

OFFICE OF FACULTY DEVELOPMENT AND DIVERSITY

ANNUAL REPORT
ON
DIVERSITY

MAY 2010

UNIVERSITY OF ROCHESTER

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Introduction from the President

May 2010

Joel Seligman

This was a year that brought several major diversity related events to the university, from the listening tour report, to the first annual all-university diversity conference. The proportion of women faculty throughout the University continued to increase from 28.6 percent in fall 2006 to 31.2 percent in fall 2009. Faculty who identified themselves as a member of an underrepresented group increased from 2.6 to 3.0 percent during that period, slightly down from last year's 3.2 percent. For employees Grade 50 and above, the percent of underrepresented minorities increased from 5.1 to 6.4 percent between fall 2006 and fall 2009. Although our numbers last year remained relatively static during an economic recession, if I've learned one thing about diversity more than anything else, it is that numbers are at most a starting point. What matters is the story behind the numbers, the dynamic, the integrity of the effort, the commitment to progress, and in that sense we're starting to move in the right direction.

Underlying these results has been the implementation of many of the recommendations proposed by the December 1, 2009 report: "Improving Faculty Recruitment and Retention at the University of Rochester: A Diversity and Inclusion Initiative." The authors conducted individual interviews with 94 mostly minority faculty and created three composite case studies to illustrate the daily lives of our faculty. They went on to make 14 recommendations that arc across disciplines and schools, which have particular impact on underrepresented faculty. In turn, these recommendations can be clustered beneath four broad themes: Development: the professional support extended to faculty as they develop their careers; Leadership: the direct and symbolic actions that align departments and their members with the university's vision and mission; Personal Needs: the aspects of private life that are tied to a faculty member's ability to succeed in their careers; and Organizational Culture: the shared assumptions, norms, attitudes, and practices that characterize daily life in a particular environ.

2010 Diversity Accomplishments at a Glance

- Listening Tour Report
- Vivian Lewis as Acting Vice Provost for Faculty Development and Diversity
- First Annual Presidential Diversity Awards
- Reverend Dr. Joseph Lowery delivers annual Martin Luther King Jr. Commemorative Address
- First Annual University-wide Conference on Diversity: *Building a Stronger Community*

Beginning October 1, Vivian Lewis has served as Acting Deputy to the President and Acting Vice Provost for Faculty Development and Diversity. Vivian has done

a magnificent job, and our search for a permanent Vice Provost for Faculty Development and Diversity will soon be concluded. I have been attending University faculty diversity committee meetings on a regular basis, and the work that has been done this year has been impressive. I am pleased that all of our academic divisions are involved in efforts to strengthen their diversity and development initiatives. Two examples can be seen in our school of Nursing and the College of Arts, Sciences and Engineering. In Nursing, the Dean's Advisory Council for Diversity and Inclusiveness has been working towards creating a welcoming environment that reflects and values increasing diversity of the faculty, staff, and students at the School of Nursing. In Arts, Sciences and Engineering, there will be a Faculty Development Committee with special responsibility for advising on development of faculty from groups who are underrepresented generally or underrepresented in their disciplines.

During times of economic hardship, salary freezes, and budget cuts, diversity programs are often among the first cuts. At the University of Rochester, this is not the case. Our commitment to diversity is enduring and, in fact, we will expand support for the Special Opportunities Fund from its current \$500,000 a year to \$600,000 a year beginning in 2010-2011 and to \$750,000 in 2011-2012. Academic quality, academic freedom, a special relationship with the city of Rochester and diversity are, and will continue to be, core values of this university. All of us are fully committed to the objective of achieving a campus that is diverse and inclusive, where all members of our community feel welcomed and supported, and where a commitment to diversity and academic excellence progress hand-in-hand.

Next year, I look forward to continuing the implementation of the listening tour report recommendations.

Our future as a University will increasingly be one of racial, gender, ethnic, and intellectual diversity. Institutions that succeed in the 21st century will be those that have mastered the ability to work with people throughout the globe based on their talents, regardless of their religion, their nationality, their race, their gender. I am impressed with the depth and volume of steps taken towards a more diverse community.

Our task as a University is to welcome all to join our community based on their talents. This task is not a simple one and there will be setbacks and challenges along the way. But 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, Acting Vice Provost for Faculty Development and Diversity, who has continued the work of her predecessor. I also want to thank Lynne Davidson, as it was her efforts that built the foundation for effectiveness in diversity and inclusiveness. Additionally let me thank Maggie Cassie, Assistant Provost for Faculty Development and Diversity; Dr. Frederick Jefferson, University Intercessor; Stan Byrd, Human Resources Director of Multicultural Affairs and Inclusion; the deans and faculty diversity officers and committees in each school; Provost Ralph Kuncel; and Senior Vice President for Health Sciences Brad Berk.

Fourth Annual Report on Diversity

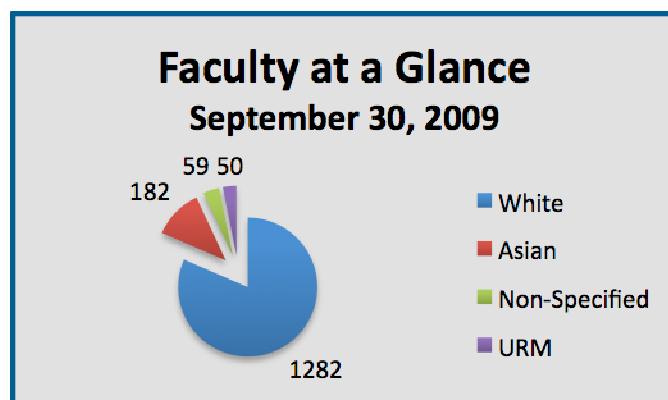
May 2010

Office for Faculty Development and Diversity

Presented by Ralph Kuncl, Vivian Lewis, and Maggie Cassie

Overview

The faculty diversity initiative is now in its fourth year. At the start of the 2009–10 academic year, 31.2 percent of our faculty were women, compared to 28.6 percent at baseline (fall 2006, see table 1).^[1] This represents an increase from 411 women faculty members in fall 2006 to 491 in fall 2009. The proportion of faculty who identified themselves as a member of an underrepresented minority group^[2] was 3.2 percent in fall 2009. That percentage was 2.6 in fall 2006. This represents an increase from 37 underrepresented minority faculty members in fall 2006 to 50 in fall 2009. Between July 1, 2008 and July 1, 2009, the University hired 130 new faculty, of whom 41.5 percent were women and 6.2 percent were underrepresented minorities. During that same period, 73 faculty left the University, of whom 27.4 percent were women and 5.5 percent were underrepresented minorities.



Focus on Recruitment

Special Opportunities Fund

The goal of this Fund (www.rochester.edu/diversity/faculty/fund) is to assist deans and department chairs in the recruitment or retention of specific 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 \$500,000 available in the fund for FY 2010 and there will be an additional \$600,000 available in FY 2011. As of this writing, more than \$300,000 of the Fund has been committed for FY 2011. The 2009–10 Special Opportunities Fund ultimately supported 15 hires and retentions and helped with seed funding for one new program. Five of our FY

^[1] The 2006 Faculty Senate Committee on Elections report defines those members of the faculties 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.

2010 commitments will continue into FY 2011 (see table 2). One new commitment is confirmed for FY 2011, and several others are pending.

Building the Applicant Pool

The Office for Faculty Development and Diversity (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 (www.rochester.edu/diversity/faculty/facultydiversityfund.html). Faculty may request up to \$1,500 to support travel and conference fees. Five recruiters received grant funding to attend recruitment events in FY 2010.

In October 2009, three University representatives from OFDD, the School of Medicine and Dentistry and representative of the McNair program, traveled as recruiters to the Institute on Teaching and Mentoring, sponsored by the Compact on Faculty Diversity. Approximately 1,200 minority Ph.D. candidates and recent Ph.D. recipients attended this four-day conference. Recruiters may attend by invitation only, and attendees were told that the schools invited to recruit at this conference are only those that are serious about diversity. As a result of our participation, we had an opportunity to speak with scores of minority Ph.D. students who will be searching for faculty jobs within the next couple of years. We collected contact information from 89 possible recruits and have since contacted them with relevant University information. We hope the use of these contacts will help us expand our faculty search pools.

Job Postings

During FY 2009, OFDD assisted in academic searches by posting 28 positions in *Inside Higher Ed*. We also took advantage of our membership with the Higher Education Recruitment Consortium of Upstate New York (HERC-UNY) to advertise those positions on its Web site. The HERC-UNY assists member institutions by providing a central electronic warehouse for all higher education job openings in the region, and is an especially helpful resource to the spouses and partners of our faculty recruits who are often looking for positions in higher education as well.

Recruitment Packets

OFDD created a faculty recruitment packet to help the leaders of our academic units assemble appropriate materials to give to faculty job candidates, highlighting cultural resources in the Rochester community, the University's "family friendly"

policies, the UR Home Mortgage Program, the Faculty UR Year One Program, and more. So far in FY 2010, academic units have requested >300 recruitment packets (approximately the same number of packets as requested in FY 2009).

Creating Community

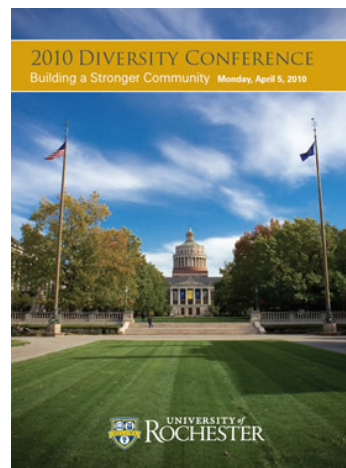
Campus-wide Workshops

The OFDD sponsored two campus-wide workshops this year. In May 2009, we hosted guests from the University of Massachusetts-Amherst to speak to faculty about their programs on mentoring. Nearly 100 faculty members attended one of two two-hour workshops. Dr. Mary Sorcinelli, Associate Provost for Faculty Development at U Mass described their Mellon Foundation grant to develop faculty mentoring programs; that was followed by a panel discussion that included members of our own faculty who provided examples of mentoring initiatives here. The goals of the workshop were to start a University-wide discussion about the University's own mentoring needs, to share the research on mentoring.

The second campus-wide workshop was held on October 2, 2009. The workshop on Race and Ethnicity in Faculty Recruitment and Retention featured a keynote address by Professor William Julius Wilson, titled "Race and Affirmative Opportunity in the Barack Obama Era." This keynote address was open to the University community. It introduced a day of workshops on race and ethnicity in faculty recruitment and retention, which was designed for University academic leaders. Approximately 80 faculty members representing all six schools of the University attended the keynote address and approximately 100 faculty attended one or both of the two sessions offered. Workshop participants stated that the value of the workshop was to raise sensitivity with regard to the special issues minority faculty face and recommended that this workshop be seen as just the beginning of a much needed conversation in our academic community.

2010 Diversity Conference: Building a Stronger Community

On April 5th, the Office of Faculty Development and Diversity hosted the First Annual University-wide Diversity Conference. The conference goals were to share information and increase awareness of diversity policies and programs at our University. Representatives from all the schools gave presentations in the morning session. 160 leaders from faculty, staff, and student groups came together to weigh in on the initiatives progress and



encourage the creation or modification of programs that serve all of our constituencies.

During his simulcast welcome, **President Seligman** reflected on the history of the U of R and Rochester, noting that we are “destined to play a pivotal role in diversity and inclusiveness”. He described his personal commitment to diversity and the conference as a means to further promote the goals articulated throughout his presidency and reinforced by the Listening Tour report issued in 2009.

The conference format began with concurrent morning sessions. **Wendi Heinzelman**, Dean of Graduate Studies and Associate Professor of Electrical and Computer Engineering, spoke about the aggressive steps Arts, Science & Engineering are taking to address the pipeline of woman and underrepresented minorities. The goal of these pipeline efforts is to make our university a leader among their peers, with innovative programs that attract and support a diverse faculty.

Doug Lowry, Dean of the Eastman School of Music, described community engagement as a component of diversity. He detailed the Eastman School’s connections to the Rochester community and beyond through its faculty, staff, and students; providing education, concerts and scholarships. Eastman School aims to incorporate this connection in academic programs, community service outreach, concerts, and in their community music programs

Julie Buehler, Deputy Chief Information Officer, spoke about the new organizational development initiatives at University IT. As UIT strives for increased collaboration within the organization, it has come to recognize further the value of the individual. The program aims to foster an individual’s diverse talents to improve human capital and create transformational collaborations. “Diversity is not just about gender or race. It is about difference—in styles, background, experiences, and ways of working.” University IT has built into the fabric of the organization that every person is valued and that diversity is important.



Mark Zupan, Dean of the Simon School for Business, explained that the diversity of the Simon student body is in the top 10 in the nation. International students comprise 50% and underrepresented minorities 13% of Simon’s student body. Simon’s international faculty mirrors their international student population with 50% of the

faculty body being international. They still need to work on building the pool of underrepresented minority faculty.

Jonathan Burdick, Dean of Admissions and Financial Aid, acknowledged that the University of Rochester must not only have a diverse student body but those students must also be prepared to achieve academic success. The Office of Admissions began an expanded and renewed commitment in 2004 to bring a greater level of services and options to local students in order to help them achieve college readiness. The Office partnerships with Rochester city schools, youth organizations, Upward Bound, and others for community outreach.

Kathy Parker, Dean of the School of Nursing, described the workshops for faculty and staff offered by the Dean's Advisory Council for Diversity and Inclusiveness. Time and resources have been allocated for a mentoring program for underrepresented minorities, and a new position has been created – Associate Dean for Faculty Development & Diversity. This person will develop a plan for faculty regardless of their tenure track.



Raffaella Borasi, Dean of the Warner School for Education, reflected on the school's success in hiring underrepresented minorities by using the Special Opportunities Fund and creating awareness training for search committees. She stressed the need to get feedback from others in working to create inclusive environment.



Glenn Cerosaletti, Director of the Center for Community Leadership, used the bridge as a symbol of the University's efforts and desires to experience otherness. He feels boundaries are becoming blurred as students become involved in civic engagement, community service, and leadership development. Participation in numerous programs and initiatives include: Wilson Service Day, Habitat for Humanity, literacy programs and many more.

Tom Pearson, Senior Associate Dean for Clinical Research, focused on faculty mentoring. He pointed out that for scientific initiatives the NIH says new organizational models are required for scientific teams. Mentoring development programs help implement diversity of scientific discipline, professions, demography, and language/culture. The advantages of professional diversity are

seen in the implementation of insight and skills, the broadening of findings, recruitment, and retention.

