

MAY 2016

BEACON OF LIGHT

2016 Annual Diversity Report

University of Rochester
Office of Faculty Development and Diversity



Diversity Report Contents

Message from President Seligman

Beacon of Light: Celebrating Ten Years

Focus on the Faculty

Faculty Diversity Officers

Special Opportunities Fund

Pipeline to Recruitment

Creating a Rich Professional Environment

Embracing Staff Diversity

The Evolution of Affinity and Networking Groups

A Spectrum of Commitment: From Engagement to Action

A Seed Was Planted

Creating an Inclusive Community

Honoring Douglass's Legacy

Students Carrying the Torch

Meliora: More Than a Word for Alumni

An Imprint of Many Voices

An Evolving Culture

The Next Ten Years



UNIVERSITY of
ROCHESTER



From President Seligman



Beginning in my inaugural address, I stated that diversity is one of the four core values for the University of Rochester. The commitment to making our University welcoming and inclusive is a never-ending one. In this report you'll read about the significant efforts that have occurred across our University during the last 10 years. We have much of which to be proud. We still have far to go.

We continue to make steady progress in quantitative metrics. At the start of the 2015–16 academic year, 34.7 percent of our faculty were women, compared to 28.6 percent in 2006. This represents an increase from 411 women faculty members in fall 2006 to 673 in fall 2015. The proportion of faculty who identified themselves as members of an underrepresented racial or ethnic minority group was 4.3 percent in fall 2015, compared to 2.6 percent in 2006. This represents an increase from 37 underrepresented minority faculty members in fall 2006 to 84 in fall 2015. Over the last 10 years, we have doubled the number of underrepresented minority faculty on this campus and, importantly, nearly doubled the percentage. This growth in percentages shows that the number of women and minorities has grown faster than the faculty as a whole.

We also have seen progress in the diversity of those in Staff Pay Grades 50 and above. Between 2006 and 2015, the percentage of underrepresented minority employees grew from 181 to 348 (5.1 to 7.1 percent).

Each school is responsible for its own admissions programs. In aggregate, underrepresented minority enrollment has grown at the University from 7.6 to 10.4 percent between fall 2006 and fall 2015, simultaneous with improvements in relevant quality metrics.

Diversity is a complex issue, and simply counting representation, while important, does not fully describe our efforts to change our culture to become the multicultural inclusive University we aspire to be. This has been an academic year where race and diversity have been at the forefront of the national news. Across the country, the voices of minority students protesting inequities on campuses were often intense. Some of our students called for us to make “immediate and lasting changes that will reduce acts of racism. . . .” In response, I formed the Commission on Race and Diversity and charged them to address the questions of how we can best create an environment that is safe, supportive, and welcoming for all in our community.

Racism has no place at the University of Rochester. I look forward to continuing to strengthen my commitment to this important work and to studying the recommendations from the Commission's final report. 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. Working together we can further strengthen a University that is welcoming and supportive of all in our community.

Beacon of Light: Celebrating Ten Years

In his inaugural address, President Seligman articulated four fundamental values for the University of Rochester (UR): **academic excellence, academic freedom, diversity, and a commitment to the greater Rochester community**. Soon thereafter, he appointed a task force to address Faculty Diversity and Inclusiveness and recommend programs that would increase the recruitment and retention of a more diverse faculty. “Faculty members play a pivotal role not only in providing the most rigorous teaching and research, but also as role models for our students” (Seligman, Faculty Diversity and Inclusiveness 2006). Furthermore, when a faculty is diverse, the field of knowledge broadens—and so do the possibilities students of all backgrounds imagine for themselves.

In fall of 2006, the Task Force on Faculty Diversity and Inclusiveness made 31 recommendations that addressed 1) establishing a central infrastructure to support coordinated efforts around hiring and retention; 2) financial resources to support faculty diversity; 3) family-friendly policies to support women faculty in their childbearing years, and 4) ongoing examination of best practices—primarily in support of overall professional development. With the appointment of Lynne Davidson as vice provost for Faculty Development and Diversity, there was rapid progress toward fulfilling these recommendations. A central focus was established for gathering data, disseminating information, and administering the financial and other support available to the schools to hire and retain a more diverse faculty. Working with deans and Faculty Senate, a more robust set of University-wide policies to support faculty with families developed. Moreover, a structure for exchange and dissemination of best practices emerged with the establishment of the Faculty Diversity Officer group. As impressive as these accomplishments were, the impact was disappointing when reviewing the number and proportion of women and underrepresented minority faculty at the University.

“We have increasingly appreciated that diversity is not only about numbers, but about culture.”

President Joel Seligman

To go beyond the numbers, a qualitative approach was used to address the need for a diversity initiative that would improve faculty recruitment and retention. “We have increasingly appreciated that diversity is not only about numbers, but about culture. Our journey together will be one of greater mutual respect and greater mutual understanding,” (Seligman, 2009). The 2009 report “Improving Faculty Recruitment and Retention” (Listening Tour Report) laid out an ambitious blueprint to address diversity and inclusion through professional development, supportive leadership, support for personal needs in the context of the workplace, and changing the organizational culture. The Listening Tour Report marked a pivotal change in approach to increasing diversity from the strictly operational approach that was the focus of the first Task Force on Faculty Diversity and Inclusiveness recommendations to the broader approach on climate and culture.

This year’s annual report examines the progress our institution has made toward achieving the aspiration to become an ever better university by truly reflecting and celebrating diversity and the opportunities it creates. **How has faculty recruitment and retention changed over ten years and what is the impact on faculty demographics? How do the schools and disciplines differ in the ways they approach faculty diversity? What changes have occurred in staff diversity?** Visible examples of progress include a robust communication structure, ongoing opportunities to promote fledgling programs, and leveraging limited resources. Over the course of ten years, myriad formal programs and grassroots initiatives have exemplified an eagerness to engage in the hard work of making UR a more diverse and welcoming community. **What has been the impact of community engagement and student activism? We conclude with a discussion of our evolving culture. What strategies have shown evidence of success, and what are the barriers to further progress? How can we assess/evaluate our progress?**

Our 10-year story of diversity and inclusion will highlight many examples that are worthy of celebration—without signaling that our mission is accomplished. We offer these examples in the hope that they will inspire and energize our entire University community to focus on the hard work ahead.

Reference:

Seligman, J. (2006). *Faculty Diversity and Inclusiveness*.

Seligman, J. (2009). Re: *Improving Faculty Recruitment and Retention*. Rochester: University of Rochester.

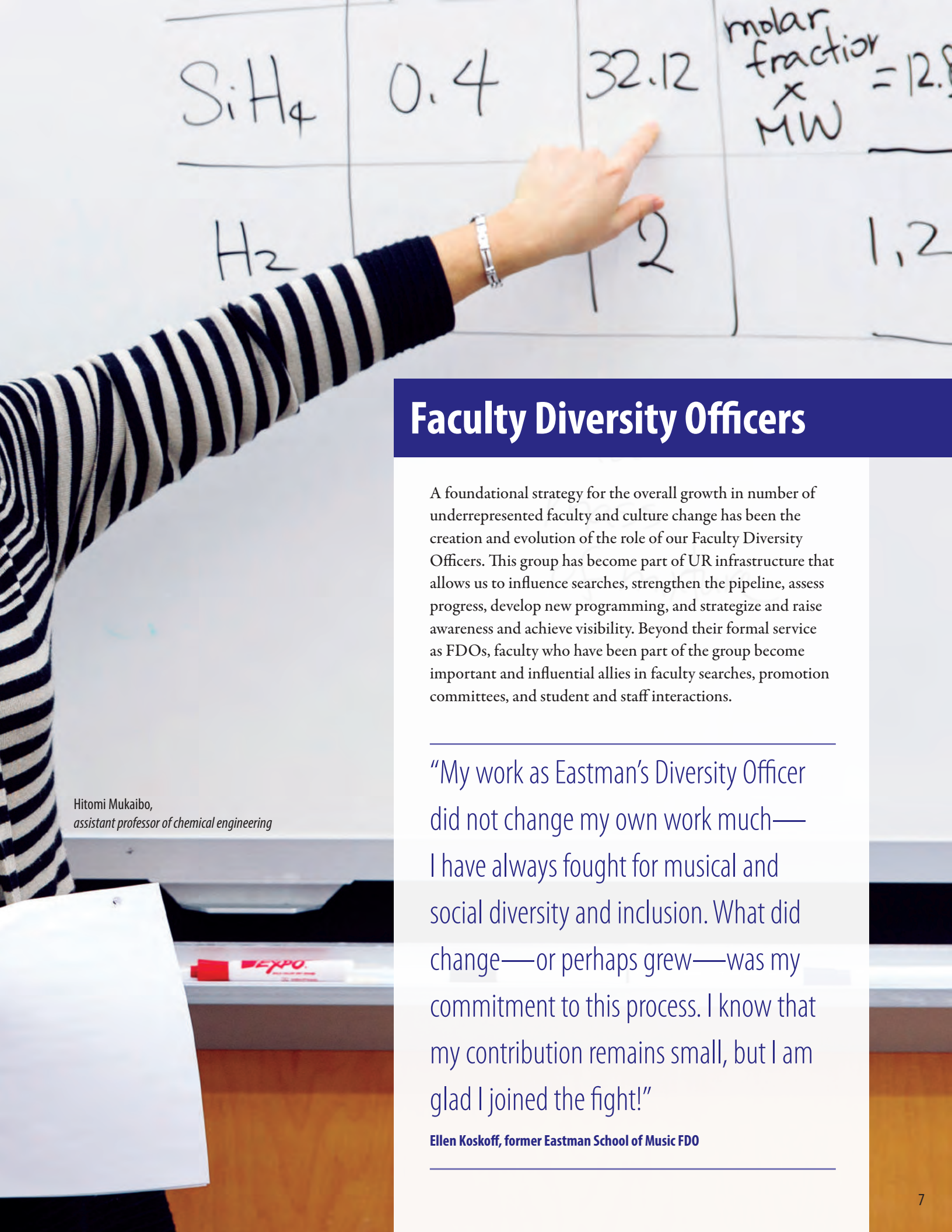
FOCUS ON THE FACULTY

The University has a long history of initiatives addressing diversity, inclusion, and multiculturalism. However, prior to the 2006 Task Force on Faculty Diversity and Inclusiveness, there was no initiative about diversity that spanned schools and rose to the level of an institutional commitment. With the creation of the Office of Faculty Development and Diversity and the Faculty Diversity Officers (FDOs), the University clearly signaled that diversity and inclusiveness had become institutional priorities. The University began to focus intentionally on attracting, recruiting, and retaining a diverse faculty; to focus on creating a more welcoming environment for women and minority scholars; and to emphasize diversity as an essential part of University life. While we know much of this work is dependent on changing institutional culture, there are a few critical and easily followed metrics discussed below and detailed in the appendix to this report.

