	Ugrad FT	15	99	5	0	6	10	78	--	6	9	11
		Ugrad PT	4	72	3	0	4	0	64	--	0	5	7
		Grad FT	5	47	5	0	2	2	25	--	8	10	7
		Grad PT	12	142	7	1	2	5	124	--	1	14	10
		% Total	9.1%	90.9%	5.1%	0.3%	3.5%	4.3%	73.5%		3.8%	9.6%	8.8%
2010	445	Ugrad FT	20	139	4	1	7	12	125	6	1	3	12
		Ugrad PT	7	68	2	0	4	1	65	2	1	0	6
		Grad FT	6	36	6	0	2	3	24	0	4	3	8
		Grad PT	13	156	11	0	2	3	136	5	3	9	13
		% Total	10.3%	89.7%	5.2%	0.2%	3.4%	4.3%	78.7%	2.9%	2.0%	3.4%	8.8%

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

Source: Institutional Research EFI COL Report Data as of Fall 2010 Census

Table 13
Warner-Student Ethnicity Over Time

Fall	Total Students		Men	Women	Black	American Indian or Alaskan Native	Hispanic	Asian or Pacific Islander	Caucasian	2+ Races	Non-resident Alien	Unknown	URM*
2001	273	Grad FT	23	52	4	0	3	4	58	--	3	3	7
		Grad PT	61	137	20	0	7	2	161	--	0	8	27
		% Total	30.8%	69.2%	8.8%	0.0%	3.7%	2.2%	80.2%		1.1%	4.0%	12.5%
2006	436	Grad FT	35	88	9	0	3	7	74	--	18	12	12
		Grad PT	93	220	29	0	10	6	246	--	3	19	39
		% Total	29.4%	70.6%	8.7%	0.0%	3.0%	3.0%	73.4%		4.8%	7.1%	11.7%
2007	495	Grad FT	32	105	20	0	8	6	76	--	20	7	28
		Grad PT	109	249	31	0	11	8	284	--	2	22	42
		% Total	28.5%	71.5%	10.3%	0.0%	3.8%	2.8%	72.7%		4.4%	5.9%	14.1%
2008	571	Grad FT	34	134	14	0	9	6	114	--	16	9	23
		Grad PT	112	291	36	1	16	7	13	--	1	13	53
		% Total	25.6%	74.4%	8.8%	0.2%	4.4%	2.3%	22.2%		3.0%	3.9%	13.3%
2009	593	Grad FT	42	165	18	0	11	4	145	--	18	11	29
		Grad PT	95	291	42	1	17	5	309	--	0	12	60
		% Total	23.1%	76.9%	10.1%	0.2%	4.7%	1.5%	76.6%		3.0%	3.9%	15.0%
2010	563	Grad FT	43	155	21	0	15	8	123	6	18	7	36
		Grad PT	83	282	29	2	20	3	291	3	1	16	51
		% Total	22.4%	77.6%	8.9%	0.4%	6.2%	2.0%	73.5%	1.6%	3.4%	4.1%	15.5%

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

Source: Institutional Research EFI COL Report Data as of Fall 2010 Census