After each brief presentation the discussants shared their thoughts and then each room was opened up to a moderated discussion. Generally, the discussion affirmed the importance of diversity for progress and innovation and reaffirmed the need to take a long range view and continue to push to make progress. There was a general feeling that we need more coordinated efforts to address diversity and need to hold leaders accountable, because diversity is the responsibility of all units, departments, students, and faculty. Trustees set the tone, but it is students and faculty who implement strategies to promote diversity.



During the working lunch, Faculty Diversity Officers facilitated a conversation and worked through three focus questions. Each lunch table had representation from all three morning sessions. These focus questions then became the basis for the panel discussion facilitated by Provost Kuncl. The panel discussant included nine Board Trustee members and three Diversity Advisors.

Our conference featured an unprecedented scope in terms of reaching out to the community and providing virtual access to the day's events. The afternoon panel session was broadcast live via QuickTime and the community was invited to join in the conversation via Twitter. The intention was to work creatively to engage as many people into the conversation as possible; we strove to be transparent and inclusive. Sixteen people participated in the Twitter conversation and there were 104 tweets during the hour-and-twenty-minute session. That is more than a tweet per minute. These efforts will continue as we begin to follow up and keep the conversation moving.

The effort to be inclusive also included a large postcard campaign to reach the employees who do not have access to internet or e-mail. Employees were asked to fill out a postcard or on-line survey stating "I feel included in the University Community because..." and "The University could help me feel more included by...". A link to the online survey was published in several communication vehicles in the end of March, and to date we have 61 responses. The answers to

this survey will be posted on the diversity website and we will use them to help us move forward with this initiative.

As a follow up to the April 5th Diversity Conference, we have created this webpage: <http://www.rochester.edu/diversity/annualconference/index.html>. For those who could not attend, you will find presentations from the morning sessions, a video of the Panel Discussion, President Seligman's opening and closing remarks, the working lunch notes, and the Twitter feeds. And for those who did attend, this page serves as a reference and allows the community to continue the conversations that began on that day.

Exit Survey

The first-ever University-wide exit survey process has begun with a Web-based survey instrument to be administered by OFDD. The 2006 Report of the Task Force on Faculty Diversity and Inclusiveness indicated that there were no University-wide data that could help us understand the reasons for faculty departures, and suggested that such data might help us determine if women or underrepresented minority faculty leave the University for different reasons than other faculty.

We have sent surveys to all departing faculty, including those who have retired. We will begin the data collection process with the last two years of departures from the School of Medicine and Dentistry, the Schools of Arts, Sciences, and Engineering, and the Eastman School and five years of departures from Warner, Simon, and Nursing. We have used a Web-based survey tool designed to insure greater anonymity and so that the respondents can provide the information at a time that is convenient for them. The information from this survey will be aggregated and presented back to the University community in future diversity annual reports.

Web Resources

OFDD continues to distribute the new *Faculty Development News* to faculty University-wide three times per year. The newsletter is accessible to all who visit our Web site <http://www.rochester.edu/diversity/faculty/newsletter.html>

We continue to expand our diversity Web page, and have added pages to share information about our workshops <http://www.rochester.edu/diversity/faculty/workshops/index.html> and annual conference <http://www.rochester.edu/diversity/annualconference/index.html>.

OFDD continues to make information available to the University community on a wide range of diversity-related topics. In order to do this more efficiently, the Office has created an electronic library: <http://www.rochester.edu/diversity/faculty>. We also maintain a Diversity calendar that is inclusive of University and local diversity events: <http://www.rochester.edu/diversity/eventscalendar/>.

Update on the Listening Tour: Building Community and Faculty Retention
Effective faculty development programs and providing a warm and welcoming environment are important elements in faculty retention.

Between October 2008 and May 2009, Vice Provost Lynne Davidson, Senior Associate Provost Carol Shuherk, and Professor Emeritus Frederick Jefferson conducted interviews with 94 individual faculty members, most of whom were under-represented minorities, to better understand the experience of professional life for our faculty- “ a listening tour.” Their report included four broad areas of change needed to foster a more inclusive culture: 1) Development, 2) Leadership, 3) Personal needs, and 4) Organizational culture. In President Seligman’s memo dated December 1, 2009 he stated that he, “ Supported the rapid implementation of eight of the recommendations during the next 18 months. I also support the aspirations of the other six recommendations, but these, as the authors of the report recognize, will require further study before they can be implemented.”

The following recommendations are slated for implementation during the next 18 months.

Recommendation 2 - Expectations regarding Promotion and Tenure. The Provost is working with Deans’ Committee on Administrative Practices and will discuss ways to ensure consistency in promotion and tenure practices, including those that have to do with community service.

Recommendation 4 - Diversity Grants. A new position will be created for FY 11 to hire a person who will help find and write grants to promote faculty diversity.

Recommendation 5 - Leadership Seminars for Chairs and Deans. From June 9 through 11, we are collaborating with RIT, Syracuse, and the American Council on Education to offer a 3-day academic leadership development program for department chairs. Carol Shuherk is also planning a pilot program for the fall to help department chairs understand their role in promoting faculty diversity.

Recommendation 7 - Faculty Welcome and Pre-Hire. Provost Ralph Kuncel and our office will formally communicate with all new faculty and apprise them of the individualized assistance available from the Vice Provost for Faculty Development and Diversity and invite them to avail themselves of the services of that office as a complement to the UR Year One program.

Recommendation 11 – All University Conference on Diversity and Inclusiveness. See section starting on page 6.

Recommendation 12 - Supporting Programs to Build a More Inclusive Environment. Working closely with President Seligman’s office, the Communications Department, the Diversity and Inclusiveness Committee and the Faculty Diversity Officers, the OFDD has helped promote a variety of programs and events to raise awareness about the importance of diversity. The events of the last 6 months follow.

Conversations and Celebrations

OFDD co-sponsored several conversations, celebrations, and programs throughout the academic year:

- The Latino Professionals Alliance Annual Cultural Fair, September 2009
- Table at the October 2009 YWCA Empowering Women Luncheon: "Finding Your Way to Success," Keynote Speaker Ursula M. Burns, CEO of Xerox Corporation
- Lecture: Lt. Dan Choi in October 2009 “Battling Don’t Ask, Don’t Tell”
- Intercollegiate Diversity Agora conference in November 2009
- TNT (African American Alliance) event in January 2010, hosted by Stan Byrd and Janice Holland
- Susan B. Anthony Institute Legacy Dinner in February 2010
- Susan B. Anthony Institute hosts Terry O’Neil (National Organization for Women) in April 2010: “CEDAW/Convention on the Elimination of All Forms of Discrimination Against Women: Why We Need it and Why We Need the Equal Rights Amendment Too.”
- Office of Minority Student Affairs Senior Dinner

Presidential Diversity Award

These awards were 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,



Latino Professional Alliance www.lpa-ur.com
 Since its inception as an affinity group in 2006, the Latino Professional Alliance (LPA) has brought members of the University's Latin American community together to share cultural traditions and a love of the Spanish language. The LPA's Latino Culture Week has become a staple in the University's Department of Hispanic Studies Month. LPA members have volunteered their time at the National



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cultural competency, community outreach activities, or other initiatives that promote diversity or inclusion. The Latino Professional Alliance, the David T. Kearns Center, and Dr. John Hansen were named inaugural winners for their commitment to diversity and inclusion. All nominees were recognized at a luncheon on January 21, 2010.

Communicating about the Program

Our success in building a welcoming community depends, in part, upon our ability to make the University community aware of all that the University is doing to promote diversity.



University-wide Coordination of Celebrations of Diversity

The Office for Faculty Development and Diversity (OFDD) has initiated an effort to identify specific University offices interested in participating in a new organizational structure that will provide central coordination of selected month-long annual diversity and inclusion programs. These designated offices will receive communications and marketing assistance from OFDD.



The new template for central coordination of University-wide diversity events was successfully implemented in our 2010 Black History Month and Women's History Month celebrations. We have plans under way for the Hispanic Heritage Month celebration that will occur in the fall. We are particularly appreciative of the creative work and support of the Office of University Communications. The first rate quality of their poster work captured the spirit of UR pride felt by many who participated in these celebrations.

Recommendation 13 – Provide University Support for a Visiting Faculty/Post-Doctoral Fellow Program. Additional funds will be available through the Special opportunity Fund in FY2011 to support post-doctoral fellows or visiting faculty as a means of expediting a faculty position. OFDD will meet with the Deans to discuss implementation.

Recommendation 14 - Active Listening. OFDD will create a plan to set up meetings with new underrepresented faculty on an ongoing basis.

The Following Recommendations Were Categorized as Requiring Further Study Before Implementation.

Recommendation 1 - Mentoring. We began a conversation with junior and senior faculty representing all six schools of the University during the workshop on May 2009 that included presentations by the founder of the University of Massachusetts at Amherst Mutual Mentoring Program. The OFDD then performed benchmarking studies on the mentoring programs at peer institutions and brought together a Working Group on Faculty Mentoring. Based on information gathered over the course of their meetings and a review of practices at together institutions, the Working Group concluded that the availability of sufficient mentoring for UR faculty is uneven across the University, and that in those situations where mentorship is lacking, faculty are at a disadvantage. The group is now completing a set of recommendations that will be discussed by the Deans' Committee on Administrative Practices with plans for implementation during the 2010-11 academic year.

Recommendation 3 - Prepare Graduate Students, Post-Doctoral Fellows and Residents to Be Faculty Members. Several of the schools offer small programs to meet specific needs. This year, the Warner School began a Future Faculty Initiative to support post-doctoral scholars and graduate teaching assistants as they gain experience as educators. 130 doctoral candidates or post-doctoral students planning a career in academia participated. The aim was to prepare participants for faculty positions and discuss innovative teaching approaches.

Recommendation 6 - Develop Faculty Leadership Potential. OFDD has been asked to find ways to support faculty members who seek participation in external faculty development programs. A solicitation was sent to the deans of each school offering partial support to attend Higher Education Resource Services conference in Wellesley during the 2010-11 term.

Recommendation 8 – Extend Family Friendly Policies to Graduate Students, Post-Doctoral, and Residents. The Provost in consultation with the Deans' Committee on Administrative Practices, and legal counsel have been asked to take the lead in addressing how family friendly policies for faculty as well as graduate students, post-doctoral fellows, and residents might be further addressed.

Recommendation 9 – Attend to the Needs of Dual Career Couples. Carol Shuherk will attend a Dual Career Couples Conference in June. OFDD has been

asked to prepare a report on best practices, which will be based in part on a visit to University of Michigan.

Recommendation 10 – Address Faculty and Staff Child Care Needs. The Office of Human Resources has been asked to research options by which we can provide augmented childcare for our faculty and staff. A survey is currently underway and a report is expected later this year.

Conclusion

The Office of Faculty Development and Diversity exercises primary operational responsibility for coordinating University faculty diversity initiatives. Given the decentralized nature of our university, this office depends on deans and faculty diversity officers 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 five schools have much to be proud of. The next portion of this report highlights the efforts of each school's achievements.

Office of the Senior Associate Provost

Presented by Carol Shuherk

Faculty UR Year One Early Career Programs

The 2009–10 academic year was the third year in which we presented “UR Year One,” <http://www.rochester.edu/diversity/faculty/facultydevelopmentprograms>.

The Senior Associate Provost oversees this faculty development program, which is designed to reinforce the support new and early career faculty receive from their academic departments and make unmistakable our view that they are key to the university’s future.

The program consists of two workshop series and a variety of strictly social events. “Rochester Resources” introduces new faculty to sources of support for conducting research, writing grants, publishing scholarship and navigating the processes of promotion and tenure. “Conversations on Classroom Excellence” focuses on teaching and learning. Both workshop series are structured as informal, interactive discussions, facilitated by faculty peers and university leaders . UR Year One social events introduce faculty and their families and friends to some of the “jewels in the crown,” of the university: a picnic on the Eastman Quad, an Eastman faculty concert with dinner at Max of Eastman Place, a showcase of Eastman Community Music School talent and tours of Memorial Art Gallery (MAG) exhibitions.

In 2009-2010 faculty participation in the program close to doubled, from an average of 25-30 to an average of 50-55 in the workshops, and rose from 80 to 221 for the MAG exhibition tour. In April, 2010, for the first time, feedback about the program will be solicited from 100% of the new and early career faculty population via survey monkey, with results used to further refine the program for 2010-2011.

School Based Activities

Arts, Sciences & Engineering

Presented by the Deans of Arts, Sciences and Engineering

Understanding the Pipeline and Pool

As covered in depth in Arts, Sciences and Engineering's (AS&E) presentation on the pipeline into faculty positions at the university-wide diversity conference on April 5th, due to the reduction of our overall faculty size in the 1990's, AS&E began efforts to diversify our faculty in a weakened state relative to our peer group, many of whose faculties grew during the period in which we were purposefully decreasing ours.

Despite both our small size relative to our peer group, and our lack of growth, by some measures our faculty is not as homogeneous as might be predicted by AAU and other national statistics regarding PhD attainment and faculty diversity. For example, the percentages of women on our faculty are currently lower than our AAU peers in social sciences, but are comparable to them in all other domains. Although our percentages of underrepresented minority faculty are below our AAU peers in humanities and social sciences, they are comparable in natural sciences and engineering. Approximately one third of new hires into the faculty of AS&E have earned their doctorates at AAU schools; however, women are not represented in AAU faculties overall at rates comparable to their representation in the pool of PhDs. Underrepresented minorities generally appear in AAU faculty (and in AS&E) in proportion to or higher than their representation in the pool of PhDs—in the social sciences we are below, and in engineering above the national figures. Overall, our percentages of women and minority faculty are similar to those of our AAU peers; nonetheless, as we seek both to grow and to become more diverse, this is an issue that demands our deliberate and sustained attention.

Our approaches to faculty diversity, then, are driven by our acknowledgement of a dual crisis: the thin and leaky pipeline to doctoral degree attainment, coupled with increasing evidence that a substantial fraction of women and minority doctoral degree recipients do not enter the academy as faculty members. AS&E is therefore developing enhanced approaches to making faculty careers more attractive to women and members of minority groups, even as we continue to seek to increase the overall diversity of our faculty. Perhaps even more compelling is the need for a strengthened pipeline into faculty careers, beginning as early as middle and high school, which we are building in an intentional manner. Though these efforts will take time to generate the results we seek, they are absolutely critical to any

thoughtful approach to the development of a maximally diverse, inclusive, and satisfied faculty.

New Faculty Appointments 2009-2010

For the academic year 2009-2010, 21 searches were authorized in multiple departments, resulting in ten hires, including two with start dates in 2010. None of the new hires is a member of an underrepresented minority group; two are female scientists. See the attached table for a summary of the data for these searches, by department and division.