This year, Office of Faculty Development and Diversity provided more than 150 underrepresented faculty profiles and curricula vitae obtained from an external database to UR search committees seeking potential candidates. In addition, Office of Faculty Development and Diversity has its own database that has grown tremendously and now includes more than 1,600 names. Attending recruitment fairs like the Annual Institute on Teaching and Mentorship hosted by the Southern Research Education Board-State Doctoral Scholars Program has proved most helpful in building an internal database. This program creates a pipeline for recent graduates and upcoming graduates to apply for faculty positions in higher education, especially in the sciences.

When looking at the numbers, we have made progress. Since fall 2006, we have increased the percent of women faculty from 28.6 percent to 34.7 percent (from 411 to 673 individuals) as of fall 2015. In the same timeframe, our underrepresented minority faculty has increased from 2.6 percent to 4.3 percent (from 37 to 84 individuals.) The increase in percentages shows that the number of women and minorities has grown faster than the faculty as a whole. While these numbers are important, and research shows a critical mass is key for change, it is just as important (and much more difficult to evaluate) change in the institutional culture.





Hitomi Mukaibo,
assistant professor of chemical engineering

Faculty Diversity Officers

A foundational strategy for the overall growth in number of underrepresented faculty and culture change has been the creation and evolution of the role of our Faculty Diversity Officers. This group has become part of UR infrastructure that allows us to influence searches, strengthen the pipeline, assess progress, develop new programming, and strategize and raise awareness and achieve visibility. Beyond their formal service as FDOs, faculty who have been part of the group become important and influential allies in faculty searches, promotion committees, and student and staff interactions.

“My work as Eastman’s Diversity Officer did not change my own work much—I have always fought for musical and social diversity and inclusion. What did change—or perhaps grew—was my commitment to this process. I know that my contribution remains small, but I am glad I joined the fight!”

Ellen Koskoff, former Eastman School of Music FDO

Most individual units within the University have their own Faculty Diversity Officers, who directly serve the needs of their school or unit. If the University is a tree, the units are the branches.

Arts, Sciences & Engineering (AS&E)

In AS&E, the role has evolved into that of Faculty Diversity and Development Officers (FDDO) and into the creation of a Dean for Diversity Initiatives position. AS&E has been a model for schools as they have developed policies and practices designed to enforce best practice in faculty hiring and thereby strengthen the recruitment and retention of women and underrepresented minority faculty and graduate students. AS&E search committees are encouraged to consider diversity explicitly in their deliberations, increasing the diversity of their departments, and thus the organization, as part of their task. The FDDO help these committees to broaden their pool as much as possible and show them how to direct their efforts most effectively in attracting talented applicants from all backgrounds. Unique to AS&E, the deans and FDDO have developed a set of mentoring policies that call on each department to make its procedures for fostering and monitoring the early career development of faculty explicit and clarify a procedure for assessing the effectiveness of teaching and for providing assistance in strengthening it. Each department is also required to identify a mechanism through which junior faculty are offered help with key skills (such as grant writing and book publishing) for managing research and scholarship.

Eastman School of Music

In Eastman, the FDO established the Eastman Diversity Committee in 2007. Working with the dean, the committee created a strategy to get departments involved, which evolved into the now well-established Eastman Departmental Diversity Initiative. Since its inception, this initiative has brought in more

than 20 guest musicians and scholars for lectures and master classes with a diversity focus. Through another series, *Identities at Eastman*, the diversity committee has brought school-wide attention to various diversity-related issues such as religion (2013) and race (2014.) In related work, the Student Life Office recently launched an extremely well received program, *Identities@Eastman* for the fall 2015 Eastman student orientation. The program won an international-level award from the Association of College Unions International.

Simon Business School

In Simon, faculty recruitment is quite different from other schools in that there are no formal search committees. Each area (Accounting, Economics & Management, Finance, Marketing, and Computer Information Systems & Operations Management) participates in its respective markets for new tenure-track assistant professors. In order to cast a wide net in business searches, the labor market for each area is highly coordinated globally with a job fair during its main annual academic conference. This past academic year, Simon invited 46 candidates to visit campus to present their research and to meet with faculty. Of these, 15 were women, one was of African descent (French citizenship), and one was Hispanic. The current year's level of recruiting underrepresented populations is much higher than in 2014–15, when only 6 of 42 campus visits were women, and no offers were made to minorities. While Simon has made progress with women faculty, it continues to strive to improve all measures of diversity among tenure-track faculty.

Warner School Education and Human Development

In Warner, Faculty Diversity Officers support faculty search committees by serving as ad hoc members of all faculty search committees. This work involves efforts to broaden the applicant pools for recruitment of recent PhDs from nondominant groups and to reduce screening biases during applicant reviews. The Warner School also had a diversity committee from 2007 to 2014 that provided a model for the other schools. In fact, this committee was instrumental in 2011 for introducing the concept of microaggressions to the University by providing workshops across the campus. Materials from those workshops will be incorporated in a University-wide effort to examine racial equity. Unlike the other schools, Warner has established a basis for conducting continued curricular reviews to find out where diversity and inclusion are addressed in coursework. Recently, Warner focused on faculty retention, with efforts that include structured collaborative writing sessions to enhance publication productivity and developing a method to



Professor Wendi Heinzelman teaches her class *Wireless Communications and Networking*

understand the experiences of current and former tenure-track faculty from underrepresented groups.

School of Medicine and Dentistry (SMD)

The School of Medicine and Dentistry has recently adopted a University of Rochester Medical Center (URMC)–wide approach by creating a vice presidential–level Office for Inclusion and Culture Development. This office interfaces with all components of the Medical Center and focuses on multiple areas related to diversity and inclusion—including workforce development, pipeline programs, education, research, assessment, and climate. The URMC Office for Inclusion and Culture Development is a coordinated vision of URMC’s strategic plan and a significant step forward. Medical Center senior leadership formed the URMC Executive Committee on Diversity and Inclusion to begin to assure input from all constituencies of the Medical Center on issues of diversity and inclusion. This committee will assist with recommendations and prioritization of diversity and inclusion efforts for the Medical Center. Given the importance of diversity and inclusion for research, the Clinical Translational Science Institute created a new position, Director of Diversity and Inclusion, in 2016 to focus on the needs of the research and basic science workforce and faculty.

School of Nursing (SON)

In SON, the Dean’s Advisory Council for Diversity and Inclusiveness started as an appointed committee in 2006. It has evolved into an elected and funded group called Council for Diversity and Inclusiveness, which includes representation from clinical and research faculty, staff, and students. This committee regularly facilitates structured and respectful dialogues on diversity and inclusiveness, as well as providing learning opportunities to enhance awareness and strengthen cultural diversity and inclusiveness. In 2012, the group also established a spiritual subcommittee to promote knowledge and understanding and to facilitate sharing experiences and ideas related to topics on spirituality and faith.

The Faculty Diversity Officer group has been instrumental in finding, creating, distributing, and interpreting training materials usable by faculty search committees. In addition, this committee has designed ways of assessing progress on a host of appropriate diversity goals by emphasizing the concepts of **achieving critical mass**, **achieving education and training**, and **consciousness-raising**. The evolution of these roles signals that the value placed on these issues has not only persisted but has in fact increased over the last ten years.



Jean V. Joseph, a professor in the School of Medicine and Dentistry, visits with a patient.

“My experience as a Faculty Diversity Officer heightened my awareness of the great value and privilege of working with a diverse team. It also sharpened my ability to identify and act on instances where power and influence are operating in ways that undermine the confidence and well-being of those with whom I work. I think being an FDO has helped to strengthen my courage in naming such issues even when it may not seem or is not politically correct to do so.”

Daryl Sharp, former School of Nursing FDO

Special Opportunities Fund

By supplementing financial resources, the Special Opportunities Fund has had a significant impact on faculty recruitment and retention in all six schools over the last ten years. The fund was designed to assist deans and department chairs in recruiting (or, in special cases, in the retention) of faculty candidates who contribute to the diversity of the faculty. As of the end of this academic year, we have funded 37 applications to directly supplement faculty recruitment or retention, nine applications for programs to promote faculty diversity, and 15 applications for hiring postdoctoral fellows and visiting scholars (excluding applications that were approved but for which the recruitment was not finalized).

Since 2008, Special Opportunities Fund has supported the recruitment or retention of 27 faculty who belong to a racial or ethnic group underrepresented in higher education and 10 who belong to other groups underrepresented based on gender or disability. Thirteen of those underrepresented racial/ethnic group faculty members remain at the University. The substantial impact of the Special Opportunities Fund is clear when looking at the change in the overall number of underrepresented faculty (37 such individuals at the University in 2006 and 84 as of fall 2015). During the current academic year, the Special Opportunities Fund supports eight faculty members in four schools in addition to selected programs and visiting faculty.

From 2011 to 2013, there was a pilot program within the Special Opportunities Fund to supplement hiring postdoctoral fellows and visiting scholars—envisioned as both a pipeline

program and an educational program to expose UR to minority scholars. There have been eight visiting scholars and seven postdoctoral fellows supported by the Special Opportunities Fund. The postdoctoral fellows all had plans for academic careers; they were invited to take part in the *Future Faculty Initiative* and supplemental peer mentoring. To date, three of the postdoctoral scholars remain in academia, including one who is now a faculty member at the University of Rochester. Most of the other fellows found work in related research careers (e.g., museum, foundation, industry). Both of the visiting scholars for whom this program was intended to be a transition to faculty posts now have faculty appointments (including one who has a contract for FY17). The pilot was not continued in its original form due to funding constraints, which necessitated prioritizing funding faculty salaries and less costly programs that promote diversity. A small short-term visiting scholars program remains active, though resources to fund this program are limited.

All schools have benefitted from the Special Opportunities Fund by hiring or keeping faculty who contribute to the diversity of their school. The University has increased the diversity of its faculty through the Special Opportunities Fund; including expanding the number of underrepresented minority faculty. The number of underrepresented minority faculty is the simplest way to show the impact of the fund. Programs funded in this way have also had an impact-facilitating dialogues, education and engagement around various dimensions of diversity.



Gerald Early presents the Humanities Center inaugural talk. He is a professor of English and of African and Afro-American studies at Washington University.



Student Victor Hernandez works with instructor Kimberly Augustine as part of the school's Accelerated Program for Non-Nurses.

Pipeline to Recruitment

Creating viable pipelines to recruit dynamic scholars to faculty positions is essential to the growth of a more diverse faculty. Each of the schools has its own pipeline program, many of which are described in detail in the interim report of the Presidential Commission on Race and Diversity and previous Annual Reports on Diversity. The Office of Faculty Development and Diversity has supported some pipeline programming directly through the Special Opportunities Fund, and it supports two ongoing programs. The Xavier Building Infrastructure Leading to Diversity (BUILD) Program and the UR Future Faculty Initiative are proving to be great assets when thinking about the future of faculty at our institution.

Xavier BUILD Program

Our federally funded partnership with Xavier University of New Orleans, a minority-serving institution, will help facilitate additional diversity in the pipeline of candidates for faculty positions. The goal of this National Institutes of Health–supported program is to increase the number of underrepresented minorities who successfully secure federal funding for independent research careers in biomedical sciences. During the last academic year, URMC provided support for mentored summer research for two scholars, one of whom applied for the MD-PhD program. As well, our office has used the grant to help faculty create new research collaboration. Matthew Asare and Gary Morrow, faculty in the Department of Surgery's cancer

control program, will work with Dr. Margarita Echeverri, a Xavier researcher interested in health literacy and cultural competence.

Future Faculty Initiative

Future Faculty Initiative provides graduate students and postdoctoral fellows interested in an academic career with valuable information and insights about aspects of a faculty role that are not part of the traditional curriculum. In addition, we provide participants from different parts of the University with an opportunity to interact on issues of common interest and get to know each other. The series may also serve long term to help develop a pipeline of candidates interested in faculty positions at UR. During 2015–16, we offered six workshops that included material about applying for an academic job, teaching methods, and work-life balance. New this year was a session about bias and diversity in classroom settings featuring Professor Valerie Kinloch from the Ohio State University. The Warner School cosponsored and hosted a separate lecture about race and urban K–12 education, also featuring Professor Kinloch. Participation by UR and the Greater Rochester Community created a standing-room-only crowd. Through the Future Faculty Initiative, we hope to better prepare the next generation of faculty and to give University of Rochester students and graduates a competitive edge when they apply for faculty jobs.

Creating a Rich Professional Environment

While recruiting faculty is one part of the equation, retaining faculty is equally important. Creating a welcoming environment for faculty success is essential to retention. Such an environment also fosters student success and facilitates recruitment and retention of a more diverse staff.

UR Year One and Early Career Faculty Program

In fall 2007, The University began an institution-wide professional development program for incoming and recently hired faculty. We created “UR Year One” to reinforce and supplement professional support received at the school and department level and to build a sense of belonging to the entire University through meeting colleagues from other schools.

The program is made up of two components: a series of workshops and lectures and a series of social events. The workshop series introduces faculty to institutional resources (e.g., library system, grants administration, and processes for achieving promotion and tenure) and to teaching and learning (e.g., teaching with technology, assessment, inquiry-based learning, etc.) Through several social events, new and early-career faculty and their families are able to network with each other and experience the University’s cultural attractions such as concerts, art exhibitions, and cultural festivals.

Over the course of ten years, some of the schools have established separate robust professional development programs. In the School of Medicine and Dentistry, monthly workshops and seminars cover a range of topics to support teaching skills and faculty wellness. The Center for Experiential Learning established an innovative educational program to promote interprofessional education. Additional career development programs have been created through the Clinical Translational Science Institute for biomedical researchers from across the University. In AS&E, there are daylong orientations for new faculty and periodic meetings on topics of interest. University-wide, there is a Committee on Online Learning that has established standard practices, guidelines, and ongoing workshops and symposia to support faculty. The workshops offered in 2015–16 through UR Year One were learner centered teaching, designing courses and assessing learning, teaching with technology, and tapping into diversity in the classroom.

Academic Leadership Programs

Over the past decade, the University’s professional development program for new academic leaders has been expanded and renamed *Conversations in Academic Leadership*. The program has evolved from a half-day, presentation-based format to an interactive format featuring panels of experts from the around the University who help the group think through a variety of leadership problems presented in a case-based format. The conversations extend throughout the academic year, ending with breakfast with President Seligman.

As with professional development for the faculty, we designed *Conversations in Academic Leadership* to complement resources available through the individual schools. The Medical School has two in-depth leadership development programs—a Senior Leadership Education and Development program and a Dean’s Teaching Fellowship—each lasts two years and includes an individual mentored project and monthly seminars. The Warner Center for Professional Development and Education Reform, in partnership with McArdle Ramerman Inc., offers a Leadership Coaching Certificate Program to help leaders by providing the tools and instruments to support their work and to help organizations increase performance and retain talent. Susan B. Anthony Center, in collaboration with URMC’s Office for Inclusion and Culture Development, is in its second year of offering *Developing from Within: Exploring and Enhancing Career Choices for Mid-Career Women*, for women faculty at the University of Rochester who want to further develop their leadership skills. Based on the success of the first year, similar leadership programs are being offered though Susan B. Anthony Center to assistant professors and students. The undergraduate student program was provided as a two-credit course and has been converted to a club that is offered through the student advisory program. A high school student program, the Teen Health and Success Partnership Program, is offered to students who are employed through the University’s Hillside Scholarship connection. Both student programs are offered in a single session.

Mentoring

Mentoring is an important part of professional support for faculty at all levels. Office of Faculty Development and Diversity in collaboration with Clinical Translational Science



Danielle Benoit (center), associate professor of biomedical and chemical engineering discusses results in her Goergen Hall lab with PhD students.

Past Sessions Offered in “Conversations in Academic Leadership”

- A Mixed Bag of Faculty Promotions
- Figuring Out the Necessary Amount of Financial Management Acumen
- Balancing It All . . .
Scholarship, Teaching, Leadership, Life
- What Is Any Chair’s Top Priority?
- Managing Up (Forging the Right Relationship with the Dean)
- Developing Collaboration for Change in a Satisfied Group
- A Conversation with the University President

Institute (CTSI) has worked to support mentors through two innovative programs. Ever Better Mentoring is a hybrid online face to mentor training program offered through the CTSI. The online portion is all case-based and includes three video cases, which were revised during this academic year and made accessible for deaf audiences and enacted using professional actors. The updated program will be offered here in the late summer to all faculty and made available to the Penn State Medical School’s mentors through their Clinical Translational Science Institute.

UR Mentors is an in depth course for “master mentors,” designed to build a community of dedicated, expert faculty mentors who are maximally effective at enhancing the careers of their protégés. The 10-hour curriculum addresses mentor skills for University of Wisconsin–Madison such as communication skills, aligning expectations, fostering independence, and the role of bias. The curriculum also included Self-Determination Theory–based material used in a multicenter University of Rochester–based research study created in collaboration with Dr. Richard Ryan.

To fulfill the mission of increasing faculty diversity, UR must both recruit and retain more minority faculty. The Office of Faculty Development and Diversity has contributed to the progress made over the past decade by helping with outreach to a diverse candidate pool and by providing financial support to the schools and supporting pipeline programs—both centrally and in the schools—where hiring actually occurs. Recognizing that professional development is critical for faculty satisfaction, retention, and advancement, the Office of Development and Diversity provides a robust suite of programs. The success of these programs is part of the strategic engagement of faculty, leaders, students, and staff in the hard work of change.



EMBRACING STAFF DIVERSITY

A group of staff and faculty embrace the "We're Better than THAT" anti-racism campaign.

The staff diversity and inclusion efforts include recruitment activities, training, and programs/events that foster inclusion and community engagement. Recruitment activities focus on creating a more diverse professional workforce as well as developing future health care professionals, practitioners, and leaders. Training and organizational development programs and activities provide opportunities for staff and faculty to explore and discuss issues related to diversity, inclusion, and cultural competence.

Increasing the number of diverse staff in our targeted salary bands includes both recruitment and promotion. We will develop programs to educate staff about how to better position themselves for promotion. Awareness, sensitivity training, and other developmental opportunities offered throughout the University enterprise to enhance and build on the awareness and importance of diversity and inclusion as well as its impact on the organizational environment and community. The Human Resources Office of Organizational Development and Staff Diversity has been instrumental in working with dozens of nursing units and facilitating workshops throughout the

Overarching Goals

The Staff Diversity and Inclusion Strategy includes five overarching goals:

1. to recruit and increase the number of diverse Professional, Administrative, and Supervisory staff, with a focus on those in Grade 50 and higher
2. to develop recruitment strategies that address areas of underutilization, adverse impact, and affected class requirements in collaboration with the Office of Equal Opportunity
3. to support and develop inclusion and retention activities for current staff while assessing the talent implications and needs for future hires
4. to develop, coordinate, and facilitate diversity training and other developmental opportunities that enhance and build on the awareness and importance of diversity and inclusion and its impact on the organizational environment and community
5. to collaborate with the Greater Rochester community through recruitment and pipeline-building opportunities and provide activities that foster community engagement

University. In addition, consultations and interventions related to increasing diversity awareness, establishing diversity committees, and creating more cultural competence service models have been a cornerstone of this work. Many of the offerings are customized for specific divisions, departments, and schools. To support the Presidential Commission on Race and Diversity focus on addressing the climate at the University, the Office is currently working on University-wide programs on [implicit/unconscious bias](#) and [cultural competence](#).

Community engagement outreach includes recruitment and networking efforts in the greater Rochester Community that support our pipeline-building efforts. Building a viable and sustainable community recruitment and engagement process requires dedication and genuine grassroots involvement within the community. The most effective and fastest way in which to build a talent pool of candidates is through already established relationships. Encouraging our current employee base, previous job applicants, our neighbors, and the general community to join in the conversations is a best practice to creating a qualified talent pool.

Inclusion and retention activities and programs are in place to deepen and embed our efforts into the culture of the University. These efforts include affinity (employee resource) groups, career development resources, and training/development programs.

The Evolution of the Affinity and Networking Groups

The richness of the Affinity and Networking Groups at the University provides an evolving extension of engagement at the institution and within the Greater Rochester community. Not only do these groups represent the institution's historical focus on cultural diversity, but these groups also offer enormous resource opportunities for communities at the University. During this period, six affinity (employee resource) groups have been developed and include Latino Professional Alliance, Minority Male Leadership Association, Pride Alliance (LGBTQI), Sankofa (African-American), Veterans Alliance, and Young Leaders. Two additional groups will launch in May 2016: Women's Leadership Alliance and Four Directions (Native American).

Similar to the Minority Male Leadership Association, mentioned below, the Women's Leadership Alliance has sprung forth as a new affinity group. Four undergraduate women who felt that mentoring of women is an important aspect missing from the University community founded the Women's Leadership Alliance. This mentoring group will help foster relation-

ships with other women on campus and promote leadership. Intentionally, this group formed to build sisterhood among all women of color at the University and within the Rochester City School District.

In the winter of 2013, several minority men came together under one vision to create the Minority Male Leadership Association (MMLA). This group of dynamic leaders creates an environment to foster mentorship and success among minority men in the Rochester community. Since its inception, MMLA has designed a *Scholars Program*, *Minority Male Success Symposium*, and the *Peer Mentoring Program*. Each initiative provides a primary focus of sociocultural awareness, mentorship, and an acute focus on students graduating from the Rochester City School District. Moving forward, MMLA will continue to work within the community with a new endeavor, *Black Saga*. In partnership with the Office of Faculty Development and Diversity, this endeavor will feature several schools within the Rochester City School District as an opportunity for students to demonstrate and expand their intellectual abilities about history. MMLA will play a pivotal role in helping students prepare for this upcoming program.

MMLA Alumni Board Member, David Paul (MD '16), recently won the William and Charlotte Cadbury Award from the National Medical Fellowships and Association of American Medical Colleges. Paul is the first-ever UR medical student to receive this prestigious award in recognition of his academic and volunteer achievements working with students in the Rochester City School District. Paul is an aspiring neurosurgeon who worked with associate professor of neurosurgery G. Edward Vates, MD, PhD, to investigate sight restoration variables in patients after pituitary tumor removal. Grant application for funding for a larger and longitudinal study is under way with the National Institutes of Health.