Searches

For 2010-2011, 19 searches were authorized. Final results will be reported when all the searches have concluded.

In the summer of 2010, faculty committees who will be engaged in searches during 2010-2011 will undergo enhanced training on deepening and widening the pool, and ensuring an appropriate interview process.

FDI Self-Study

During the 2009-2010 academic year, the Frederick Douglass Institute for African and African-American Studies (FDI) completed a self-study at the request of Dean Lennie. The self-study identified areas of growth and development for FDI, and will form the basis of conversations leading to the appointment of a new Director.

Appointment of Faculty Diversity Officer

Honey Meconi, Professor of Music, accepted an appointment of one year to the role of Faculty Diversity Officer for AS&E. Professor Meconi joined the faculty of the University of Rochester in 2004 as Professor of Music in the College Music Department and Professor of Musicology at the Eastman School of Music. She became Director of the Susan B. Anthony Institute for Gender and Women's Studies in 2007, and was named Susan B. Anthony Professor of Gender and Women's Studies in 2009.

Career development: COACHE Survey

AS&E joined the Collaborative on Careers in Higher Education (COACHE), in the fall of 2009. COACHE is a consortium of over 150 colleges, universities, and systems across North America committed to making the academic workplace more attractive and equitable for early-career faculty--the cohort most critical to the long-term future of their institutions. In early Spring 2010, AS&E participated in the COACHE survey of pre-tenure tenure-track faculty, which seeks to determine

the job satisfaction of early career faculty, and whether satisfaction rates differ by race, ethnicity, gender, or academic area. We anticipate receiving the results of this survey by the end of April 2010, and will examine the data we receive to determine ways to improve or enhance the experiences of pre-tenure faculty.

Mentoring

In the spring of 2009, Dean Lennie requested department chairs in AS&E to answer a number of questions regarding their department's mentoring of junior faculty. The Deans are in the process of developing a school-wide approach to mentoring, based on the documents provided by departments in response to this request, the results of the COACHE survey, the national literature, and, in part, by the topics highlighted in the Listening Tour Report.

Pipeline: Graduate Student Recruitment & Retention

The National GEM Consortium

The University joined the National GEM Consortium in the summer of 2009. GEM: Graduate Degrees for Minorities in Sciences and Engineering, provides a large pool of potential applicants to our MS and PhD programs in the sciences and engineering, as well as a fellowship component. This year, the TEAM program enrolled a GEM Fellow, and for the 2010-2011 year, TEAM has again enrolled a GEM Fellow. Each summer and fall, we will have access to a large pool of GEM applicants, and thus will substantially increase our recruitment and enrollment of underrepresented minority graduate students in STEM.

Potential Graduate Applicant Visit

In September we brought 14 McNair and other undergraduate seniors of color to campus for departmental visits. We yielded 7 PhD applicants, and two confirmed offers. This will become an annual event, which will increase our visibility among highly-qualified potential applicants to our doctoral programs.

Graduate Retention/Recruitment Specialist

In order to effectively and sustainably increase AS&E's recruitment, enrollment and retention of underrepresented minority students in our doctoral programs, the Kearns Center is currently interviewing candidates for a Graduate Recruitment and Retention Specialist. This individual will work closely with the Graduate Dean and departments to develop and implement a sustainable model of best practices for departments in dealing with large databases of potential applicants such as GEM. He/she will also represent AS&E at high impact conferences and

recruitment events that target underrepresented populations, such as the Southern Regional Education Board's Annual Institute on Teaching and Mentoring.

Dissertation Scholar

As part of the Northeast Consortium for Faculty Diversity, AS&E provides a fellowship for a visiting dissertation scholar each year. In 2008-2009, we hosted two fellows: Krystal Frazier, who is now a tenure track faculty member in History at West Virginia University, and Paula Booke, now a tenure track faculty member in Political Science at Hope College. Currently, the Department of Philosophy is hosting Vanessa Wills, who will be conducting research as a Fulbright Scholar next year in Germany. In 2010-2011, the Anthropology Department will be home to Sarah Luna, from the University of Chicago, where she is working on a dissertation entitled, "Selling Sex, Finding Jesus, and Making the Nation in a Mexican Border City." In addition to her numerous teaching and research experiences, Sarah is currently a Frederick Douglas Teaching Scholar and previously was a Fulbright-Hays Doctoral Dissertation Fellow.

School Based Activities

Eastman School of Music

Presented by Ellen Koskoff, on behalf of Dean Lowry and the Eastman School Diversity Committee

The Eastman School of Music is developing dynamic diversity and inclusion initiatives relating to University of Rochester goals, as well as to those of the American music school culture more generally. The School's Diversity Committee, consisting of representative faculty and staff, is responsible for devising, administering, and assessing these initiatives. An all-volunteer group, this committee has attracted those who are passionate about these issues and who have agreed to commit much time and effort to this project.

Over the past year, we have implemented four new projects:

1. **Brown Bag Lunches:** Monthly discussions with faculty, staff, and students (anyone interested) to help us more clearly define diversity and inclusion within the Eastman School community. These have raised many interesting issues, such as a growing consciousness of the importance of religious beliefs and sexual orientation to our students. Other discussions this year concerned the role of race, class, and gender in music education and performance. Those who attended these lunches voted overwhelmingly to continue them next year and students offered some timely and creative strategies for advertising them.
2. **Expanding Our Horizons Series:** A series of guest performers/speakers who conduct master classes/lectures and speak with various constituencies about diversity, access, and inclusion within music school culture. These included the following visitors:
 - **University of Rochester's Vice President and General Secretary, Paul Burgett** (ESM alumnus), who spoke about his time as an African American music student at Eastman in the 1960s. He suggested four critical questions:
 - In recalling the School's original mission to serve as an American music school, Paul deliberately evoked notions of the American dream of equal opportunity. Should Eastman clarify the phrase "American music school" in relation to this value?
 - Paul discussed the concept of "othering." Should we be making efforts to understand the "other" in ourselves?
 - Paul presented the music school culture as a special bubble, unlike the business model that runs the rest of the world. What

- are the core social, political and musical values of a professional music school such as ours?
- The world is changing- do we want to come along?
- **Vice-Provost for Multicultural Affairs, Myra Hindus of the Berklee School of Music, Boston University.** Myra posed a series of questions to ask ourselves:
 - Where is the School going?
 - Where we are now – what can we build upon?
 - Do we want to stay as we are or add new elements?
 - Does the Diversity Committee need a mission/charge statement? She then showed how to accomplish our goals through a 2-step program:
 1. Look at mission and create a diversity strategy
 2. Create a 3-year plan in which each area must reach specific goals
 - Myra stressed the need for facilitators
 - **Velvet Brown** Professor, Tuba, Pennsylvania State University, University Park, Pennsylvania
 - Velvet’s visit included a performance of tuba music, both written for the instrument and arranged by her.
 - Interspersed throughout her performance, she talked about her experiences as a female in an “all-boys” brass environment, as well as an African American classical musician.
 - She has spent her career both as an advocate for the tuba (especially among young women) and as a model for other African Americans studying classical music.
3. **Eastman Departmental Diversity Initiatives:** Beginning in the fall of 2010, this is a program where individual visits, begun in the Expanding our Horizons Series (above) become the responsibility of each department at the Eastman School. Here, departments define for themselves what constitutes diversity within their disciplinary boundary and recruit visitors to come to the School to perform/teach/talk.
 - Over the past semester, Ellen Koskoff, Chair, Eastman Diversity Committee, visited each department and explained the rationale behind this initiative and the process by which the department could invite a visitor.
 4. **Eastman Conference on Diversity in the School of Music:** Planned for the fall of 2011, invited guests and other speakers and performers will come together at the School to discuss successes and challenges to diversity and

inclusiveness within music school culture, and plans to move forward.

Various questions will be discussed, such as:

- We're told that the globe is musically, ethnically, and intellectually diverse, but do music schools in America reflect that richness of diversity?
- Is diversity important?
- If so, what can be done about it?

Plans for the Future

These conversations and projects have resulted in a multitude of new ideas for future initiatives, designed to develop or expand programs that will raise consciousness concerning diversity efforts and ultimately result in a more diverse faculty, staff, and student body at the School. Some of the ideas we have discussed are:

- Working with search committees and the Eastman admission 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.
- Expansion of various curricula that address diverse intellectual and cultural understandings of music.
- Inclusion of music students and student-run projects into the overall conversation.
- Creation of an Intercultural Music Think Tank.
- Creation of a "My Story" conversation group for students, faculty, and staff where we can share challenges and come to better understanding of diversity, access, and inclusion.

School Based Activities

School of Medicine and Dentistry

Presented by Vivian Lewis, on behalf of Dean Taubman

Existing Faculty Development Programs:

- Dean's Teaching Fellowship: A 2-year program for select junior and mid-career faculty with specific focus on medical education
- Problem Based Learning: Training and support for faculty tutors
- Conferences for Ambulatory Clerkship: For faculty and course directors
- Medical Education Pathway for Medical Students: Allows medical students who are interested in becoming academic medical educators to spend a year studying relevant aspects of teaching and learning theory and methods of assessment in depth.
- Problem Based Learning: Curriculum development for nursing
- Leadership and Management Series, *Meet the Leaders*: Monthly meetings with senior medical center leadership, primarily for junior faculty nominated by their chair. See- <http://www.urmc.rochester.edu/education/faculty-development/leadership-topics.cfm>
- Masters degree in Teaching and Curriculum (Health Professions Education Track) with Warner School
- Departmentally based faculty mentorship programs
- Annual Day-long Colloquium: <http://www.urmc.rochester.edu/education/faculty-development/colloquium.cfm>
- Faculty Development Workshops, held 1-2 times per month: <http://www.urmc.rochester.edu/education/faculty-development/women-diversity/career/workshops.pdf>
- Luncheon Seminars Series on Faculty Development, held monthly: <http://www.urmc.rochester.edu/education/faculty-development/women-diversity/career/seminars.cfm>
- Women's Faculty Development Advisory Committee: <http://www.urmc.rochester.edu/education/faculty-development/women-diversity/who.cfm>
- Support/participation for national faculty development programs (Career Development Conferences)
 - Dr. John Elfar attended the Minority Career Development Conference given by the American Association of Medical Colleges (AAMC) in September 2009

- Drs. Annette Medina Walpole and Patricia Sime attended the AAMC conference on faculty development for mid-career women in December 2009
- Dr. Susan Hyman was nominated for ELAM and her candidacy approved for 2010-11.
- Specialized workshops for departments (surgical education, giving feedback to trainees and students, cultural competency in women's health)

New or Expanded Faculty Development and Diversity Programs:

- Faculty Development Grants: These new awards are designed for faculty to develop and implement projects to improve their scholarship and/or enable them to gain knowledge or skills beyond normal expectations to improve medical education/ teaching. Educational projects can address issues related to teaching, assessment, program development, and professional development. There were 8 applicants and three awards announced in December 2009. The successful applications focused on career development for a basic science educator in a gross anatomy lab, developing teaching skills for a hospitalist through an innovative faculty development program, and career development through participation in the AAMC's medical educators' research certificate program.
- Expanded Minority Faculty Recruitment Efforts: The Associate Dean for Faculty Development- women and diversity attended 2 national conferences to recruit more diverse faculty. Additional efforts include search committee presentations and initiating efforts to centralize support for faculty recruitment.
- Half-day conference Career Development for Women in Science and Medicine- Meeting the Challenges: On April 14, 2010 Dr Stephanie Abbuhl, Associate Professor of Emergency Medicine at University of Pennsylvania was the keynote speaker ("Women in Academic Medicine-where are we in 2010?"). Break-out sessions featuring another 10 faculty members followed. The event was attended by approximately 50 faculty members and initial feedback was very positive.

Selected New or Expanded Faculty Development and Diversity Programs

The Clinical Translational Science Institute (CTSI), funded by the National Institute of Health, serves as both an academic home for integrated clinical and translational science and a national model for innovative approaches to the education and training of new clinical and translational scientists. Vivian Lewis, MD, Associate Dean for Faculty Development – Women and Diversity heads the mentor development core of the Research Education and Training key function, to help support and maintain the availability of quality research mentors. During the academic year 2009-10, three new efforts were launched.

A curriculum on mentoring was expanded to include additional topics and attendance opened to faculty throughout the university. The initial curriculum included 4 conferences and on-line material, limited to the CTSI mentors and protégées. During the 2009-10 academic year, there will be a total of nine conferences, including two given by outside faculty- Dr James Kahn of UCSF and Dr Michael Fleming of the University of Wisconsin- Madison. All conferences have enjoyed good attendance with a variety of disciplines and schools represented. These conferences have been videotaped and can be viewed on the CTSI website. For a complete list of topics see <http://www.urmc.rochester.edu/ctsi/education/MentoringWorkshops.cfm>

The CTSI mentor development committee is supporting a pilot of a novel new writing course. The Scientific Writing Course is for mentors and protégées and is designed to teach mentors to effectively and efficiently teach scientific writing to their protégés and to teach protégés the basics of scientific writing. This course is open to all medical center faculty. Mentors and their trainees start with a series of classes on the fundamentals of good writing and end by completing their own grant application or manuscript. The course is taught by Constance Baldwin, Ph.D. Professor of Pediatrics, who has given many writing courses for Pediatrics fellows as well as the American Association of Medical Colleges, the American Pediatrics Association, and University of Texas- Galveston. There are 12 mentor-protégé pairs who have now completed the ten 2-hour sessions on writing basics. Each session requires a protégé to write 1-2 pages of new writing and the instructor and mentor to edit the documents. There is with class time for common review as well as didactic material about writing and grammar. Mid-year evaluation has indicated that educational aspects of the course (appropriateness of learning objectives, depth and breadth of topics, quality of instructional materials, etc) were uniformly rated as good or excellent (100% of respondents). Sixteen of the 19 respondents rated the usefulness of strategies to improve their writing as excellent. During the second half of the course, each mentor-protégé pair works on a manuscript or grant application and meet as small groups to review the edits. This enhances the peer group experience. We will look to obtain graduate course credits in the future so that the course can be supported by tuition funds. The unique aspects of this course includes the approach of involving the peer group as well as the mentors, who gain new mentoring skills and become better scientific writers

Mentor consultations are now available through the CTSI to expand the number of investigators who obtain mentored research funding. A member of the MDC is available to meet with interested faculty applying for K-award, Clinical Research Center support or in need of academic career planning to provide feedback on their

mentoring plan. This pilot program is in the early implementation phases. However, the infrastructure has been used as part of other funding applications for research training by URMC investigators (T32 and R25 applications).