Another MMLA alumni board member is Clifford Pierre, MD, recently nominated for Association of American Medical College's Service in the Community Award. As a resident in neurosurgery, Pierre has demonstrated dynamic contributions to service. Tirelessly, Pierre works along with others to raise money for scholarships for graduating high school seniors. Because of their efforts, students like Kalem Rutlege and Stephau Ward are able to further their intellectual, social, and cultural development by pursuing a college degree. Pierre has been integral in bringing together a group of students, faculty, and staff with the common goals of improving the community in which we live through outreach, role modeling, and mentoring of youth.

A SPECTRUM OF COMMITMENT:

From Engagement to Action



Shaun King, senior justice writer for *New York Daily News*, delivers the keynote address at the 2016 Diversity Conference.

Diversity Conference

The concept of engagement covers a spectrum of activities ranging from thought, reflection, and discussion to action. Committed groups have been both grassroots and institutionally based, composed of faculty, staff, and students. University-wide groups like the Diversity & Inclusion Committee have gained influence. Moreover, myriad individuals, offices, and departments have expressed and continue to express their commitment through personal and collective engagement in making the campus more inclusive. All serve the important functions of creating opportunities for engagement through respectful dialogue, greater understanding of cultural differences, and ways to make the University a more diverse and inclusive place.

A Seed Was Planted

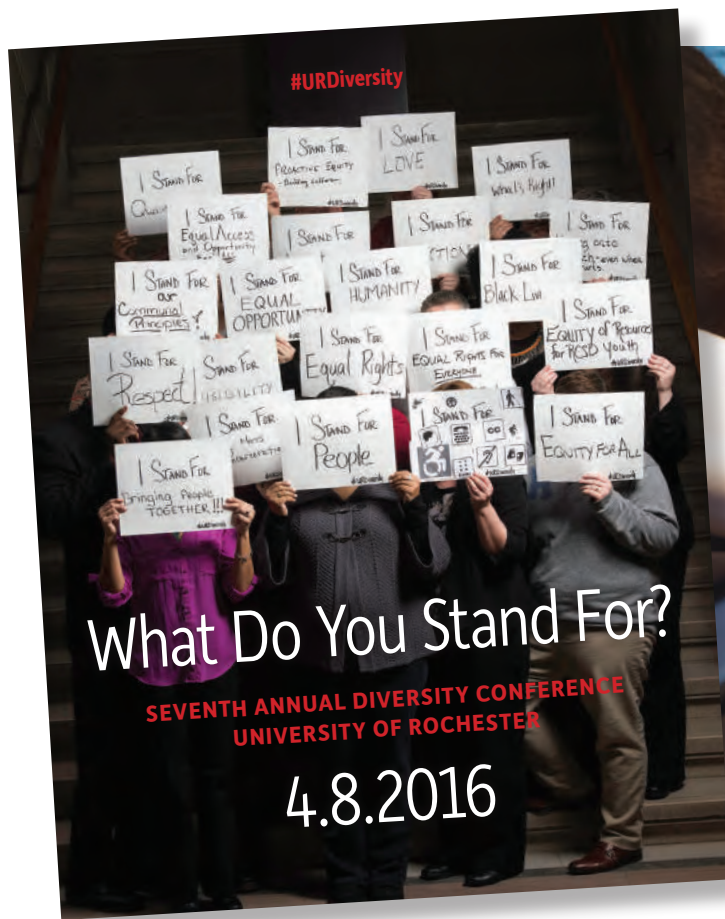
The catalyst for the University-wide diversity conference sprang from the report on *Improving Faculty Recruitment and Retention: a Diversity and Inclusion Initiative* (“Listening Tour Report”) released in December 2009. The report included the need to strengthen the organizational culture of the University by creating an annual diversity conference, increasing the integration of programs that support diversity, and supporting a new postdoctoral program to promote diversity. The planning team chose to use the first conference to focus on approximately 120 invited leaders, who came together to talk about programs, best practices, and policies that supported diversity and inclusion within their respective domains. It has since transformed into a singular opportunity for the students, faculty, staff, alumni, and greater Rochester community to come together for a daylong series of conversations, dialogues, and educational exchanges about diversity and inclusion.

Each year the conference anchors around a topical theme that frames a series of conversations inviting participants to reflect on their personal views and interactions within the University community and society as a whole. Starting in the second year of the conference, a keynote speaker has begun the day by helping the audience think about the conference



A selection of photographs from University of Rochester's 2016 Diversity Conference in Strong Auditorium.





Keynote speaker Shaun King takes time to speak with students after his talk at the Annual Diversity Conference (right); conference program (left).

theme. Previous conference themes include *Building a Stronger Community*; *Why Diversity*; *Change the Conversation*; *Our Differences, Our Strength*; *Crossroads: An Opportunity for Progress*; *From Bystander to Ally*, and this year's theme, *What Do You Stand For?*

The seventh-annual diversity conference, *#URDiversity: What Do You Stand For?* urged the community to examine their individual academic, personal, and professional passions and see how those areas further diversity and inclusion within the greater societal context. This year's keynote speaker was Shaun King, senior social justice writer for the *New York Daily News*. King challenged conference attendees to think about human behavior throughout history while offering a context for racial injustice within the wider world. He urged the audience to consider that human behavior does not move at a linear rate; people have moments of peaks and lows. "We are going to be judged historically by how we respond to [the] dip," mentioned King. "What's beautiful and powerful is [that] after these dips, people rise."

Following the kickoff address, attendees chose among 18 breakout sessions organized by the general themes: ways take a stance against social injustice; how to commit to diversity and inclusion; and how to engage through local and national

engagement and activism. One of the more popular breakout sessions was *Growing Up White: A Conversation about Race and Privilege*, led by Ellie Law, a Warner graduate student studying Community Mental Health Counseling. She shared her experiences of encountering race and privilege from childhood to adulthood, while helping the attendees understand how to deconstruct problematic messages that have not been directly addressed within families, schools, communities, and workplaces. Another popular session, *Cracking the Codes: Film & Dialogue Event* was led by Indrani Singh, educational development specialist for Natural Sciences & Engineering. The workshop featured a film that discussed the causes and consequences of systemic inequity. Workshop attendees have since requested more opportunities to watch and discuss the film. Conference attendees also heavily attended *Race-Conscious Leadership* led by Morgan Levy, Title IX officer, and Jessica Guzman-Rea, director of the Paul J. Burgett Intercultural Center. Many believed the small group discussions on recognizing race-conscious leadership proved very resourceful and timely. The conference concluded with a poster session and reception. In total, there were almost a thousand participants at the conference.

Reference: Dougherty, N. (2010, February 19). UR to launch conference to boost diversity. *Rochester Business Journal*, p. 2.

“Places that are successful at increasing diversity need a component where leadership stresses the importance of it.”

Vivian Lewis

Creating an Inclusive Community

In fall 2006, the University-wide Diversity and Inclusion Committee (D & I) was formed by a group of volunteers to bring together members of the University community who were engaged in diversity outreach initiatives. In an effort to influence the culture of diversity and inclusion throughout the University, the committee provides a networking opportunity and venue for exchange of best practices, often leading to collaborative programs. The committee has helped increase awareness and visibility of offices, departments, and organizations that are diversity champions through the publication *Spotlight*. Some of the features have been the ROCXXY: Summer Internship in Feminist Activism and Leadership program within the Susan B. Anthony Institute for Gender and Women’s Studies and the School of Nursing’s Spirituality Committee. In addition, the committee creates celebration posters that showcase events occurring during monthly celebrations of culture and heritage (e.g., Hispanic Heritage month, Native American Heritage Month, Black History month, etc.) to increasingly promote a spirit of inclusion within the University.

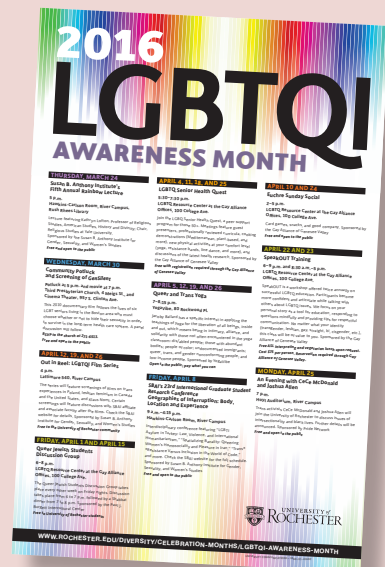
The work of the committee continues to gain attention and present an opportunity to be another voice of advocacy within the University. In late November 2015, student leaders petitioned the administration, “demanding that administration implement immediate and lasting changes that will reduce intolerable acts of racism that students of color endure at [the] University.” Members of the D & I Committee expressed support and offered a pool of resources for the newly created Presidential Commission on Race and Diversity. The committee also shared a public letter of support to the students who demanded change related to race and racism at the University.

The D & I Committee meets monthly to discuss ongoing and upcoming initiatives and events while enhancing the

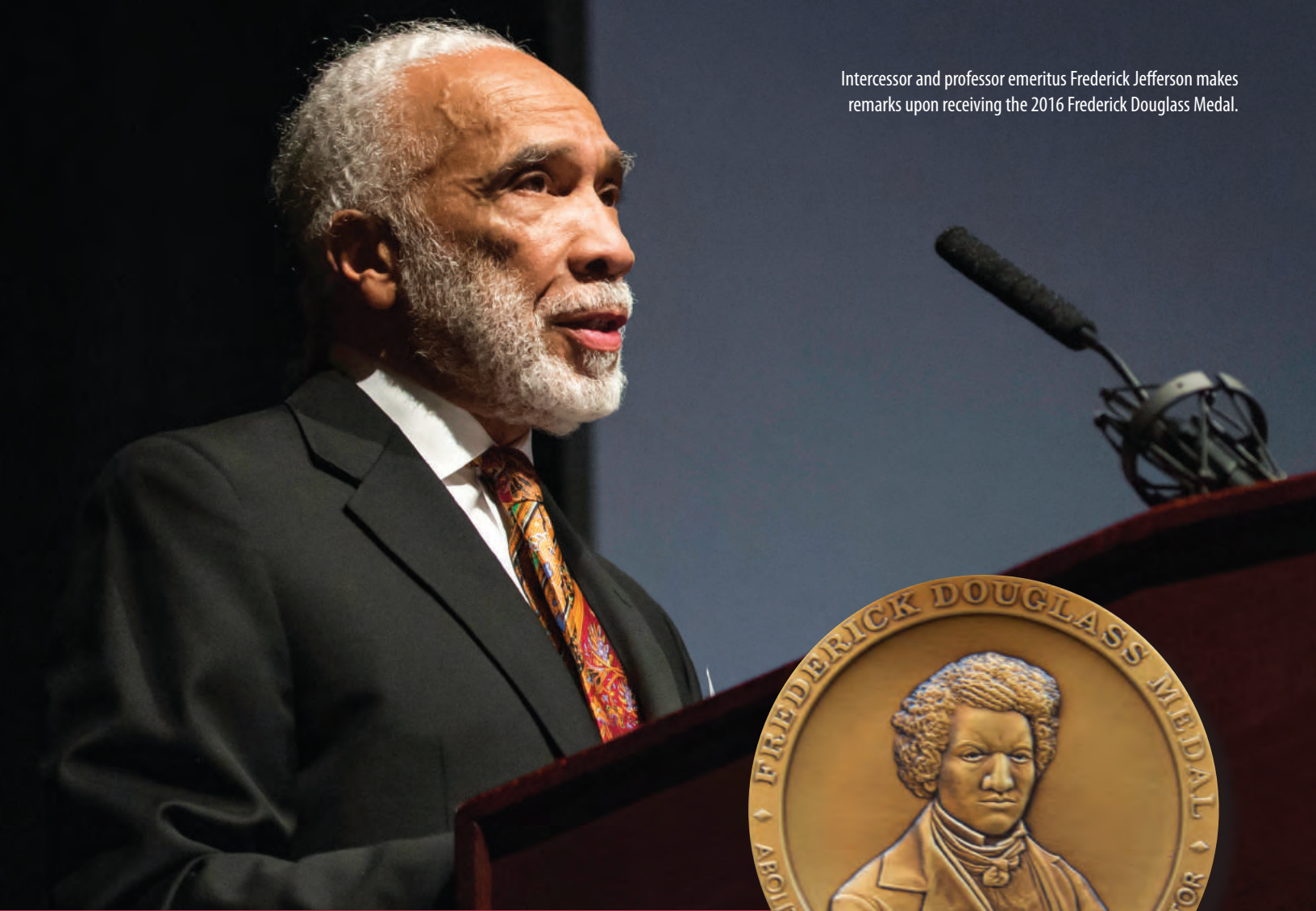
environment for diversity and inclusion across the University. Our school-based committees have also been very active. The Eastman School Diversity Committee supported the Kathleen Battle Underground Railroad concert by hosting a well-attended lecture on spirituals by Lee Wright. Eastman has recently created a student *Council on Diversity* at Eastman, which is a group of student peers who are passionate about exploring Diversity through a variety of initiatives and events. This new group and the Eastman Chinese Student Association have demonstrated student engagement in diversity. The School of Nursing’s Council on Diversity & Inclusion hosted a panel discussion entitled “Inequity and Access to Healthcare,” which introduced faculty, staff, and students to four leaders who are working to address issues of inequity in the Greater Rochester Community. Diversity committees at the Eastman School of Music and the School of Nursing meet regularly to engage those within their schools in the important work of change.

LGBTQ Advocacy Committee Created

Many of the LGBTQ resources at the University of Rochester involve multidisciplinary and multi-specialty collaboration across all campuses. To create a central focus of information and engagement, an LGBTQ Advisory Committee formed in 2015. This committee consists of faculty, staff, and students from the LGBTQ and ally communities, ensuring broad representation. Some of the members helped shape institutional practices on patient care, leading to the UR Medicine designation as a national leader in LGBT Healthcare from the Human Rights Campaign Foundation. Other representatives helped the UR become the 52nd in the nation to provide insurance coverage for gender affirming surgery for transgender students in 2014. While the University has made many changes to create a welcoming and inclusive environment for members of the LGBTQ community, clearly many challenges still exist and further multidisciplinary collaboration is needed to enable us to better serve our diverse community. The mission of the LGBTQ Advocacy Committee is to improve diversity and inclusion by providing advice and leadership on LGBTQ issues at the University of Rochester.



Intercessor and professor emeritus Frederick Jefferson makes remarks upon receiving the 2016 Frederick Douglass Medal.



Honoring Douglass's Legacy

First awarded in 2008, the Frederick Douglass Medal is given by the University of Rochester and its Frederick Douglass Institute for African and African-American Studies “to acknowledge both scholarship and civic engagement that honor Douglass’s legacy.”

In 2016, Frederick C. Jefferson Jr., PhD, became the eighth medal recipient. During a UR career that has spanned more than four decades, Jefferson has served as associate dean of students and assistant to the provost; as assistant to the president for University and community affairs, director of the Institute of Urban Schools and Education, and currently as professor emeritus in the Warner School and University Intercessor, where he specializes in issues related to racial and ethnic diversity. His many civic leadership roles include serving as board chairman for the United Way of Greater Rochester, Action for a Better Community, Rochester chapter of the American Red Cross, and the Baobab Cultural Center.

He joins distinguished and prominent past Rochester award recipients David T. Kearns, former CEO of Xerox; Walter Cooper, research scientist and educator; and Garth Fagan, Tony Award–winning choreographer. The other past awardees are law professors Gerald Torres and Lani Guinier; Yolanda Moses, anthropologist and former CUNY president; and Deborah Gray White, African American history scholar.

In accepting the award, Jefferson noted, “I realized that . . . I was bound by a concept of significance defined by measurable and sustainable accomplishments . . . I’m not sure I’ve done enough . . . I’ve been troubled by my thoughts and readings of doubt.” He continued, “I was able to see through my mist of doubt and [see] this was a message of hope . . . to continue the course of social justice work.”

Showcasing and Celebrating Exemplars

Presidential Diversity Awards

The University Presidential Diversity Awards began in 2010 to recognize the accomplishments of faculty, staff, students, units, departments, and teams that contribute to diversity and inclusion through exemplary leadership. Over the years, recipients and nominees have demonstrated a commitment to diversity and inclusion through recruitment and retention efforts, teaching, research, multicultural programming, cultural competency, and community outreach or other initiatives. In celebration of 10 years, we provide the names of the recipients and all other nominees since 2010. Each has embodied the spirit of engagement.

2016 Recipients

- **Janice Holland**, Office of Organizational Development and Staff Diversity
- **Kathy Rideout**, Dean of the School of Nursing
- **One Community Program**, Arts, Sciences & Engineering

2015 Recipients

- **Eastman Pathways Program**, Eastman Community Music School
- **Kristin Hocker**, Office of Organizational Development and Staff Diversity

The Presidential Diversity Awards have become an anticipated tradition and distinguished highlight of engagement at the University.

2014 Recipients

- **John Cullen**, Associate Professor of Surgery, School of Medicine and Dentistry
- **Office of Minority Student Affairs (OMSA)**, Arts, Sciences & Engineering

2013 Recipients

- **Lynne Maquat**, Director of the Center of RNA Biology, School of Medicine and Dentistry
- **UR Teen Health & Success Program**, UR Medical Center

2012 Recipients

- **Center for Advocacy, Community Health, Education and Diversity (CACHED)**, School of Medicine and Dentistry
- **John Fetter**, Assistant Professor of Music Education, Eastman School of Music

2011 Recipients

- **Microbiology and Immunology**, School of Medicine and Dentistry
- **UR Genocide Intervention**, Undergraduate Student Organization

2010 Recipients

- **John Hansen**, Professor of Neurobiology and Anatomy, School of Medicine and Dentistry
- **Latino Professional Alliance**, University-wide Affinity Group
- **The David T. Kearns Center**, Arts, Sciences & Engineering

Nominees Since 2010

- Black Students' Union and Women's Caucus, 2010
- Dave Lewis, 2010
- Debate Team, 2010
- EZ Scholars, 2010
- Harriette Royer, 2010
- Julie Beauregard, 2010
- Microbiology and Immunology, 2010
- Monica Patel and Aleida Sainz, 2010
- NICU Diversity Committee, 2010
- Simon United, 2010
- School of Nursing Diversity Council, 2010
- Children's Institute, Inc., 2011
- Hillside Work-Scholarship Connection Team, 2011
- NICU Cultural Diversity Team, 2011
- Nora Dimmock, 2011
- Simon United, 2011
- Stanley Byrd, 2011
- Ian Wilson, 2012
- Leann Patel, 2012
- Mary Dombeck, 2012
- National Center for Deaf Health Research, 2012
- Office of Mental Health Promotion, 2012
- Refugee Student Alliance, 2012
- Susan B. Anthony Institute, 2012
- Caterina Falli, 2013
- Child Neurology, 2013
- Chinese Student Association, 2013
- Harold Smith, 2013
- HIV/AIDS Clinical Trial Unit, 2013
- Maggie Cousin, 2013
- The Simon Asian Club, 2013
- Amina Alio, 2014
- Angela Clark-Taylor, 2014
- Globemed, 2014
- Tiffany Barber, 2014
- Transgender Healthcare Team, 2014
- Angela Clark-Taylor, 2015
- Dwight Hettler, 2015
- Strong Nursing Recruitment, 2015
- Ted Brown, 2015
- One Community Program, 2015
- Alexander Peña, 2016
- Blood Pressure Advocate Program Team, 2016
- MK Gandhi Institute, 2016
- Naomi Jochnowitz, 2016
- Sasha Eloi-Evans, 2016
- Susan B. Anthony Center, 2016



Graduating seniors pose for a group portrait at the conclusion of the 2015 OMSA Senior Dinner.

Students Carrying the Torch

When thinking about profound and impactful engagement leading the torch of activism, many offices, schools, departments, and individuals come to mind. The interim report of the Presidential Commission on Race and Diversity includes a comprehensive list of student-related programs from across the University that promote meaningful engagement with the work of diversity and inclusion. This year, we highlight two offices that especially impact the students in AS&E.

Office of Minority Student Affairs

In 1968, AS&E established the Educational Opportunity Program and admitted the first cohort of students of color who would receive targeted academic and social support services. In 1973, to rejuvenate and realign the services provided for students, Dr. Frederick Jefferson, 2016 recipient of the Frederick Douglass Medal, assumed the direction of the program. Today the Office of Minority Student Affairs (OMSA) houses the Arthur O. Eve Higher Education Opportunity Program (HEOP) and so much more. OMSA provides counseling, disseminates information, and serves as a liaison with other departments and divisions of the University to enhance the environment in which undergraduate minority students live and learn. Many students would describe OMSA as a “home away from home” or a “safe haven” that goes above

and beyond to provide support services that enhance their academic, personal, and career goals.

One of the primary programs of OMSA is the Early Connection Opportunity program. Helping students to become informed and prepared to engage at the University has proven to be essential for them. “I’m glad I had the opportunity to be a part of Early Connection Opportunity . . . it really helped me put things in perspective when my freshman semester began,” noted Carly English, Class of 2018. In addition, the Emerging Leaders Program has truly helped students learn to hone their leadership skills, promoting excellence and group cohesiveness among other leaders at the University.

OMSA is ever thriving and growing. Over the years, the number of underrepresented minorities, in particular Latino/Latina students, has increased steadily. OMSA has worked diligently to provide resources and programming for the various students attending the University, including a growing number of underrepresented international students. These aspects of OMSA are just a few. OMSA and Office of Faculty Development and Diversity have been able to work together and be a part of the larger “ever better” ethos of the University. The OMSA Senior Dinner, collaboration with the College Diversity Roundtable, and working with alumni and faculty of color have added great value for both offices.