School Based Activities

School of Nursing

Presented by Mary T. Dombeck, Sally E. Fletcher, and Ulandus Quinn, on behalf of Dean Parker and Dean's Advisory Council for Diversity and Inclusiveness

The Dean's Advisory Council for Diversity and Inclusiveness (DACDI) has completed a Mission Statement and Action Plan which has been adopted and is posted on the School of Nursing Website (see attached document). The DACDI is working on the Action Plan through subcommittees involving not only member of the DACDI but also other faculty, staff, or student. The subcommittees address education, research and practice issues, student development, staff development, on boarding and programs. The DACDI is also in the process of planning a yearly calendar for the School of Nursing that corresponds to the Mission Statement and Action Plan.

Faculty

There is a search for a new position: Associate Dean for Faculty Development and Diversity. Dr. Hyekyun Rhee, a member of the DACDI, chairs this committee. The DACDI will continue to function as Council to the Dean and the new Associate Dean. The DACDI is engaged in the following functions:

- Serve as a resource and support for individuals and groups within the School of Nursing
- Facilitate discussions and understanding's about diversity and inclusiveness
- Provide learning opportunities on topics related to cultural diversity and inclusiveness
- Serve as liaison to the Office of the Vice Provost for Faculty Development and Diversity

During the 2009-2010 academic year the SON was fortunate to host two Visiting Scholars:

- Dr. Natsumi Morita, Associate Professor in the Faculty of Nursing and Medical Care at Keio University in Kanagawa, Japan.
- Dr Yufang (Judy) Hao, Associate Professor and Vice Dean of the School of Nursing at Beijing University of Chinese Medicine in Beijing, China.

The SON developed activities to integrate the Visiting Scholars with professional, language, personal, and practical transitions to the U.S. culture and to the SON and Rochester communities. These activities included academic faculty, clinical faculty and staff. The Scholars participated in coursework, wrote manuscripts for

publication, attended research seminars, presented at research seminars, and presented workshops. There was opportunity for exchange involving medical, nursing, and cultural topics.

Staff

- Dean Parker has instituted regularly scheduled all School meetings involving staff with faculty. There is also a plan to provide staff representation, communication and feedback regarding staff satisfaction in the workplace.
- Dean Parker has appointed a staff member to co-chair the DACDI with a faculty member

The Environmental Climate Survey will be disseminated this semester to the faculty, staff and doctoral students.

Programs presented this school year

The Dean's Advisory Council for Diversity and Inclusiveness' 2009 - 2010 Program for Diversity and Inclusiveness began with a workshop during faculty Welcome Back Week in August.

August 28, 2009 from 9:00 – 11:00 a.m.

“Creating an Environment of Inclusivity at the School of Nursing”

Workshop facilitated by Stan Byrd

October 5, 2009 from 12:00 – 2:00 p.m.

“*Praying with Lior*”

A DVD on how a whole community rallied to include someone who was different for a very important occasion in his life. Lior has Down's Syndrome and he wants to fully participate in his Bar Mitzvah. His family and his whole community contribute to make this possible. This movie has won several awards and would also be relevant for its content in family relations, blended families, grief issues in families, and families of children with special needs.

November 30, 2009 from 12:00 – 1:30 p.m.

“*My Spirit Took Care of Me*”

A powerful video clip from the University of North Carolina conference on “Disparities in Health Care”, featuring Karina Walters, MSW, Ph.D., William P. and Ruth Gerberdine University Professor at University of Washington Indigenous Wellness Research Institute. Her scientific presentation highlights historical trauma and health care risks and outcomes among Native Americans including Gay and Lesbian persons.

February 15, 2010 from 12:00 – 1:30 p.m.

“Diversity: Creating an Environment of Inclusiveness” by Jane Swanson
in *Nursing Administration Quarterly*, Volume 28 (3) pp 207-211.

March 15, 2010 from 12:00 – 4:30 p.m.

“Reclaiming our Health, Native Style”

With an eye to improving health particularly for at-risk populations, the School of Nursing with the Friends of Ganondagan presented an afternoon program devoted to exploring aspects of the history, culture and changed lifestyles of Native Americans that have lead to an epidemic of obesity and diabetes.

April 19, 2009 from 12:00 – 1:30 p.m.

“Worlds Apart”

A DVD on how four persons from diverse contexts and backgrounds experience the Health Care Systems to which they are connected.

School Based Activities

Simon School of Business

Presented by Rajiv Dewan and Lena M. Cardone, on behalf of Dean Zupan

2009-2010 Faculty Recruiting

The Simon School has had a successful recruiting effort for faculty for the 2010-2011 academic year. We have three new faculty who will be joining the Simon School on July 1, 2010.

Ryan McDevitt, completing his doctoral program in Industrial Organization and Applied Microeconomics from Northwestern University, accepted our offer as an Assistant Professor in Economics and Management. Edward Owens, completing his doctoral program in Accounting from the Kenan-Flagler Business School at UNC-Chapel Hill, will begin his career as an Assistant Professor in Accounting. Also joining the Simon School will be Tolga Tezcan, currently an Assistant Professor at University of Illinois at Urbana-Champaign, in the area of Computer and Information Systems.

In addition to our new hires, we anticipate that Delores Conway, who joined us in September as a Visiting Professor of Statistics and Real Estate and Associate Dean of Masters Programs, will continue at the Simon School on July 1 as a tenured Professor and Associate Dean. With this addition, our percentage of tenured female faculty will increase from 0%, only two years ago, to 38% for the 2010-2011 academic year.

We have once again expanded our recruiting efforts by publicizing for our positions in several of the publications and services provided by the UR Office for Faculty Development and Diversity, as well as our 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 are attended by our faculty 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 to make final selections prior to extending offers.

We have continued to survey all applicants via our on-line questionnaire regarding their gender and ethnicity. A brief overview of the report indicates almost 70% of the applicants responded to the survey of which 30% were women. The responses

for the race/ethnicity indicated that the majority of our applicants were either Asian (42%) or white (48%). These results are comparable to last year's results.

Staffing at the Simon School

Although we are a small school, our staff currently consists of over 78% female. Our Executive Leadership Team who manage our Admission, Career Management, IT, Marketing and Communications, Advancement, and Finance Departments at the Simon School is evenly staffed with 50% male and female.

We have recently conducted a nation-wide search for an Executive Director for our Career Management Center and were successful in hiring Cynthia Saunders-Cheatham – our first African American to serve on our Senior Management Team. Prior to joining Simon, she served as brand advisor and associate director of the Career Management Center at the Johnson School of Management at Cornell University. She also served as the interim director of Johnson's Career Management Center during the summer of 2009. In addition to her experience in career management, Saunders-Cheatham has over 15 years of marketing management experience and has worked at such companies as Carrier, Valvoline, Sara Lee, and I.B.M. She holds both B.S. and M.B.A. degrees from the Kenan-Flagler School of Business at the University of North Carolina at Chapel Hill.

Also, we were recently successful in hiring Joy Goff as Director of Individual Giving in our Advancement Department. Previously, Goff was a member of the advancement division of Cornell University, where she served as a major gifts officer for the Cornell Law School, responsible for gifts of \$100,000 and above as part of Cornell's ongoing \$4 billion campaign. Before relocating to New York State three years ago, she was director of alumni affairs at Eastern Connecticut State University, where she also served as a development officer. Her background includes 20 years as a practicing attorney, primarily in the health care field, in Massachusetts. She is a graduate of Wheaton College and Suffolk University Law School and is originally from Boston.

School Based Activities

Warner School of Education

Presented by Nancy Ares, on behalf of Dean Borasi

Significant time has been spent again this year on issues of diversity and inclusion. Research, teaching, and service characterizes Warner as a school devoted to scholarship and education focused on social justice, transformation of schools and communities, and preparation of researchers and professionals in teaching, leadership, counseling and human development. The following is a partial listing of the myriad efforts at Warner, focusing mostly on the work of the Diversity and Inclusion Committee's work, given the centrality of these issues to our mission.

Professional Development and Increasing Awareness

These activities are at the core of the Development and Inclusion Committee's work. We have pursued a model of professional development for faculty and staff that emphasizes embedded, ongoing and 'homegrown' learning and dialogue rather than externally derived and presented information or workshops. Significant expertise exists at Warner, but we have also benefited from collaboration with or facilitation by Stan Byrd and two intercessors, Frederick Jefferson and Kathy Sweetland.

- Diversity and Inclusion at Fall Faculty and Staff Retreat: We built on work from 2008-2009 academic year to then shift our focus to curriculum and pedagogy. Our discussion lead to the following questions we pursued this year:
 - What are the "diversity" classes? (In both masters and doctoral programs). This gives us a way to consider/evaluate how well-integrated attention to these issues is across programs.
 - How does our pedagogy support or hinder our pursuing our mission?
 - How do we get students more involved in these conversations?
- "Self-Leadership": A discussion and activity facilitated by Kathy Sweetland. This served to consider how to view ourselves as leaders in efforts to address diversity and inclusion, identify Warner School practices and expertise that support this view, and push notions of what it means for us to be leaders.
- Lunch Hours: These are weekly sessions open to all faculty, staff and students. Two of which are hosted by the Diversity and Inclusion Committee. The high attendance at each indicates the commitment members of the Warner Community have to addressing diversity and inclusion

- “Post-Racial America?” – In response to media and other reports that President Obama’s election may signal a reduction in the salience of race in American society, we distributed readings in advance and facilitated a discussion on the implications for preparation of researchers, teachers, counselors, and educational leaders.
- “Micro-aggressions” – As a result of discussions at the Fall Warner School Retreat, we again assigned readings and orchestrated large and small group discussion. This session, as has been the case for the last 3 years, was extended in time to an hour-and-a-half and scheduled during local school districts’ Winter Break to take advantage of opportunities for more of our students to attend.
- Faculty Forums: Warner dedicates two or three of these one-and-a-half hour sessions each year to the work of the Diversity and Inclusion Committee. The two sessions we have hosted to date focused on issues of pedagogy and curriculum, as the faculty and staff indicated in our Fall Retreat that this was their chosen focus for this academic year. Meeting notes, readings, and other resources that resulted are posted on our Blackboard site devoted to our Committee’s work.
 - Diversity and Inclusion, White Privilege and Teaching – We centered this session on challenges faced and strategies used by faculty and instructors in dealing directly with race/ethnicity, sexuality, linguistic diversity, gender, ability, and other sources of difference in our classes. Research and conceptual articles were distributed in advance to inform our work. The goals were to surface tensions that arise related to the inevitable discomfort many students feel as they develop awareness and commitment to diversity and inclusion, as well as instructors’ own concerns, fears, and expertise. The focus on white privilege continued our examination of our own practices and structures that affect how inclusive our community is and is perceived to be.
 - Dealing with Emotions in the Classroom when Addressing Issues Around Difference (e.g., race/ethnicity, ability, sexuality, language, etc.) – This session was an outcome of the one, above, as faculty came to understand together that we all deal with strong emotions of our own and of our students when addressing these issues. A Counseling and Human Development faculty member with expertise in this area facilitated this session and our

discussion lead to our learning of a variety of approaches we can implement in our individual classrooms and programs.

Support for Search Committees for Three Open Positions

Broadening the pool of candidates:

- Publicizing openings in outlets that target under-represented groups and on professional organizations' listservs
- Taking advantage of outlets paid for by the Vice Provost's office
- Using Blackboard for sharing and documenting faculty and staff recruiting efforts
- FDO review of applications, feedback to committees as a form of support

Development of Language

Develop language that instructors include in their course syllabi to address diversity and inclusion, as well as safe and respectful classroom environments. A school-wide commitment was made to use such language across courses. This language was also shared with UR FDOs on their request.

Collaborating on Safe Zone Train

The trainers program with Human Resources office is in June 2010. There are 12 Warner volunteers, including faculty and staff.

Information Sharing

- Hosted Webcast – Broadcasted the 2010 Diversity Conference: Building a Stronger Community in Dewey Hall. Invitees were all faculty, staff and students. Technology provided to support tweets and shared viewing of video.
- Warner's Diverse Voices Blogs – As part of our work for the Martin Luther King, Jr. Holiday, Diversity and Inclusion members posted prompts and responses to foster a conversation in the Warner community. Several students responded in thoughtful ways to push our thinking and action.
- Disseminating Information – Emailed calendar of the University Black History month events to faculty, staff and students.

Retention of Faculty

- Support from Dean's Office for 'Organic' Mentoring – People gather for meals and while this is not targeted specifically at supporting faculty of color, it does add to our efforts.
- Drawing on Local and National Professional Networks – Effort to support research of scholars of color:
 - Ibero American Action League commissioned research on Latino/a students and families' experiences in the RCSD, and a senior faculty member recruited and now supports two faculty of color as they pursue this study and grant opportunities.

The Warner Diversity and Inclusion Committee

- Faculty, staff and students are all represented
 - Clarifying Our Charge – work with the Faculty Steering Committee to identify how we will complement each other's work and delineating the D&I Committee's being a resource for faculty, administration and staff. We made clear that this committee doesn't act to enforce policies or procedures, nor to mediate disputes, as those responsibilities lie with the Associate Dean and would complicate our role as resources and supports for learning and practice around diversity and inclusion.
 - Dean Borasi's increasing involvement facilitated by her being invited to attend committee meetings. This will commence in Fall 2010.

Staff Pay Grade 50+ Initiative

Office of Human Resources
Multicultural Affairs and Inclusion

Presented by Stan Byrd

This report highlights the programs and activities included in the University's Staff Diversity Initiative for the period April 1, 2009 – March 31, 2010. This initiative continues to show modest progress in meeting its objectives.

Introduction

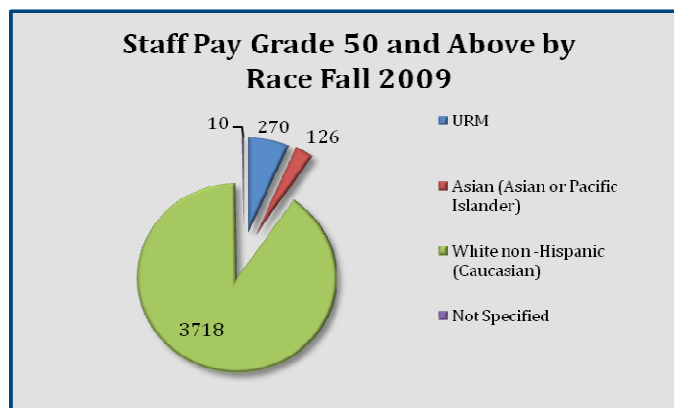
Any institution's efforts to create a diverse and inclusive community must involve transformative cultural change. For the Office of Human Resources-Multicultural Affairs and Inclusion (MCAI), these efforts include recruitment activities, training and development, programs that foster inclusion and community engagement. Recruitment programs focus on the

goal of creating a more diverse professional workforce as well as developing future healthcare practitioners and leaders. Training and facilitation provides opportunities to explore and discuss issues related to diversity, inclusion and cultural competence.

Programs are in place to deepen and embed inclusion efforts and provide opportunities for the development of staff within the organization. These activities include the Affinity Groups, the Career Development Program and the Mentoring Program. All of these efforts support 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, as well as enhancing the community's perception of the University.

The Staff Diversity and Inclusion Initiative strategy includes three primary (overarching) goals:



- Increasing the number of diverse Professional, Administrative, Supervisory (PAS) Grade 50+ staff
- Providing inclusion and retention activities including internal programs, consultation/organizational development activities, as well as training and talent development
- Collaborating with the Greater Rochester community through recruitment and pipeline-building opportunities and activities related to community engagement

This report is divided into 5 sections: I. Professional, Administrative, Supervisor (PAS) Grade 50+ (50-59, 98, 99) Recruitment Initiative; II. Inclusion and Retention Programs and Activities; III. Community – Youth Enrichment Programs; IV. Community Outreach and Engagement; and V. New Programs-In Development

I. Professional, Administrative, Supervisor (PAS) GRADE 50+ (50-59, 98, 99) Recruitment Initiative

Objective: To provide an internal recruitment process for assisting hiring managers to diversify their professional candidate pools. Our Multicultural Recruitment Specialists interview prospective candidates conduct reference checks and forward candidate resumes and supporting documents to the hiring manager.

Progress:

- In March 2009, 6.2% of the total PAS Grade 50+ staff were members of under-represented groups (defined as African-American, American-Indian, Hispanic and Pacific Islander) compared to 6.7% for the current period
- A total of 32 under-represented individuals were hired during this period
- Of the 32 individuals who were hired, 30 were referred by HR-MCAI During this same period, 5 under-represented individuals transferred into PAS positions
- Of the 79 individuals interviewed by managers, 38% (30 individuals) were hired
- Due to MCAI's active consultation, meetings with departments and units regarding providing assistance with diversity recruitment increased 50% from the previous review period

II. Inclusion and Retention Activities

Career Growth and Development Program: Provides support to current HR staff in career counseling and development. Career counseling is provided by Human Resources Representatives who have received skill enhancement training in this area.

Progress:

- The initial pilot period (October 2008 – June 2009) consisted of a core group of 8 departments.
- Currently 50 departments have taken advantage of these services equating to more than 300 units of service. A unit of service consists of any of the following: General Counseling/Coaching, Assistance with Resume Writing, Mock Interviews, Networking, Complete Assessment, Assessment Review, Job Search Strategies, Referrals Made (e.g., Career Development Services, training opportunities, EAP, tuition benefits, etc.), Shadowing Experience, and Resume Review.

Affinity Groups: Supports the University's diversity efforts, provide networking opportunities, to assist in recognizing and celebrating diversity and to take a lead in volunteerism in the greater Rochester community.

- African American Network
- Latino Professional Alliance
- Pride Alliance
- South Asia Professional Networking Association

Progress:

- The African-American Network and the Latino Professional Alliance continue to provide ongoing networking opportunities within the University and in the greater Rochester Community.
- The African-American Network coordinated University-wide activities for both Martin Luther King Day and Black History Month. The Latino Professional Alliance coordinated University-wide activities for National Hispanic Month. All activities were well attended with positive feedback from the attendees.
- The Pride Alliance is working with MCAI to coordinate "Safe Zone" training for University Faculty and Staff; projected start is June 2010.
- The South Asia Professional Networking Association has had two outreach events. The events were not well attended, and MCAI continues to work with the leadership and their Executive Champion on creating a broader support base for the group.

Consultation/ Facilitation/Training: Provides organizational development support to departments/units in deepening their commitment to the University's and their department's mission related to diversity. Provide training opportunities for staff and faculty

Progress: Departments/Schools who have worked with MCAI include: River Campus Libraries, Intensive Care Unit, Warner School, School of Nursing, Operating Room, Office of the Provost, School of Medicine and Dentistry, Nursing Practice, Advancement, Strong Ties (Behavioral Health), Information Technology, and Finance.

Diversity Book Reading Group: Provides alternative learning opportunities related to understanding diverse cultures and points of view. The HR Manager-MCAI facilitates 3-4 discussion groups per book.

Progress:

- Currently 150 staff and faculty are on the distribution list. The group read and discussed 9 books in 2009.
- On average, 8 people attend each session.
- HR-MCAI is working with the River Campus Libraries to establish a diversity book reading group on the River Campus that will mirror the general book group.

III. Community-Youth Enrichment Programs

Healthcare & Technology Youth Apprenticeship Program: Provides early pipeline building with area high school youth. This Program was developed in conjunction with the Rochester City School District and runs from September through June.

Progress:

- In June 2009, 8 students completed their apprenticeships with the University. Within that group, 7 students are now attending college with their majors in science, biology, and pre-med.
- A new group of 8 high school juniors started the program in September 2009.
- This year additional laboratory experiences were added for the students.
- Evening programs for parents and students were created that include selecting colleges, finding financial aid, and professionalism. These events were well attended by both the students and the parents.

Pillars of Hope: Provides early exposure to the world of work, potential careers and professions to elementary school age children. 8 members of the

African-American Network and the Latino Professional Alliance affinity groups visit School 29 monthly from November to May to discuss careers, options, and education. This Program was developed in conjunction with the Rochester City School District.

Progress: This year's presentation topics included: Self-Esteem Building, Dreaming Big (the Ben Carson Story), Mental Fitness and Volunteerism.

IV. Community Engagement

- **Objectives:** (1) To provide general outreach and networking efforts to the greater Rochester Community; (2) To provide opportunity for community engagement and relationship building; (3) To have a positive impact on the community's perception of the University. Community involvement and engagement is the key to our recruitment efforts. In addition to our outreach efforts related to recruitment, HR-MCAI provides the following services to community based organizations and constituencies: mock interviews, resume writing, workplace etiquette and other professional development programs.

Progress: Each year there is an increase in the number of community organizations with whom we partner. The average is consistently 30-plus organizations.

V. New Programs – In Development

- **Leadership Coaching Initiative:** To provide one-on-one coaching opportunities to individuals interested in achieving their professional development goals. Informal coaching currently occurs as part of the value added services offered by two HR staff members and the University Intercissors. A more formal initiative will begin in Summer 2010.
- **Professional Mentoring Initiative:** To provide mentoring to PAS Grade 50+ staff to enhance professional development of staff. Professional Mentoring will be targeted for the PAS Grade 50+ staff. A pilot program will run from June 2010 to December 2010.

Diversity and Inclusion Committee

University-wide

Presented by Kathy Sweetland

The purpose of the Diversity and Inclusion Committee, which has met since fall 2006, is to bring together members of the University Community who are engaged in diversity outreach initiatives. Membership on the committee includes representatives from the Center for Community Health; Center for Advocacy, Community Health, Education and Diversity; Office of Minority Student Affairs; Kearns Center; Memorial Art Gallery; Department of Psychiatry; School of Nursing; Warner School; Eastman School of Music; Simon School; Office of Admissions and Financial Aid; Center for Community Leadership; Human Resources-Office of Multicultural Affairs and Inclusion; and the Office of the Vice Provost for Faculty Development and Diversity.

This year, the committee's energies have been focused on developing effective ways to inform faculty and staff about the many diversity and inclusion programs and initiatives that are in place throughout the University. One such initiative, [Spotlight on Diversity](#), was recently inaugurated to honor the members of the Office of Minority Student Affairs for the excellent service, support, and programs they have delivered since 1969.

We anticipate making the Spotlight on Diversity a monthly feature in @Rochester.

For quite some time members of the committee have been interested in finding ways to keep represented and non-represented staff who do not have access to a computer informed about the University's diversity efforts. In an effort to bridge this gap, Judy Clay, Coordinator of Staff Training for Facilities, recently joined the committee. Judy has provided a list of supervisors and managers of represented staff who can be used to publicize events and programs that may be of interest to their employees. Since their employees may not have access to a computer, these supervisors and managers have been asked to post notices in areas where their employees might see them, such as near the time clock and in break room areas.

Caroline Nastro, a member of the committee from the Department of Psychiatry, has solicited suggestions from the committee for programs, articles, and training materials that can be included in the department's newly developed online Cultural

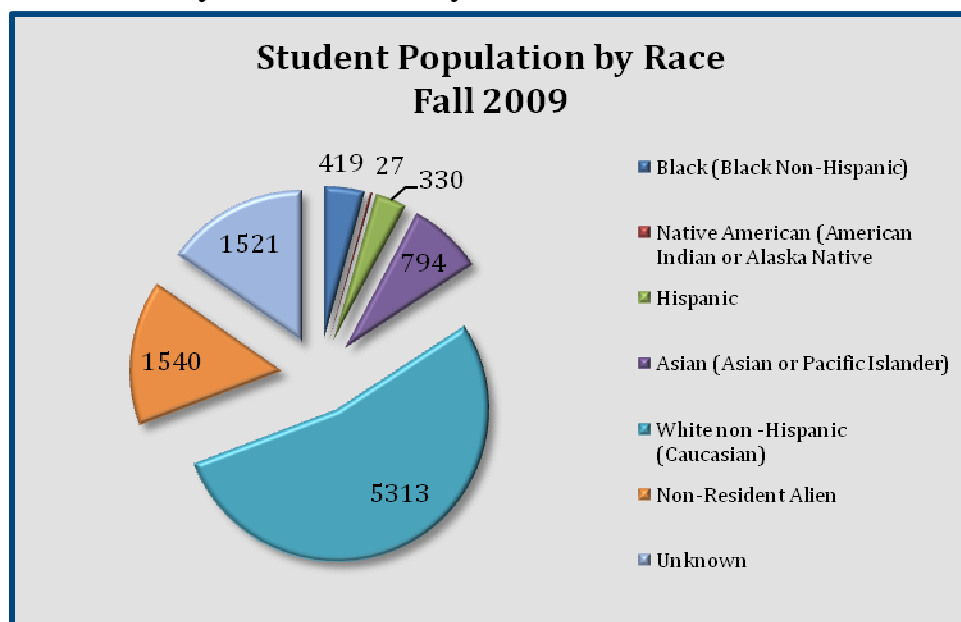


Competency Course, which will be available sometime this year. One of the exciting aspects of this online program is that they have devised a mechanism to keep track of which modules their employees complete in order to document each employee's progress toward the required number of modules.

Committee members were also actively involved in the Office of the Vice Provost's efforts to produce the Black History Month and Women's History Month posters.

Students

At the University of Rochester, student diversity initiatives are school-based. Table 8, in the appendix, shows student gender and race/ethnicity for the entire University. Tables 9-15, in the appendix, show school-specific data for 2001, 2006-2009. In the fall of 2009, 51.2% of our overall student population were women, 7.7% were underrepresented minorities (African American, Hispanic, or Native American), 8.0% were Asian or Pacific Islander, and 15.3% of our students were not identified by race or ethnicity.



I. Arts, Science and Engineering

Pipeline: Undergraduate Student Development

Admissions

Although diversity outreach has been an important activity in Admissions and Financial Aid for decades, we have sustained a recent highly expansionary pace. From a baseline of two partnerships with youth-serving community-based organizations (CBOs) in 2003 (one national and one in New York City), Admissions is now partnered with many local CBOs, four more national CBOs and seven CBOs in other regions from New York City to Houston to Seattle. One direct outcome of these many expanded partnerships has been a 500% increase in the number of visiting groups of students who are younger than seniors, low-income and first-generation college-bound, with many among the nation's best-

qualified. Our well-publicized partnerships with Rochester City Schools (RCSD) have continued to expand and deepen as well, and the first two years of the Rochester Promise program have maintained their target pace of enrolling 20 new RCSD students. Admissions has paired with the Upward Bound program in staffing a college-readiness office at East High School, and has begun a program of making annual visits to 9th grade classrooms encouraging students to set college-going goals. A planned new program is to bring up to ten talented high school students from Wilson to campus this summer for research activities with a small stipend.

Early Connection Opportunity Program

The expanded four week Early Connection Opportunity (ECO) program in 2009 worked extremely well for the 47 student participants—helping them to make the successful transition from high school to college. All participants successfully completed the academic component (4 credit hours) and enthusiastically participated in the many co-curricular opportunities presented to them over the duration of the program. One of the new initiatives introduced was a program-wide community service project on July 18th. ECO program students and staff assisted the North East Area Development, Inc. Children’s Defense Fund Freedom School, a literacy school located at 360 Webster Avenue, in opening their facility for operation. ECO participants arrived bright and early to assist with property maintenance such as technology/computing set-up, painting, weeding, and mulching, as well as having a lunch session with George Moses, Community Development Director and Project Director of East Freedom School in order to learn more about the school’s mission and initiatives. The introduction to community service as a way of giving back and supporting the least advantaged in our society continued during the academic year for many of the ECO students.

For the current academic year, 24 of the 47 ECO students participated in the Chemistry Study Sessions. These sessions are free of cost to the students and facilitated by exceptional students. The Study Sessions are a co-sponsored and supported by the Office of Minority Student Affairs/HEOP and the David T. Kearns Center in conjunction with the Department of Chemistry. These sessions have created an opportunity for several of these students to apply to and be accepted as Kearns or McNair Scholars. Thirteen students (approximately 28%) from the ECO 2009 cohort were recently accepted as Kearns Scholars, and four students (approximately 6%) from the ECO 2008 cohort were recently accepted as McNair Scholars.

Retention: Of the 64 students that participated in the program in 2008, 60 (94%) are currently registered. The status of the four students who are no longer enrolled at the University: two transferred, one withdrew for personal reasons and one was academically separated.

Office of Minority Student Affairs (OMSA)-Study Abroad Collaboration

The on-going collaboration between OMSA and the Center for Study Abroad continues to result in positive outcomes and remains an important partnership. Our overarching goal is to demystify the study abroad process and increase the number of underrepresented minority students (URM) studying abroad. In an attempt to better advise students, parents and OMSA counseling staff on the benefits of studying abroad, Norm Burnett accompanied the Study Abroad Director on three study abroad program site visits in Europe this past February: Amsterdam, Paris and London. The time spent meeting with key study abroad personnel and students, as well as seeing first-hand the living environment for students, increased his ability to speak credibly about the value of studying abroad. Some of the additional positive outcomes of the OMSA-Study Abroad Office collaboration include: increasing numbers of URM students applying for Gilman and IES scholarships, aggressive outreach to URM students leading to increased numbers expressing interest in studying abroad and seeking advice from OMSA and study abroad office staff, enhanced training and advising of OMSA staff regarding the study abroad process, joint sponsorship of the Spring Study Abroad Advising Fair, and increased numbers of students attending study abroad information sessions.