OMSA looks forward to the future with Office of Faculty Development and Diversity to grow targeted programming connecting with alumni of color, leadership development for staff and students, and adding to the recruitment pipelines for students seeking faculty positions.

Susan B. Anthony Center

Over the past four years, the Susan B. Anthony Center (SBAC) has transformed from a place of being to a place of action. The students create the agenda and largely set the tone. The students created a Student Advisory Committee, which began meeting last year. Students are taking leadership roles in planning events, securing partnerships and funding, and advertising the events through social media. As a result of the students having ownership over SBAC projects, they are driven to present SBAC activities and projects at national and international conferences and to write manuscripts for publication. The center hopes to grow the portfolio of student engagement and help students reach their potential through learning via different mechanisms of community-engaged work and research.

The center launched a “Letters Project” in 2014 to bring Susan B. Anthony into the 21st century through her voice and words. Starting with the University of Rochester’s collection of her letters and eventually connecting with a host of other collections around the country, the center did qualitative analysis of more than 900 letters written by Susan B. Anthony. In August 2015 the center celebrated the Letters Project by launching a Twitter campaign called “#SueBSays,” coined by Ms. Alysha Alayni, a Take Five Scholar and student research assistant, to showcase the findings. The Twitter campaign aimed to connect today’s youth with the famed suffragist and to make Susan B. Anthony relevant to our lives today. The campaign focused on a different theme each month, and features two key quotes a week, which students transcribed from Susan B. Anthony’s personal letters. Her letters transcend time, place, nationality, gender, and race and manage to touch upon so many aspects of the human experience. Her wisdom reaches across the 109 years since her death and still applied to life in today’s fast-paced world. The Susan B. Anthony Center will end the campaign at the close of the academic year. During the first month, the campaign garnered more than 20,000 views. Those interested can follow the Twitter account @UofR_SBAC!

The SBAC prioritized the need to highlight scientific work conducted around social justice issues to move the work into policy when warranted. Examples of such efforts include yearly conferences. The first was Justice Involved Women (2013),



Award recipient and student Sequoia Kemp poses with her parents at the Susan B. Anthony Legacy Brunch at the Susan B. Anthony Center.

and the second, regarding Title IX (2014), in partnership with Moran Levy, involved area Title IX officers. This year, the focus was on trauma informed care and abused children, “Transforming Our Community: Meeting the Needs of At-Risk Children.” This was a daylong conference that preceded the Stanton-Anthony luncheon and conversations. This event, cosponsored with the Greater Rochester Health Foundation, attracted more than 100 people from all over the country to hear national experts, including a Rochester alumna Dr. Tasneem Ismailji, present on the current state of the science to help abused children in our community. The center hopes to continue sponsoring community dialogues about such important issues as violence that touches the lives of so many in our community. SBAC is launching another community conversation with a series of events in April around Equal Pay Day, including reporting results of a community-engaged survey on pay equity in partnership with the Coalition on Pay Equity. This project also had a student leader, Rebecca Bergman. These community-engaged projects are perhaps SBAC’s greatest achievements this year and yield greater results than either entity could accomplish on its own—as a University or community entity in isolation.



Meliora Weekend 2015

Meliora: More Than a Word for Alumni

Diversity and inclusivity are important University values that resonate for alumni as well as for current students, faculty, and staff. The overwhelming success of the Diversity Initiative for *The Meliora Challenge* shows the breadth and depth of *Meliora* as an expression of engagement with diversity and inclusion.

We launched the University-wide Diversity Initiative with three priorities: providing scholarship and fellowship support to ensure that the best and brightest can attend the University of Rochester; attracting and retaining faculty members who can teach to the complexity of the world we live in; and promoting a climate of inclusiveness through our centers and programs.

These priorities create additional opportunities that appeal to the interests of both large and small groups within the University community.

Now we want to thank the more than 1,500 alumni, parents, faculty and staff members, and friends who have contributed toward the initiative's priorities. Together, we have raised \$7.5 million for the Diversity Initiative, surpassing our \$5 million goal.

The generosity of donors has created numerous endowed scholarships and given critical support to the David T. Kearns Center for Leadership and Diversity in the Arts, Sciences & Engineering and Simon Business School's Consortium for Graduate Study in Management. You also helped create ongoing learning opportunities through endowments such as the Tana Grady-Weliky, M.D., Endowed Lectureship and Visiting Professorship for Women and Diversity in Medicine.

We are thrilled with what has been accomplished this far and, in the spirit of *Meliora*, are excited to take on new challenges. Although the Campaign will end June 30, your continued support ensures we will always be "ever better."

An Imprint of Many Voices

Office of Faculty Development and Diversity creates a liaison between the University and the Greater Rochester Community through a variety of events, activities, and programs that have strengthened both communities. The Annual Diversity conference, our new initiative *Black Saga*, and University involvement with *Facing Race, Embracing Equity* create opportunities for sustainable involvement within our communities. Through contributions to the Greater Rochester Community, we have sponsored events (e.g., United Way, YWCA, The Links, Inc.) that help to support the organizations themselves—as well as UR students, faculty, and staff. Expressions of engagement with diversity and inclusion at UR range from local (UR and Greater Rochester) to national movements that promote social justice.

Issues of social injustice in academia and health care were raised during separate events held by UR students in the College and in the School of Medicine and Dentistry inspired by the 2015 events at the University of Missouri and the Black Lives Matter movement. The social media hashtags, #Concerned-Student1950, and #WhiteCoats4BlackLives gave voice to the experiences of many students of color at predominantly white institutions, including the University of Rochester.

Through the vision of a strong Rochester student voice, student leaders here set out to create the first-ever Joint Collegiate Black Student Summit in March 2016. The summit welcomed 100 students from New Mexico, Indiana, Maryland, and many other places to establish an intercollegiate network of young Black leaders passionate about social justice, collegiate accountability toward Black students, and unity within the Black community. Even though the summit emphasized the

Black collegiate population, the summit strives to be an open dialogue for all interested in social justice.

In the midst of profound social and cultural changes nationally, a call to action came from the University of Pennsylvania's Center for the Study of Race and Equity in Education. This center offered an opportunity for administrators, staff, and faculty at various higher education institutions to join in the dialogue with University of Pennsylvania through a series of four webinars. Office of Faculty Development and Diversity invited the University community to participate in these webinar modules presented by the Penn Summit on Responding to Racism on College and University Campuses; a discussion facilitated by our own faculty followed. The information and analysis proved to be impactful—leading to a similar discussion during a workshop at this year's diversity conference.

Over the past decade, the seeds of engagement have grown from small groups of individuals to a broader engagement in events such as the Annual Diversity Conference, which attracted almost 1,000 participants in 2016. University-wide efforts to create an inclusive community have broadened to include a widening spectrum of volunteer groups and individuals in the Diversity and Inclusion Committee, which has become an important forum for the exchange of ideas and source of support for LGBTQ advocacy and the recent student protests. The imprint of many voices engaged in striving to make UR ever better through diversity and inclusion continues to be felt through the many alumni volunteers and donors whose contributions to the University truly express the values of *Meliora*. Engagement is an integral part of changing the culture as we work to become a more inclusive culture.





AN EVOLVING CULTURE

“Cultures are dynamic. They shift, incrementally and constantly, in response to external and internal changes.”

Watkins 2013

The University of Rochester is changing in many ways; we have expanded our campus, faculty, student body, and workforce as we have incorporated new disciplines and affiliates. We have broadened and deepened our community ties while also becoming more international. Yet our mission and core values have remained constant. Our 10-year story of diversity and inclusion will reveal many examples that are worthy of celebra-

tion. We offer these examples in the hope that they will inspire and energize our entire University community to focus on the hard work ahead.

If we think of culture as the shared understanding of values and behaviors, we can readily conclude that the UR culture is evolving and striving to be more inclusive. In the fall of 2005, President Seligman articulated our commitment to diversity as “a fundamental value of the University.” His address and a number of antidiscrimination policies talked about a variety of dimensions of diversity to consider in thinking about shared values. In looking over the past decade, there are numerous examples of leadership, faculty, students, and staff whose commitment to diversity suggests that diversity is a commonly held value. Through new traditions and observances, UR is establishing ways to embed diversity and inclusion into our culture. First, how do we as a University think about defining diversity?

Diversity is synonymous with our understanding of the word, difference(s); yet it means different things to different people

“Culture is consistent, observable patterns of behavior in organizations.”

Watkins 2013

and groups across the University. Our “inclusive community” statement describes our commitment to welcoming and including those who represent important differences to contribute to the University. One salient example of the institutional resources provided to support this value comes from the office of the University Intercessors. The Intercessors’ Office has developed policies and procedures around student and staff accommodations for those with disabilities. Changes resulted in a more streamlined student experience and brought the University up to date with national standards for accommodating disabilities. The Medical Center held a three-part series, *Accommodating Employees with Disabilities*, for managers, department chairs, and others. We have also developed and launched a centralized website for disability services and support. Through continuous outreach by the intercessor and collaboration with various groups working on diversity issues, compliance is improving, thus creating a better experience for all.

Issues of race, diversity, and inclusion are not simple, going well beyond what policies and procedures can define. Over the course of the decade, we have witnessed a growing desire to be part of ongoing conversations in multiple venues. The Annual Diversity Conference is the single largest event, but there are many other smaller opportunities, each typically with its own focus. Faculty Diversity Officers have frequently been the hosts and facilitators of these discussions. School of Nursing Faculty Diversity Officers regularly bring faculty, staff, and students together to talk about the issues they perceive to be important within their school. Warner School frequently uses its weekly professional development lunches as an opportunity for faculty, staff, and students to discuss themes relevant to diversity and inclusion.

Social media is a great tool used to further messages of diversity and inclusion. The Office of Faculty Development and Diversity’s social media presence routinely engages with more than 500 viewers. Using the anchor “Always Examine #URDiversity,” viewers are engaging in diversity-related topics: gender, race, class, disabilities, veterans, and many other topics. Ad-

ditionally, the Susan B. Anthony Center’s Twitter Campaign “#SueBSays,” aims to connect today’s youth with the famed suffragist and strives to make Susan B. Anthony relevant to our lives today. Those interested can also follow SBAC on the Twitter account @UofR_SBAC!

During the past decade, the University’s commitment to diversity as a value has been expressed through formal academic endeavors, professional development activities, affinity groups, networks, and volunteer activities. A willingness to participate or initiate formal programs and less formal networks has created a pattern suggesting an evolution in the culture.

Academic excellence is valued as a core part of our identity as a research-intensive University, and it is integral to changing the culture toward greater diversity and inclusiveness. The Office of Faculty Development and Diversity’s annual research conference has created a venue for the UR community to promote diversity and inclusion through advancement of scholarship

“Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed it is the only thing that ever has.”