Kearns Center Expansion

In the fall of 2009, the David T. Kearns Center expanded its reach to support students majoring in social sciences and humanities. Historically, the Center has served only science and engineering students. The expansion of the Center will allow AS&E to develop additional programs in support of pre-law and other student populations. The Center is also expanding its reach to support the recruitment and retention of graduate students in AS&E, in addition to its work with pre-college and college students. The Center's programs include:

- *Upward Bound/Upward Bound Math and Science Programs:*
The Upward Bound programs were first funded at the University of Rochester in 2007. The goal of the programs is to increase the college acceptance and enrollment rates of low-income, first-generation students in the Rochester City School District, whose district-wide graduation rates hover around a dismal 45%. 94% of Upward Bound students are low-income according to federal guidelines (family income lower than 150% of

the poverty rate). Our first cohort of 19 seniors graduated in June 2009, with 100% completing high school on time. Furthermore, 100% of our graduates enrolled in college this fall, at schools including: the University of Rochester, Spelman College, Nazareth College, Rochester Institute of Technology, North Carolina State University, Mercy College, SUNY Brockport, Monroe Community College and Finger Lakes Community College. Currently, of the 14 seniors in the class of 2010, 13 have been accepted to at least one college or university; the remaining student is joining the military.

- *Kearns Scholars:*
Since its inception in 2002, the Kearns Center has provided scholarships and other support for over 70 low-income, first-generation college and underrepresented minority students. The Centers students are highly successful in being retained in and graduating from science and engineering majors, with a five-year graduation rate above 95%. The Kearns Scholars program provides support for summer classes and/or research, book allowances, travel support for conferences, a host of study groups and other enrichment activities and academic year scholarships for our participants.
- *Xerox Fellows:*
Instituted in the summer of 2009, this program provided research support for ten engineering students between junior and senior year. Each completed a ten-week project (followed by independent study in the fall or spring); and presented their research. Of the ten students, nine successfully applied to graduate programs, and 100% will graduate on-time. This program has been expanded to twenty students in 2010.
- *Ronald E. McNair Post-baccalaureate Achievement Program:*
First funded at UR in 1992, the McNair Program's goal is to increase the numbers of low-income, first-generation, and underrepresented minority students who complete doctoral study and become university researchers and teachers. We have served upwards of 400 students (including those currently enrolled). Over 80% of our graduates go on to graduate study within two years of earning the bachelors degrees, compared to a national average for McNair Program completers of ~45%. With scores of students in the doctoral and graduate pipelines, the program boasts over 125 MA/MS degree recipients, over 35 PhD graduates, and a similar number of alumni who have earned JD and MD degrees.

Community Engagement

AS&E maintains a large footprint in the City of Rochester, through the work of the Admissions and Financial Aid offices, the Center for Community Leadership, and the Kearns Center, among many others. Although an exhaustive catalog of the community engagement of staff, faculty, and students in AS&E is not possible because of the sheer volume of activities, a number of efforts deserve mention.

In February 2010, the Office of Admissions and the Kearns Center opened a College Prep Center at East High School. This Center, staffed by Upward Bound advisors and financial aid and admissions professionals, provides a full time presence at East High to encourage a culture of college-going, with a goal of having 90% of East High graduates become college-ready at graduation. Plans are underway to open similar offices in each of Upward Bound's target schools.

The mission of the Center for Community Leadership, part of the Office of the Dean of Students, is to educate students to become engaged citizens and leaders capable of effecting position change in their communities. The Center coordinates a wide variety of initiatives in the areas of leadership development, civic engagement and community service, including a large number of programs through which undergraduate students connect with the surrounding community, particularly youth. Crossing the footbridge into the 19th ward, or leaving the cocoon of the River Campus to engage with residents of our surrounding communities is often to experience diversity in ways not possible on campus. Initiatives including the Rochester Youth Year Fellowship, Wilson Day, UReading, Project CARE, UR Potential, SPARK!, and Alternative Spring Breaks, and student groups including: Community Service Network, Alpha Phi Omega, Circle K, Partners in Reading, Tiernan Project, UR Habitat for Humanity, UR Rotaract ensure that students do so in a thoughtful and educational way.

Diverse Voices

Religious and Spiritual Life

Allison Stokes, Director of Religious and Spiritual Life, was appointed with a charge of working with the small and emerging religious student groups, and to enhance our connection with interfaith alliances across the country. Her focus is also on the promotion of interfaith understanding and cooperation. Student religious groups have been very active on campus, and have increasingly been deeply engaged in the College Diversity Roundtable and the Campus Climate Survey, among other endeavors.

College Diversity Roundtable

As a group that is charged with advising Dean Feldman on campus life and issues relating to diversity on campus, the CDR holds monthly meeting that each address a topic of concern for students and administration. During the current academic year, discussion topics included:

- Diversity Abroad: Relatively few minority and low socioeconomic status students participate in the study abroad program. What do you believe to be some potential barriers? What could the College do to boost the rate?
- Latino Initiatives at the University of Rochester
- Students for Interfaith Action: In what ways is/is not the University of Rochester an inclusive environment for students of different ethnicities, sexual orientations, and religious affiliations?
- Discussion with University Security, regarding security training, protocols and issues raised by students.
- Chinese Students' Association Climate Issues: Defacing of Program Publicity for China Night
- Students for Interfaith Action and SHADES, Expressions of Identity Program

Campus Climate Survey

In the spring of 2010, the College surveyed all undergraduate students regarding the campus climate and their experiences with diversity. Utilizing the same survey instrument that was implemented in 2008 will allow us to compare our students' experiences over time. A preliminary report on the 2010 results will be available in the early part of the summer.

II. Eastman School of Music

As mentioned above, Eastman's Diversity Committee has been working to develop a long-term initiative that will address issues of faculty, students, and staff.

III. School of Medicine and Dentistry

For the last several years, the University of Rochester Medical Center has been a leader among medical schools nationally in the successful recruitment and matriculation of students underrepresented in medicine (URiM). This success is attributed to several broad initiatives involving a genuine commitment on the part of our Admissions Committee, the support of the Administration, the success of our outreach initiatives, recruitment fairs and pipeline programs, and the active participation of our current URiM students in the recruitment process.

Specifically, the following initiatives have significantly enhanced our diversity recruitment efforts:

- Admissions Committee applicant 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 (SMDEP) and national recruitment fairs for disadvantaged high school and college undergraduates interested in medical careers
- Our own Summer Undergraduate Research Fellowship (SURF) program, which brings disadvantaged and URiM undergraduates to our campus for summer research and academic enrichment programs
- Networking with pre-health advisors at our “feeder colleges” and recruitment at events sponsored by the National Association of Advisors to the Health Professions
- Participation in the Associated Medical Schools of New York (AMSNY) Post-baccalaureate program, which provides support for an additional year of intensive premedical studies for applicants who need to enhance their academic credentials prior to matriculating in medical school
- Our Early Assurance Program (EAP), 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, two schools that traditionally send many URiM graduates on to medical school
- Linkage programs with Bryn Mawr College and Johns Hopkins University Post-baccalaureate programs that offer conditional acceptance to college humanities and social science majors who are seeking careers in medicine (many of these students are former Peace Corps members or have other extensive outreach and career experiences not normally seen in the regular applicant pool)
- The active participation of our own URiM students in the recruitment process through their active membership in the Student National Medical Association
- An active mentoring program called the Minority Association for Premedical Students, in which our medical students pair up with River Campus minority students and provide support, tutoring and encouragement in an effort to keep these students in the “pipeline” for careers in science and medicine

FOUR-YEAR ENROLLMENT DATA FOR THE SCHOOL OF MEDICINE

Enter Year	African Amer.	Hispanic	Native Amer.	Asian Amer.	White	Total Enroll
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

URiM students include African-American, Hispanic, and Native American students; for the past two years, URiM students have accounted for 21% of our SOM students

IV. *School of Nursing*

- Inclusiveness in Nursing Sessions are respectful dialogues between students, faculty, and practice partners exploring inclusiveness in nursing for all cultures. Culture is broadly defined as ethnic, disability, gender, geographical, language, patient, professional, racial, sexual orientation, etc. Anyone may attend and ask any question in a safe environment. These sessions are held monthly with various topics as launching point for discussions.
- APNN NxSTEP (Nurses Sharing Tremendous and Extraordinary Possibilities)
This initiative promotes student success by addressing four critical areas encountered by second career nursing students. These areas include:
 - Onboarding & student support to a new academic discipline,
 - Transitioning, surviving, and thriving through accelerated education,
 - Professional socialization and cultural inclusiveness in nursing,
 - Career development
 - Monthly NxSTEP sessions are held as well as individual meetings with students that explore the focus areas of the program.
- Students are invited to attend the monthly inclusiveness in nursing forums, as well as meet with the NxSTEP facilitator individually or in small groups regarding concerns of diversity and inclusiveness. Since nursing is a profession predominately of women, gender and role identity issues exist

within the profession. Therefore a Men in Nursing session is offered during the fall semester that provides networking opportunities among men who are at either prelicensure directly licensed career stages.

- The School of Nursing continues to receive funding from the Robert Wood Johnson Foundation for the New Careers in Nursing Scholarship. Award preference is given to students from groups underrepresented in nursing or from disadvantaged backgrounds. Grant funding is also used to leverage faculty resources and provide mentoring and leadership development resources to ensure successful completion by scholarship recipients.

V. *Simon School of Business*

Simon joined Management Leadership for Tomorrow, in June 2009, whose organization develops African American, Hispanic American and Native American young adults for leadership positions in corporations, non-profits, and entrepreneurial ventures.

We have an ongoing and long relationship with the Consortium for Graduate Study in Management, whose mission is to increase the representation of African American, Hispanic American and Native American in full-time M.B.A. programs at top U.S. Business schools, as well as within the ranks of management.

We held our 3rd annual Diversity Weekend recruiting event for prospective students in November 2009 and had 18 attendees, vs. 13 attendees for the same event in 2008.

For the Full-time M.B.A. class of 2011, the following are details on our applicant pool:

- 46 applications from under-represented minority candidates; this compares with 344 domestic applicants (13.4% of domestic applications) and 1211 total applications (3.8% of total applications)
 - 30 African American
 - 15 Hispanic American
 - 1 Native American
- 28 admission offers to under-represented minority candidates
 - 18 African American admits
 - 9 Hispanic American admits
 - 1 Native American admit
- 12 enrolled students who are under-represented minority candidates

- 8 African American enrolled
- 4 Hispanic American enrolled
- 0 Native American enrolled

We have the most internationally diverse full-time MBA program among the national top tier of 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. Indeed, 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 also have drawn students from more than 130 different countries.

As mentioned above, 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.

VI. Warner School of Education

We actively participate in recruiting students who will add diversity to the Warner School. We are a member of IRT (Institute for the Recruitment of Teachers) and attend their annual summer conference, where we have the opportunity to meet one on one with potential students. We also attend CStep and McNair conferences, where we participate in their graduate school fairs. We have participated in minority recruiting events when available on local campuses, including ones at both Oswego and the University of Buffalo. We also recruit on campus at RIT.

Warner Graduate Student Association special interest groups:

- Diversity and Inclusion subgroup formed
- LGBTQ subgroup formed and student survey conducted in Spring 2010 semester

There has been inclusion of significant time and attention to diversity and inclusion at mandatory Student Orientation meetings. This is an addition to our current program and will also foster some shifts in Warner's approach to these meetings, highlighting further our mission and how attention to diversity and inclusion is a central feature in our school.

Conclusion

Presented by the Office of Faculty Development and Diversity

We are proud of the progress made during the past year in making this a more diverse faculty. We continued to support recruitment through the Special Opportunities Fund and providing recruitment packets to the schools. We made additional efforts to broaden our applicant pool through attendance at the Institute on Teaching and Mentoring, encouraging posting of positions with the Higher Education Recruitment Consortium of Upstate New York and Inside Higher Education. However, our ongoing efforts to support faculty recruitment have resulted in little change from 2009 to 2010. Nevertheless, substantial progress has occurred in making the underlying culture more inclusive, a critical step on the road to becoming a more diverse faculty.

The Report accepted by President Seligman on December 1, 2009, “Improving Faculty Recruitment and Retention at the University of Rochester: A Diversity and Inclusion Initiative” (the Listening Tour Report) described the experiences of faculty here and provided a blueprint for the future. We have already begun to address many of the recommendations for supporting professional development, providing leadership opportunities, attending to faculty personal needs and examining the organizational culture. In particular, the first all university conference on diversity- Building an Stronger Community, held on April 5, 2010 was a tremendous success, providing a means to share information about our diversity efforts across schools and units so that we can learn from each other and confront common challenges more productively.

Going forward, The Office of Faculty Development and Diversity looks forward to implementing more of the recommendations from the Listening Tour Report and to supporting the Schools as we work together to make this a more inclusive environment. We will be hard at work with the expansion of the Special Opportunities Fund, hiring a writer to support new grant applications while continuing and strengthening our efforts to bring together those involved with diversity from across the campus.

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

Appendix

UR Data

Table 1- Faculty Data Update October, 29 2009

Table 2- Special Opportunities Fund

Table 3- Faculty hires

Table 4-Faculty Departures

Table 5- Search Summary Women

Table 6- Search Summary URM

Table 7- Staff Data

Table 8- Student University-wide Data 1991-2008

Table 9- College Student Ethnicity

Table 10- Engineering Student Ethnicity

Table 11- Eastman Student Ethnicity

Table 12- Simon Student Ethnicity

Table 13- SMD Student Ethnicity

Table 14- SON Student Ethnicity

Table 15- Warner Student Ethnicity

Table 1 Faculty by Race and Gender

Sept 30, 2006	Total	M	W	Black	Native American	Pacific Islander / Native Hawaiian	Hispanic	Asian	White	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	Women
Total University	1,436	1,025	411	24	1	0	12	128	1,113	158	37	441
		71.4%	28.6%	1.7%	0.1%	0.0%	0.8%	8.9%	77.5%	11.0%	2.6%	28.6%

Sept 30, 2007	Total	M	W	Black	Native American	Pacific Islander / Native Hawaiian	Hispanic	Asian	White	Non- Specified		
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	Women
Total University	1,486	1,047	439	27	2	1	11	142	1,119	184	41	439
		70.5%	29.5%	1.8%	0.1%	0.1%	0.7%	9.6%	75.3%	12.4%	2.8%	29.5%

Sept 30, 2008	Total	M	W	Black	Native American	Pacific Islander / Native Hawaiian	Hispanic	Asian	White	Non- Specified		
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	Women
Total University	1,602	1,106	496	29	3	1	19	155	1,203	192	52	496
		69.0%	31.0%	1.8%	0.2%	0.1%	1.2%	9.7%	75.1%	12.0%	3.2%	31.0%

data.