Margaret Mead

and academic excellence. The theme for 2015 was “Creative Innovation: Building Synergy through Arts, Sciences and Diversity.” Our featured keynote speaker was Professor Christopher Emdin from Columbia University, whose research provides a framework for incorporating the arts (especially spoken word and Hip Hop) into STEM discipline education. His talk was followed by breakout sessions and a poster session featuring faculty from AS&E and SMD and staff from the Memorial Art Gallery. Viewing select paintings in the MAG and a live dance performance were also part of the conference. Past conference themes were based on other topics of cross-disciplinary interest: community-based research, pipeline programs, and the importance of diversity in higher education.

Within SMD and SON, public health sciences, the Center for Community Health, and the Clinical and Translational Science Institute also have formal programs of research, study, and training that focus on diversity. In addition to programs focused on racial and ethnic diversity, there are also initiatives centered on other components of diversity. The National Center for Deaf Health Research, established in 2004, has completed several community-based participatory research studies to better understand the health needs of the deaf community, and it has facilitated creation of ongoing health education materials for patients and professionals and provided the basis for collaborative research education programs for deaf and hard-of-hearing students. URMC has held two conferences around the health care needs of the LGBTQI community.

This year, Warner School faculty continued to work across departments and numerous research and practice projects on issues that address diversity and social justice, including the East High School Educational Partnership Organization, the Science STARS teacher education program, and the Literacy Engagement and Achievement Program at School 33. Simon's Career Management Center and Office of Student Engagement supported monthly events this year related to diversity and inclusion that serve as networking opportunities, educational offerings, and cultural exchanges.

These professional development programs have not only created educational value. These programs are examples of subtle changes in our shared values as a University—towards a more inclusive culture.

President Seligman has used his position to forward diversity and inclusion as a fundamental value (see above) not only through speeches but also through resource allocation and active engagement with the Rochester community. Members of the Board of Trustees have also stepped forward to help demonstrate that diversity and inclusion are University-wide values. In addition to consistently asking for reports on our progress toward becoming more diverse, they have also devoted time, effort, and funds. A volunteer committee of nine committed volunteers, including five board members, supported the Diversity Initiative of *The Meliora Challenge* capital campaign, which concludes this spring. They worked tirelessly to help raise \$7 million to support scholarships, faculty, and programming that advance diversity and inclusion throughout the University—exceeding their initial goal of \$5 million.

Leaders throughout the University have promoted diversity and inclusion as a value in ways that are as different as the schools themselves. Consistent among the schools has been an annual process of commitment to goals that address specific programs or practices—goals that advance diversity and inclusion through advocacy, enhanced visibility, shared resources, and using the power and influence of students and staff, who are important stakeholders in the institutional culture. Each school has a story of working toward greater diversity and inclusion, each with short-term successes to celebrate in an ongoing struggle.

“Mutual respect and mutual pride is what all of us should most want to strengthen at the University of Rochester and at each institution in our lives. Working together we can further strengthen a University that is welcoming and supportive of all in our community.”

Seligman, 2015

While each dean has worked to promote diversity and inclusion, two deans have received the Presidential Diversity Award for “exceptional efforts to promote a University environment that is free from bias and discrimination” through exceptional efforts that “go above and beyond routine expectations.” John Hansen, associate dean of admissions and professor of neurobiology and anatomy in the School of Medicine and Dentistry, was recognized in 2010 for “advocacy, support, mentoring, and leading” successful efforts to recruit and retain diverse student applicants. Through outreach to minority-serving institutions (City University of New York–Hunter College and Xavier University of LA) to take part in innovative early admission programs and pipeline programs as well as early adaptation of holistic admissions practices and personal involvement in student events, Professor Hansen has been a visible role model and committed leader. Similarly, Dean Kathy Rideout was recognized in 2016 for promoting an inclusive community by utilizing visionary leadership to integrate the Robert Woods

Johnson scholars program into the School of Nursing, among other accomplishments.

These examples serve as evidence that the University of Rochester has made progress toward building a culture that values diversity and inclusion. From the most senior leaders to faculty, staff, students, and alumni, we can find evidence of active engagement in existing programs, new initiatives, and behaviors that suggest we are slowly evolving toward a vision of being a university that reflects and celebrates the differences and opportunities that diversity creates. Nonetheless, we still face serious challenges—issues of racism, classism, and sexism persist.

On November 20, 2015, members of the Minority Student Advisory Board, the Spanish and Latino Students' Association, the Douglass Leadership House, and the Black Students' Union delivered a petition to President Seligman requesting that the administration "implement immediate and lasting changes that will reduce intolerable acts of racism that students of color endure at our university" (Rochester, 2015). In acknowledging that the University climate was not "all it should be," President Seligman cited reports that some students, faculty, and staff had experienced hostility because of race. On November 23, he appointed a Commission on Race and Diversity to answer the following questions: 1) what is the state of the campus climate today with respect to inclusiveness for students of all races and ethnicities; 2) what academic and other programs have demonstrated success in strengthening a safe and inclusive climate for students of all races and ethnicities and contributed to academic and social success; 3) what elements of campus life inhibit, limit, or diminish that success; and 4) what are the Commission's recommendations to strengthen and improve the climate in the University with respect to inclusiveness for students of all races and ethnicities? He also directed the Commission to provide advice about the social media app YikYak and to address certain specific issues from the petition related to the College. The 20-member commission includes students, faculty, staff, and administrators, including the vice provost for Faculty Development and Diversity and two Faculty Diversity Officers.

A key part of answering the Commission's charge will be a thorough assessment of the climate. The Commission has held a series of eight town hall meetings and two diversity climate surveys. The Office of Faculty Development and Diversity, in collaboration with Tony Kinslow and Linda Chaudron in URMC, worked for several months to build the foundation for doing the *Diversity Engagement Survey*, a University-wide survey to assess the climate around diversity and inclusion.

Based on the well-established workforce engagement theory, the *Diversity Engagement Survey* identifies and assesses conditions that support inclusion factors that 1) engage the entire University community in the University's vision/common purpose (including equitable reward and recognition, cultural competence); 2) support a sense of camaraderie (e.g., trust and a sense of belonging); and 3) create a sense of individual appreciation and respect. With the help of UR Institutional Research, the survey was successfully offered to 25,527 faculty, staff, trainees, and students, approximately 48 percent of whom participated (more than 12,000 people). This will be vital information in answering part of the commission's charge—to determine what elements of the University support a healthy climate and where we need to focus efforts toward improvement. The rich qualitative data provided by the town hall meetings and surveys can provide a strong basis for suggesting future directions for our office as well as for the entire University. Students in the College and the Eastman School completed the Higher Education Research Institute Diverse Learning Environments Survey, which captured student perceptions regarding the institutional climate; campus practices as experienced with faculty, staff, and peers; and student learning outcomes. Both surveys will have initial results included in the Commission report expected in September.

References:

- Rochester, U. M. (2015, December 4). *Office of Minority Student Affairs*. Retrieved from <http://www.rochester.edu/college/OMSA/assets/pdf/Demands.pdf>
- Dougherty, Nate. "UR to launch conference to boost diversity." *Rochester Business Journal*, February 19, 2010: 2.
- Rochester, Underrepresented Minority Students at the University of. *Office of Minority Student Affairs*. December 4, 2015. <http://www.rochester.edu/college/OMSA/assets/pdf/Demands.pdf>.
- Seligman, Joel. *Faculty Diversity and Inclusiveness*. Rochester: University of Rochester, 2006.
- Seligman, Joel. *Inaugural Address: We Are One University*. Rochester: University of Rochester, 2005.
- Seligman, Joel. *President Joel Seligman Response to November 20 Student Petition*. Rochester: University of Rochester, 2015.
- Seligman, Joel. *Re: Improving Faculty Recruitment and Retention*. Rochester: University of Rochester, 2009.
- Watkins, Michael. "What Is Organizational Culture? And Why Should We Care?" *Harvard Business Review*, May 15, 2013: 1.





THE NEXT 10 YEARS

Our goal is for the University of Rochester to continue into the next decade with a strong and ever more diverse community of faculty, staff, and students.

President Seligman and the 2006 Task Force on Faculty Diversity and Inclusiveness set the focus for much of our work, but a framework had to be built. The major accomplishments of the past 10 years can largely be categorized as the work of building infrastructure and allies. The Office of Faculty Development and Diversity has built both formal and informal networks and collaborations across campuses, designed and implemented systems of reporting, and created University-wide events that engage our entire community. Together with our Faculty Diversity Officers and other leaders, we have worked to change policies and procedures in each school that impact recruitment, retention, and institutional culture. We have built a foundation to continue to make progress at both increasing representation and engaging the community in becoming a truly inclusive University and culture.

Given the current national context around race and diversity in academia and our own dialogues on campus this year, it is clear that our work is not done. The Office of Faculty Diversity and Development is optimistic about the final recommendations

from the Presidential Commission on Race and Diversity and we will be among the leaders in the University-wide efforts toward enacting recommendations from that effort. Together with Office of Human Resources and other members of the Commission, we are planning to establish a robust and multifaceted education and training program that will address the demand for implicit bias and microaggression training for faculty, staff, students, and the community. We expect the data we will receive from the Diversity Engagement Survey will support the need for this type of work and look forward to analyzing the data to determine what other types of interventions might help us continue to move toward the vision of becoming a University that reflects and celebrates the richness of diversity and the opportunities it creates.

As we look to the decade ahead, our conviction has never been stronger, and we will continue to move toward the vision of a diverse and inclusive community. We hope this report encourages you to do the same: How can we all best accelerate and expand efforts to make our University more inclusive? How can we, the University, better recruit, retain, and advance our diverse populations? What can you, as a member of this community, do to help the University become “ever better”?