Sept 30, 2009	Total	M	W	Black	Native American	Pacific Islander / Native Hawaiian	Hispanic	Asian	White	Non- Specified		
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	Women
Total University	1,573	1,079	491	28	3	2	17	182	1,282	59	50	491
		68.6%	31.2%	1.8%	0.2%	0.1%	1.1%	11.6%	81.5%	3.8%	3.2%	31.2%

Note: Faculty as defined by the Faculty Senate. The categories included changed from 2008 to 2009.

Source: HRMS data. In 2009, to comply with new ethnicity/race categories for the Department of Education, new VETS100 categories, and to comply with the audit from the Department of Labor, our resurvey of all faculty and staff - by requirement - decreased the non-specified category. HRMS carried over whatever was in their system; but the Department of Labor required that those who did not self-identify on survey be identified by other means to assign a category. HRMS software is not currently capable of allowing individuals to choose more than one race/ethnicity.

Table 2
Special Opportunities Fund

	Fiscal Year 2007		Fiscal Year 2008		Fiscal Year 2009		Fiscal Year 2010		Fiscal Year 2011	
	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	1	2
Eastman	0	0	1	1	2	1	0	2	1	2
SMD	0	2	3	3	2	2	3	2	1	5
SON	0	0	2	0	0	2	0	1	0	0
Simon	0	0	0	0	0	0	2	0	0	1
Warner	0	2	1	0	1	1	1	2	0	1
TOTAL	0	7	9	5	6	8	7	9	3	11

Table 3 Faculty Hires - University Wide

July 1, 2008- June 30, 2009

Total New Hires	Black or African-American		American Indian or Alaskan Native		Native Hawaiian or other Pacific Islander		Hispanic, Spanish Origin, or Latino		Asian		White		Multiracial	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
130	2	1	0	1	0	0	2	2	12	17	60	33	0	0
	2.3%		0.8%		0.0%		3.1%		22.3%		71.5%		0.0%	

41.5% of new hires were women
6.2% of new hires were underrepresented minorities

Source: Deans' Reports, August 2009

Table 4

Faculty Departures - University Wide

July 1, 2008- June 30, 2009

Total Departures	Black or African-American		American Indian or Alaskan Native		Native Hawaiian or other Pacific Islander		Hispanic, Spanish Origin, or Latino		Asian		White		Non-Specified	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
73	0	1	0	0	0	0	2	1	6	4	41	12	4	2
	1.4%		0.0%		0.0%		4.1%		13.7%		72.6%		8.2%	

27.4% of departures were women
5.5% of departures were underrepresented minorities

Source: Deans' Reports, August 2009

Table 5
Faculty Search Summary - Women

School	Faculty: % Women (9/30/08 snapshot)	Faculty Search Committee Composition: % Women	Applicants: % Women	Interviews: % Women	New Hires July 1, 2008	Faculty: % Women (9/30/09 snapshot)
AS&E	22.4%	17.0%	30.0%	30.0%	50.0%	22.5%
Eastman	26.5%	35.0%	19.0%	22.0%	25.0%	25.8%
School of Medicine and Dentistry	21.5%	21.0%	----*	37.0%	----*	31.9%
School of Nursing		No new hires 9/30/08 thru 9/30/09				
Simon	15.0%	21.0%	24.0%	16.0%	75.0%	18.9%
Warner	65.5%	72.0%	70.0%	75.0%	25.0%	61.3%
Total	31.5%	24.4%	29.6%	44.0%	45.0%	31.2%

* Percentages not included due to incomplete data

Sources: Deans' Reports, August 2009 and HRMS

Table 6
Faculty Search Summary - Underrepresented Minorities (URM)

School	Faculty: % URM (9/30/08 snapshot)	Faculty Search Committee Composition: % URM	Applicants: % URM	Interviews: % URM	New Hires July 1, 2008	Faculty: % URM (9/30/09 snapshot)
AS&E	4.8%	2.7%	4.4%	0.0%	0.0%	4.2%
Eastman	5.9%	0.0%	3.6%	0.0%	0.0%	5.2%
School of Medicine & Dentistry	2.8%	0.8%	-----*	5.6%	0.0%	2.3%
School of Nursing	7.0%	No new searches 9/30/08 thru 9/30/09				7.5%
Simon	0.0%	0.0%	2.0%	3.3%	0.0%	0.0%
Warner	13.8%	30.0%	5.4%	16.6%	25.0%	16.1%
Total	3.2%	2.6%	6.9%	4.3%	5.0%	3.2%

* Percentages not included due to incomplete data.

Sources: Deans' Reports, August 2009 and HRMS

Table 7
Staff Pay Grade 50 and above

<u>September 2001</u>	Total	M	W	Black	American Indian	Asian	Hispanic	White	Pacific Islander	Not Specified
Total University Pay Grades 50 +	2760	852	1,908	88	12	49	39	2,570	0	2
		30.9%	69.1%	3.2%	0.4%	1.8%	1.4%	93.1%	0.0%	0.1%
<u>September 2006</u>	Total	M	W	Black	American Indian	Asian	Hispanic	White	Pacific Islander	Not Specified
Total University Pay Grades 50 +	3536	1,104	2,432	123	11	79	47	2,881	0	395
		31.2%	68.8%	3.5%	0.3%	2.2%	1.3%	81.5%	0.0%	11.2%
<u>September 2007</u>	Total	M	W	Black	American Indian	Asian	Hispanic	White	Pacific Islander	Not Specified
Total University Pay Grades 50 +	3794	1,193	2,601	155	12	107	63	3,198	0	259
		31.4%	68.6%	4.1%	0.3%	2.8%	1.7%	84.3%	0.0%	6.8%
<u>September 2008</u>	Total	M	W	Black	American Indian	Asian	Hispanic	White	Pacific Islander	Not Specified
Total University Pay Grades 50 +	4011	1,271	2,740	173	15	110	68	3,380	0	265
		31.7%	68.3%	4.3%	0.4%	2.7%	1.7%	84.3%	0.0%	6.6%
<u>September 2009</u>	Total	M	W	Black	American Indian	Asian	Hispanic	White	Pacific Islander	Not Specified
Total University Pay Grades 50 +	4125	1,280	2,845	175	19	126	76	3,718	1	10
		31.0%	69.0%	4.2%	0.5%	3.1%	1.8%	90.1%	0.0%	0.2%

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

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

Table 8
Student Ethnicity Trends Over Time

All Students	Fall 2001			Fall 2006			Fall 2007			Fall 2008			Fall 2009		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Total	6960	1391	8351	7374	1472	8846	7722	1590	9312	8131	1581	9712	8336	1608	9944
M	3931	563	4494	3857	532	4389	4040	585	4625	4204	550	4754	4276	568	4849
	56.5%	40.5%	53.8%	52.3%	36.1%	49.6%	52.3%	36.8%	49.7%	51.7%	34.8%	48.9%	51.3%	35.3%	48.8%
W	3029	828	3857	3517	940	4457	3682	1005	4687	3927	1031	4958	4060	1040	5100
	43.5%	59.5%	46.2%	47.7%	63.9%	50.4%	47.7%	63.2%	50.3%	48.3%	65.2%	51.1%	48.7%	64.7%	51.3%
Black (Black Non-Hispanic)	287	58	345	286	87	373	298	94	392	313	94	407	334	85	419
	4.1%	4.2%	4.1%	3.9%	5.9%	4.2%	3.9%	5.9%	4.2%	3.8%	5.9%	4.2%	4.0%	5.3%	4.2%
Native American (American Indian or Alaska Native)	18	3	21	18	3	21	17	4	21	17	7	24	20	7	27
	0.3%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%	0.2%	0.4%	0.2%	0.2%	0.4%	0.3%
Hispanic	239	31	270	246	34	280	259	34	293	251	46	297	283	47	330
	3.4%	2.2%	3.2%	3.3%	2.3%	3.2%	3.4%	2.1%	3.1%	3.1%	2.9%	3.1%	3.4%	2.9%	3.3%
Asian (Asian or Pacific Islander)	712	59	771	680	54	734	691	65	756	721	54	775	733	61	794
	10.2%	4.2%	9.2%	9.2%	3.7%	8.3%	8.9%	4.1%	8.1%	8.9%	3.4%	8.0%	8.8%	3.8%	8.0%
White non-Hispanic (Caucasian)	3909	934	4843	4069	1088	5157	4156	1119	5275	4210	1119	5329	4233	1080	5313
	56.2%	67.1%	58.0%	55.2%	73.9%	58.3%	53.8%	70.4%	56.6%	51.8%	70.8%	54.9%	50.8%	67.2%	53.4%
Non-resident Alien	1053	94	1147	1201	39	1240	1298	57	1355	1436	68	1504	1465	75	1540
	15.1%	6.8%	13.7%	16.3%	2.6%	14.0%	16.8%	3.6%	14.6%	17.7%	4.3%	15.5%	17.6%	4.7%	15.5%
Unknown	742	212	954	874	167	1041	1003	217	1220	1183	193	1376	1268	253	1521
	10.7%	15.2%	11.4%	11.9%	11.3%	11.8%	13.0%	13.6%	13.1%	14.5%	12.2%	14.2%	15.2%	15.7%	15.3%

Source: Institutional Research EFI COL Report Data as of Fall 2009 Census

Table 9
The College of Arts & Sciences

	Fall 2001		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	Undergrads	Graduates	Undergrads	Graduates	Undergrads	Graduates	Undergrads	Graduates	Undergrads	Graduates
Total	3396	626	3809	651	3995	661	4235	673	4277	679
Men	1806	382	1921	396	1996	414	2076	422	2063	417
	53.2%	61.0%	50.4%	60.8%	50.0%	62.6%	49.0%	62.7%	48.2%	61.4%
Women	1590	244	1888	255	1999	247	2159	251	2214	262
	46.8%	39.0%	49.6%	39.2%	50.0%	37.4%	51.0%	37.3%	51.8%	38.6%
Black	155	12	184	9	182	7	195	7	209	6
	4.6%	1.9%	4.8%	1.4%	4.6%	1.1%	4.6%	1.0%	4.9%	0.8%
Native American	11	0	9	2	8	2	9	1	11	3
	0.3%	0.0%	0.2%	0.3%	0.2%	0.3%	0.2%	0.1%	0.2%	0.4%
Asian	444	12	424	18	423	18	446	20	454	16
	13.1%	1.9%	11.1%	2.8%	10.6%	2.7%	10.5%	3.0%	10.6%	2.3%
Hispanic	135	15	174	11	171	14	167	13	164	14
	4.0%	2.4%	4.6%	1.7%	4.3%	2.1%	3.9%	1.9%	3.8%	2.1%
Caucasian	2079	286	2288	287	2296	302	2313	329	2234	352
	61.2%	45.7%	60.1%	44.1%	57.5%	45.7%	54.6%	48.9%	52.2%	51.9%
Non-resident Alien	102	282	151	279	202	271	271	252	304	233
	3.0%	45.0%	4.0%	42.9%	5.1%	41.0%	6.4%	37.4%	7.1%	34.3%
Unknown	470	19	579	45	713	47	854	51	901	55
	13.8%	3.0%	15.2%	6.9%	17.8%	7.1%	20.2%	7.6%	21.1%	8.1%

Note: Full-time and Part-time students Included

Source: Institutional Research EFI COL Report Data as of Fall 2009 Census

Table 10
The School of Engineering and Applied Sciences

	Fall 2001		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	Undergrads	Graduates	Undergrads	Graduates	Undergrads	Graduates	Undergrads	Graduates	Undergrads	Graduates
Total	534	200	213	347	241	360	250	407	316	455
Men	410	162	157	250	184	255	190	292	232	327
	76.8%	81.0%	73.7%	72.0%	76.3%	70.8%	76.0%	71.7%	73.4%	71.8%
Women	124	38	56	97	57	105	60	115	84	128
	23.2%	19.0%	26.3%	28.0%	23.7%	29.2%	24.0%	28.3%	26.5%	28.1%
Black	22	2	5	1	6	1	10	1	6	4
	4.1%	1.0%	2.3%	0.3%	2.5%	0.3%	4.0%	0.2%	1.8%	0.8%
Native American	0	0	0	0	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	73	7	16	16	24	17	24	20	37	20
	13.7%	3.5%	7.5%	4.6%	10.0%	4.7%	9.6%	4.9%	11.7%	4.4%
Hispanic	25	3	6	3	7	1	7	2	12	3
	4.7%	1.5%	2.8%	0.9%	2.9%	0.3%	2.8%	0.5%	3.8%	0.6%
Caucasian	330	76	147	107	172	109	149	127	182	135
	61.8%	38.0%	69.0%	30.8%	71.4%	30.3%	59.6%	31.2%	57.6%	29.7%
Non-resident Alien	16	108	7	201	8	212	12	230	15	260
	3.0%	54.0%	3.3%	57.9%	3.3%	58.9%	4.8%	56.5%	3.8%	57.1%
Unknown	68	4	32	19	26	20	48	27	64	33
	12.7%	2.0%	15.0%	5.5%	10.8%	5.6%	19.2%	6.6%	20.3%	7.3%

Note: Full-time and Part-time students Included

Source: Institutional Research EFI COL Report Data as of Fall 2008 Census

Table 11
The Eastman School of Music

	Fall 2001		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	Undergrads	Graduates	Undergrads	Graduates	Undergrads	Graduates	Undergrads	Graduates	Undergrads	Graduates
Total	475	334	482	398	504	423	511	410	508	392
Men	236	143	268	180	267	201	268	188	269	190
	49.7%	42.8%	55.6%	45.2%	53.0%	47.5%	52.4%	45.9%	53.0%	48.5%
Women	239	191	214	218	237	222	243	222	239	202
	50.3%	57.2%	44.4%	54.8%	47.0%	52.5%	47.6%	54.1%	47.0%	51.5%
Black	20	4	11	4	9	5	9	3	11	3
	4.2%	1.2%	2.3%	1.0%	1.8%	1.2%	1.8%	0.7%	2.2%	0.7%
Native American	1	0	2	0	2	0	2	0	2	1
	0.2%	0.0%	0.4%	0.0%	0.4%	0.0%	0.4%	0.0%	0.3%	0.2%
Asian	29	18	29	22	34	25	34	22	40	21
	6.1%	5.4%	6.0%	5.5%	6.7%	5.9%	6.7%	5.4%	7.9%	5.4%
Hispanic	10	5	8	3	11	5	10	5	16	9
	2.1%	1.5%	1.7%	0.8%	2.2%	1.2%	2.0%	1.2%	3.1%	2.3%
Caucasian	341	173	318	214	325	231	322	217	305	205
	71.8%	51.8%	66.0%	53.8%	64.5%	54.6%	63.0%	52.9%	60.0%	52.3%
Non-resident Alien	52	121	52	127	67	127	73	131	76	121
	10.9%	36.2%	10.8%	31.9%	13.3%	30.0%	14.3%	32.0%	15.0%	30.9%
Unknown	22	13	62	28	59	30	61	32	58	32
	4.6%	3.9%	12.9%	7.0%	11.7%	7.1%	11.9%	7.8%	11.4%	8.2%

Note: Full-time and Part-time students Included

Source: Institutional Research EFI COL Report Data as of Fall 2009 Census

Table 12
William E. Simon Graduate School of Business Administration

	Fall 2001			Fall 2006			Fall 2007			Fall 2008			Fall 2009		
	Grad FT	Grad PT	Total	Grad FT	Grad PT	Total	Grad FT	Grad PT	Total	Grad FT	Grad PT	Total	Grad FT	Grad PT	Total
Total	548	195	743	362	186	548	427	225	652	487	238	725	525	264	789
M	402	135	537	231	125	356	285	152	437	323	166	489	345	171	516
	73.4%	69.2%	72.3%	63.8%	67.2%	65.0%	66.7%	67.6%	67.0%	66.3%	69.7%	67.4%	65.7%	64.8%	65.4%
W	146	60	206	131	61	192	142	73	215	164	72	236	180	93	273
	26.6%	30.8%	27.7%	36.2%	32.8%	35.0%	33.3%	32.4%	33.0%	33.7%	30.3%	32.6%	34.3%	35.2%	34.6%
Black	19	2	21	11	3	14	14	10	24	16	5	21	17	6	23
	3.5%	1.0%	2.8%	3.0%	1.6%	2.6%	3.3%	4.4%	3.7%	3.3%	2.1%	2.9%	3.4%	2.3%	2.9%
Native American	1	0	0	0	0	0	0	0	0	0	1	1	0	2	2
	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.1%	0.0%	0.7%	0.3%
Asian	18	13	31	17	7	24	21	8	29	26	10	36	29	11	40
	3.3%	6.7%	4.2%	4.7%	3.8%	4.4%	4.9%	3.6%	4.4%	5.3%	4.2%	5.0%	5.5%	4.2%	5.1%
Hispanic	13	2	15	10	2	12	8	1	9	10	1	11	16	4	20
	2.4%	1.0%	2.0%	2.8%	1.1%	2.2%	1.9%	0.4%	1.4%	2.1%	0.4%	1.5%	3.0%	1.5%	2.5%
Caucasian	125	114	239	105	138	243	130	160	290	134	154	288	147	162	309
	22.8%	58.5%	32.2%	29.0%	74.2%	44.3%	30.4%	71.1%	44.5%	27.5%	64.7%	39.7%	28.0%	61.3%	39.2%
Non-resident Alien	244	9	253	176	18	194	212	25	237	263	23	286	270	11	281
	44.5%	4.6%	34.1%	48.6%	9.7%	35.4%	49.6%	11.1%	36.3%	54.0%	9.7%	39.4%	51.4%	4.3%	35.6%
Unknown	128	55	183	43	18	61	42	21	63	38	44	82	46	68	114
	23.4%	28.2%	24.6%	11.9%	9.7%	11.1%	9.8%	9.3%	9.7%	7.8%	18.5%	11.3%	8.8%	25.8%	14.4%

Source: Institutional Research EFI COL Report Data as of Fall 2009 Census

Table 13
School of Medicine and Dentistry

	Fall 2001				Fall 2006				Fall 2007				Fall 2008				Fall 2009			
	Grad*		First Prof. (MD)^	Total	Grad		First Prof. (MD)	Total	Grad		First Prof. (MD)	Total	Grad		First Prof. (MD)	Total	Grad		First Prof. (MD)	Total
	FT	PT			FT	PT			FT	PT			FT	PT			FT	PT		
Total	342	89	418	849	486	83	403	972	483	84	393	960	485	65	427	977	460	59	438	957
M	188	32	196	416	233	25	185	443	229	28	183	440	225	22	212	459	208	19	221	448
	55.0%	36.0%	46.9%	49.0%	47.9%	30.1%	45.9%	45.6%	47.4%	33.3%	46.6%	45.8%	46.4%	33.8%	49.6%	47.0%	45.2%	32.2%	50.4%	46.8%
W	154	57	222	433	253	58	218	529	254	56	210	520	260	43	215	518	252	40	217	509
	45.0%	64.0%	53.1%	51.0%	52.1%	69.9%	54.1%	54.4%	52.6%	66.7%	53.4%	54.2%	53.6%	66.2%	50.4%	53.0%	54.7%	67.8%	49.5%	53.2%
Black	9	3	37	49	15	5	30	50	9	5	31	45	8	3	40	51	7	3	45	55
	2.6%	3.4%	8.9%	5.8%	3.1%	6.0%	7.4%	5.1%	1.9%	6.0%	7.9%	4.7%	1.6%	4.6%	9.4%	5.2%	1.5%	5.1%	10.3%	5.7%
Native American	0	0	4	4	2	0	2	4	2	0	2	4	2	1	1	4	2	1	1	4
	0.0%	0.0%	1.0%	0.5%	0.4%	0.0%	0.5%	0.4%	0.4%	0.0%	0.5%	0.4%	0.4%	1.5%	0.2%	0.4%	0.4%	1.7%	0.2%	0.4%
Asian	24	5	86	115	41	8	88	137	34	9	87	130	33	6	83	122	30	3	79	112
	7.0%	5.6%	20.6%	13.5%	8.4%	9.6%	21.8%	14.1%	7.0%	10.7%	22.1%	13.5%	6.8%	9.2%	19.4%	12.5%	6.5%	5.1%	18.0%	11.7%
Hispanic	10	5	21	36	19	0	2	21	24	1	5	30	18	0	11	29	18	0	13	31
	2.9%	5.6%	5.0%	4.2%	3.9%	0.0%	0.5%	2.2%	5.0%	1.2%	1.3%	3.1%	3.7%	0.0%	2.6%	3.0%	3.9%	0.0%	2.7%	3.2%
Caucasian	146	66	268	480	223	62	260	545	230	62	237	529	236	46	253	535	229	41	257	527
	42.7%	74.2%	64.1%	56.5%	45.9%	74.7%	64.5%	56.1%	47.6%	73.8%	60.3%	55.1%	48.7%	70.8%	59.3%	54.8%	49.8%	69.5%	58.7%	55.0%
Non-resident Alien	138	6	2	146	172	1	0	173	167	2	0	169	170	2	1	173	153	3	1	157
	40.4%	6.7%	0.5%	17.2%	35.4%	1.2%	0.0%	17.8%	34.6%	2.4%	0.0%	17.6%	35.1%	3.1%	0.2%	17.7%	33.3%	5.1%	0.2%	16.4%
Unknown	15	4	0	19	14	7	21	42	17	5	31	53	18	7	38	63	21	8	42	71
	4.4%	4.5%	0.0%	2.2%	2.9%	8.4%	5.2%	4.3%	3.5%	6.0%	7.9%	5.5%	3.7%	10.8%	8.9%	6.4%	4.6%	13.5%	9.6%	7.4%

Source: Institutional Research EFI COL Report Data as of Fall 2009 Census

* - Graduate

^ - First Professional Degree, MD

Table 14
School of Nursing

	Fall 2001					Fall 2006					Fall 2007					Fall 2008					Fall 2009				
	Undergrads		Graduates		Total	Undergrads		Graduates		Total	Undergrads		Graduates		Total	Undergrads		Graduates		Total	Undergrads		Graduates		Total
	FT	PT	FT	PT		FT	PT	FT	PT		FT	PT	FT	PT		FT	PT	FT	PT		FT	PT	FT	PT	
Total	34	88	39	82	243	93	99	42	127	361	102	81	45	134	362	105	77	54	144	380	114	76	52	154	396
M	4	10	2	8	24	12	7	6	15	40	11	8	6	10	35	9	9	6	10	34	15	4	5	12	36
	11.8%	11.4%	5.1%	9.8%	9.9%	12.9%	7.1%	14.3%	11.8%	11.1%	10.8%	9.9%	13.3%	7.5%	9.7%	8.6%	11.7%	11.1%	6.9%	8.9%	13.1%	5.3%	9.6%	7.8%	32.5%
W	30	78	37	74	219	81	92	36	112	321	91	73	39	124	327	96	68	48	134	346	99	72	47	142	360
	88.2%	88.6%	94.9%	90.2%	90.1%	87.1%	92.9%	85.7%	88.2%	88.9%	89.2%	90.1%	86.7%	92.5%	90.3%	91.4%	88.3%	88.9%	93.1%	91.1%	86.8%	94.7%	90.3%	92.2%	67.4%
Black	3	1	2	2	8	3	8	5	10	26	9	8	6	6	29	7	4	7	8	26	5	3	5	7	20
	8.8%	1.1%	5.1%	2.4%	3.3%	3.2%	8.1%	11.9%	7.9%	7.2%	8.8%	9.9%	13.3%	4.5%	8.0%	6.7%	5.2%	13.0%	5.6%	6.8%	4.4%	3.9%	9.6%	4.5%	5.0%
Native American	1	0	0	0	1	1	0	0	1	2	1	1	0	3	5	2	1	0	2	5	0	0	0	1	1
	2.9%	0.0%	0.0%	0.0%	0.4%	1.1%	0.0%	0.0%	0.8%	0.6%	1.0%	1.2%	0.0%	2.2%	1.4%	1.9%	1.3%	0.0%	1.4%	1.3%	0.0%	0.0%	0.0%	0.6%	0.3%
Asian	0	0	0	2	2	3	3	4	5	15	7	4	3	5	19	12	2	2	3	19	10	0	2	5	17
	0.0%	0.0%	0.0%	2.4%	0.8%	3.2%	3.0%	9.5%	3.9%	4.2%	6.9%	4.9%	6.7%	3.7%	5.2%	11.4%	2.6%	3.7%	2.1%	5.0%	8.8%	0.0%	3.8%	3.2%	4.3%
Hispanic	1	2	0	2	5	6	4	2	3	15	5	0	1	2	8	1	3	0	5	9	6	4	2	2	14
	2.9%	2.3%	0.0%	2.4%	2.1%	6.5%	4.0%	4.8%	2.4%	4.2%	4.9%	0.0%	2.2%	1.5%	2.2%	1.0%	3.9%	0.0%	3.5%	2.4%	5.3%	5.3%	3.8%	1.3%	3.5%
Caucasian	29	78	30	73	210	56	76	26	101	259	71	59	27	114	271	72	59	35	113	279	78	64	25	124	291
	85.3%	88.6%	76.9%	89.0%	86.4%	60.2%	76.8%	61.9%	79.5%	71.7%	69.6%	72.8%	60.0%	85.1%	74.9%	68.6%	76.6%	64.8%	78.5%	73.4%	68.4%	84.2%	48.0%	80.5%	73.5%
Non-resident Alien	0	2	5	0	7	6	0	2	0	8	2	0	2	1	5	3	0	5	1	9	6	0	8	1	15
	0.0%	2.3%	12.8%	0.0%	2.9%	6.5%	0.0%	4.8%	0.0%	2.2%	2.0%	0.0%	4.4%	0.7%	1.4%	2.9%	0.0%	9.3%	0.7%	2.4%	5.3%	0.0%	15.4%	0.6%	3.8%
Unknown	0	5	2	3	10	18	8	3	7	36	7	9	6	3	25	11	5	5	12	33	9	5	10	14	38
	0.0%	5.7%	5.1%	3.7%	4.1%	19.4%	8.1%	7.1%	5.5%	10.0%	6.9%	11.1%	13.3%	2.2%	6.9%	10.5%	6.5%	9.3%	8.3%	8.7%	7.9%	6.6%	19.2%	9.0%	9.6%

Source: Institutional Research EFI COL Report Data as of Fall 2009 Census

Table 15
Margaret Warner Graduate School of Education and Human Development

	Fall 2001			Fall 2006			Fall 2007			Fall 2008			Fall 2009		
	Grad FT	Grad PT	Total	Grad FT	Grad PT	Total	Grad FT	Grad PT	Total	Grad FT	Grad PT	Total	Grad FT	Grad PT	Total
Total	75	198	273	123	313	436	137	358	495	168	403	571	207	386	593
M	23	61	84	35	93	128	32	109	141	34	112	146	42	95	137
	30.7%	30.8%	30.8%	28.5%	29.7%	29.4%	23.4%	30.4%	28.5%	20.2%	27.8%	25.6%	20.3%	24.6%	23.1%
W	52	137	189	88	220	308	105	249	354	134	291	425	165	291	456
	69.3%	69.2%	69.2%	71.5%	70.3%	70.6%	76.6%	69.6%	71.5%	79.8%	72.2%	74.4%	79.7%	75.4%	76.9%
Black	4	20	24	9	29	38	20	31	51	14	36	50	18	42	60
	5.3%	10.1%	8.8%	7.3%	9.3%	8.7%	14.6%	8.7%	10.3%	8.3%	8.9%	8.8%	8.7%	10.9%	10.1%
Native American	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.0%	0.2%	0.2%
Asian	4	2	6	7	6	13	6	8	14	6	7	13	4	5	9
	5.3%	1.0%	2.2%	5.7%	1.9%	3.0%	4.4%	2.2%	2.8%	3.6%	1.7%	2.3%	1.9%	1.3%	1.5%
Hispanic	3	7	10	3	10	13	8	11	19	9	16	25	11	17	28
	4.0%	3.5%	3.7%	2.4%	3.2%	3.0%	5.8%	3.1%	3.8%	5.4%	4.0%	4.4%	5.3%	4.4%	4.7%
Caucasian	58	161	219	74	246	320	76	284	360	114	13	127	145	309	454
	77.3%	81.3%	80.2%	60.2%	78.6%	73.4%	55.5%	79.3%	72.7%	67.9%	3.2%	22.2%	70.0%	80.1%	76.5%
Non-resident Alien	3	0	3	18	3	21	20	2	22	16	1	17	18	0	18
	4.0%	0.0%	1.1%	14.6%	1.0%	4.8%	14.6%	0.6%	4.4%	9.5%	0.2%	3.0%	8.7%	0.0%	3.0%
Unknown	3	8	11	12	19	31	7	22	29	9	13	22	11	12	23
	4.0%	4.0%	4.0%	9.8%	6.1%	7.1%	5.1%	6.1%	5.9%	5.4%	3.2%	3.9%	5.3%	3.1%	3.9%

Source: Institutional Research EFI COL Report Data as of Fall 2009 Census