Appendices

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

Year	Total Faculty	Male	Female	Black	Native American	Pacific Islander	Hispanic	Asian	White	Multiple	Not Specified	URM
2006	1,436	1,025	411	24	1	0	12	128	1,113	--	158	37
		71.4%	28.6%	1.7%	0.1%	0.0%	0.8%	8.9%	77.5%		11.0%	2.6%
2007	1,486	1,047	439	27	2	1	11	142	1,119	--	184	41
		70.5%	29.5%	1.8%	0.1%	0.1%	0.7%	9.6%	75.3%		12.4%	2.8%
2008	1,602	1,106	496	29	3	1	19	155	1,203	--	192	52
		69.0%	31.0%	1.8%	0.2%	0.1%	1.2%	9.7%	75.1%		12.0%	3.2%
2009	1,573	1,082	491	28	3	2	17	182	1,282	--	59	50
		68.8%	31.2%	1.8%	0.2%	0.1%	1.1%	11.6%	81.5%		3.8%	3.2%
2010	1,642	1,122	520	26	3	0	27	213	1,327	6	40	56
		68.3%	31.7%	1.6%	0.2%	0.0%	1.6%	13.0%	80.8%	0.3%	2.4%	3.4%
2011	1,905	1,292	613	33	4	0	29	262	1,572	5	0	66
		67.8%	32.2%	1.7%	0.2%	0.0%	1.5%	13.8%	82.5%	0.3%	0.0%	3.5%
2012	1,892	1,275	617	34	3	0	30	271	1,550	4	0	67
		67.4%	32.6%	1.8%	0.2%	0.0%	1.6%	14.3%	81.9%	0.2%	0.0%	3.5%
2013	1,921	1,285	636	39	4	0	32	278	1,563	5	0	75
		66.9%	33.1%	2.0%	0.2%	0.0%	1.7%	14.5%	81.4%	0.3%	0.0%	3.9%
2014	1,933	1,278	655	41	3	0	32	278	1,571	8	0	76
		66.1%	33.9%	2.1%	0.2%	0.0%	1.7%	14.4%	81.3%	0.4%	0.0%	3.9%
2015	1,938	1,265	673	47	1	0	36	288	1,562	4	0	84
		65.3%	34.7%	2.4%	0.1%	0.0%	1.9%	14.9%	80.6%	0.2%	0.0%	4.3%

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

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

Appendix 2: Faculty (by Unit) Ethnicity Trends over Time

Year/Units	Total	Male	Female	Black	Native American	PI/NH*	Hispanic	Asian	White	Multiple	Non-Specified	URM	% URM
Benchmark Year													
2006													
AS&E	283	222	61	9	0	0	3	24	227		20	12	4.2%
Eastman	92	66	26	2	1	0	2	6	81		0	5	5.4%
Simon	30	27	3	0	0	0	0	3	27		0	0	0.0%
SMD	968	697	271	9	0	0	7	95	721		136	16	1.7%
SON	35	2	33	1	0	0	0	0	32		2	1	2.9%
Warner	28	11	17	3	0	0	0	0	25		0	3	10.7%
Total University	1436	1025	411	24	1	0	12	128	1113		158	37	2.6%
		71.4%	28.6%	1.7%	0.1%	0.0%	0.8%	8.9%	77.5%		11.0%		

Last Two Years

2014													
AS&E	368	282	86	9	0	0	7	47	301	4	0	16	4.3%
Eastman	106	75	31	1	1	0	3	5	96	0	0	5	4.7%
Simon	41	34	7	0	0	0	0	4	37	0	0	0	0.0%
SMD	1323	865	458	27	0	0	22	217	1053	4	0	49	3.7%
SON	61	8	53	2	1	0	0	5	53	0	0	3	4.9%
Warner	34	14	20	2	1	0	0	0	31	0	0	3	8.8%
Total University	1933	1278	655	41	3	0	32	278	1571	8	0	76	3.9%
		66.1%	33.9%	2.1%	0.2%	0.0%	1.7%	14.4%	81.3%	0.4%	0.0%		

2015													
AS&E	365	275	90	11	0	0	8	52	293	1	0	19	5.2%
Eastman	105	75	30	1	1	0	2	5	95	1	0	4	3.8%
Simon	39	32	7	0	0	0	0	4	35	0	0	0	0.0%
SMD	1337	862	475	29	0	0	26	223	1057	2	0	55	4.1%
SON	57	7	50	4	0	0	0	4	49	0	0	4	7.0%
Warner	35	14	21	2	0	0	0	0	33	0	0	2	5.7%
Total University	1938	1265	673	47	1	0	36	288	1562	4	0	84	4.3%
		65.3%	34.7%	2.4%	0.1%	0.0%	1.9%	14.9%	80.6%	0.2%	0.0%		

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

Note: Faculty as defined by the Faculty Senate. The Faculty Senate Definition of Faculty expanded to include specific clinical faculty in 2009. URM does not include people who chose more than one race, or "multiple."

Appendix 3: *Special Opportunities Fund Commitments by Type of Support*

Fiscal Year	Faculty Support (New Hires, Retention, or Dual Career Support)	New Programs	Visiting Scholars and Post Docs	Grand Total
FY08	14	1	0	15
FY09	4	2	0	6
FY10	6	1	0	7
FY11	1	1	0	2
FY12	0	0	4	4
FY13	4	1	10	15
FY14	3	1	0	4
FY15	2	0	0	2
FY16	3	2	1	6
Grand Total	37	9	15	61

Note: Of the 61 unique cases the fund has supported, 37 were faculty support which includes new hires, retentions, and dual career support, 15 visiting scholars and post-docs have been supported, and 9 different programs have been supported.

New and Continuing Programs



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

Fiscal Year	Faculty Support (New Hires, Retention, or Dual Career Support)	Programs	Visiting Scholars and Post Docs	Grand Total
FY08- FY16	\$3,458,150	\$249,985	\$484,492	\$4,192,627

Note: Over the last ten years, we've committed more than 4 million dollars in support from the Special Opportunities Fund, most of which went directly to supporting new hires, retention plans, and dual career support.

Appendix 4: Staff (Pay Grade 50 and Above) Ethnicity Trends over Time

Year	Total Staff 50+	Male	Female	Black	American Indian	Hispanic	Pacific Islander	Asian	White	Multiple	Not Specified	URM*
2006	3,536	1,104	2,432	123	11	47	0	79	2,881	--	395	181
		31.2%	68.8%	3.5%	0.3%	1.3%	0.0%	2.2%	81.5%		11.2%	5.1%
2007	3,794	1,193	2,601	155	12	63	0	107	3,198	--	259	230
		31.4%	68.6%	4.1%	0.3%	1.7%	0.0%	2.8%	84.3%		6.8%	6.1%
2008	4,011	1,271	2,740	173	15	68	0	110	3,380	--	265	256
		31.7%	68.3%	4.3%	0.4%	1.7%	0.0%	2.7%	84.3%		6.6%	6.4%
2009	4,125	1,280	2,845	175	19	76	1	126	3,718	--	10	271
		31.0%	69.0%	4.2%	0.5%	1.8%	0.0%	3.1%	90.1%		0.2%	6.6%
2010	4,242	1,344	2,898	183	16	90	2	131	3,799	21	0	291
		31.7%	68.3%	4.3%	0.4%	2.1%	0.0%	3.1%	89.6%	0.5%	0.0%	6.9%
2011	4,383	1,435	2,948	181	12	96	1	137	3,931	25	0	290
		32.7%	67.3%	4.1%	0.3%	2.2%	0.0%	3.1%	89.7%	0.6%	0.0%	6.6%
2012	4,467	1,482	2,985	181	12	94	1	137	4,017	25	0	288
		33.2%	66.8%	4.1%	0.3%	2.1%	0.0%	3.1%	89.9%	0.6%	0.0%	6.4%
2013	4,636	1,539	3,097	202	13	89	3	147	4,155	27	0	307
		33.2%	66.8%	4.4%	0.3%	1.9%	0.1%	3.2%	89.6%	0.6%	0.0%	6.6%
2014	4,759	1,582	3,177	216	13	102	2	152	4,247	27	0	333
		33.2%	66.8%	4.5%	0.3%	2.1%	0.0%	3.2%	89.2%	0.6%	0.0%	7.0%
2015	4,818	1,579	3,289	227	12	107	2	161	4,320	39	0	348
		32.4%	67.6%	4.7%	0.2%	2.2%	0.0%	3.3%	88.9%	0.8%	0.0%	7.1%

Source: Quarterly University Population Report, September 30 snapshot 2001, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, and 2015.

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

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

Appendix 5: Student (University-wide) Ethnicity Trends over Time

Fall	Total Students	Men	Women	Black	AI/AN	Hispanic	HPI	Asian	API	White	2+ Races	International	Unknown	URM*
2006	8,846	4,389	4,457	373	21	280	--	--	734	5,157	--	1,240	1041	674
		49.6%	50.4%	4.2%	0.2%	3.2%			8.3%	58.3%	14.0%	11.8%	7.6%	
2007	9,312	4,625	4,687	392	21	293	--	--	756	5,275	--	1,355	1220	706
		49.7%	50.3%	4.2%	0.2%	3.1%			8.1%	56.6%	14.6%	13.1%	7.6%	
2008	9,712	4,754	4,958	407	24	297	--	--	775	5,329	--	1,504	1376	728
		48.9%	51.1%	4.2%	0.2%	3.1%			8.0%	54.9%	15.5%	14.2%	7.5%	
2009	9,944	4,849	5,100	419	27	330	--	--	794	5,313	--	1,540	1521	776
		48.8%	51.3%	4.2%	0.3%	3.3%			8.0%	53.4%	15.5%	15.3%	7.8%	
2010	10,111	4,927	5,184	389	21	450	8	853	--	5,716	239	1,588	847	868
		48.7%	51.3%	3.8%	0.2%	4.5%	0.1%	8.4%		56.5%	2.4%	15.7%	8.4%	8.6%
2011	10,290	5,050	5,240	416	13	447	8	847	--	5,566	214	1,860	919	884
		49.1%	50.9%	4.0%	0.1%	4.3%	0.1%	8.2%		54.1%	2.1%	18.1%	8.9%	8.6%
2012	10,510	5,155	5,355	457	24	479	9	908	--	5,380	216	2,079	958	969
		49.0%	51.0%	4.3%	0.2%	4.6%	0.1%	8.6%		51.2%	2.1%	19.8%	9.1%	9.2%
2013	10,559	5,166	5,393	461	20	486	6	882	--	5,245	216	2,278	965	973
		48.9%	51.1%	4.4%	0.2%	4.6%	0.1%	8.4%		49.7%	2.0%	21.6%	9.1%	9.2%
2014	10,979	5,397	5,582	491	28	529	5	892	--	5,305	241	2,559	911	1,053
		49.2%	50.8%	4.5%	0.3%	4.8%	0.0%	8.1%		48.3%	2.2%	23.3%	8.3%	9.6%
2015	11,001	5,448	5,553	518	20	605	6	942	--	5,165	274	2,632	839	1,149
		49.5%	50.5%	4.7%	0.2%	5.5%	0.1%	8.6%		47.0%	2.5%	23.9%	7.6%	10.4%

Source: Institutional Research EFI COL Report Data as of Fall 2015 Census

Note: The data represent full-time and part-time students from all 6 schools of the University of Rochester, excluding BERN (Rochester-Bern, Switzerland Executive MBA program) and Eastman Institute of Oral Health students

*URM: in 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Abbreviated Column Heads:

- AI/AN: American Indian or Alaskan Native
- Hispanic: Hispanic/ Latino

- HPI: Hawaiian and Pacific Islander

- API: Asian or Pacific Islander

- International: (any race/ethnicity)

- URM: Underrepresented Minorities

- (American Indian, Black/African-American, Hispanic, Pacific Islander)

Appendix 6: Student (School of Arts & Sciences) Ethnicity over Time

Fall	Total Students		Men	Women	Black	AI/AN	Hispanic	HPI	Asian	API	White	2+ Races	International	Unknown	URM*
2006	4,460	Undergrads	1,921	1,888	184	9	174	--	--	424	2,288	--	151	579	367
		Grads	396	255	9	2	11	--	--	18	287	--	279	45	22
		% Total	52.0%	48.0%	4.3%	0.2%	4.1%			9.9%	57.7%		9.6%	14.0%	8.7%
2007	4,656	Undergrads	1,996	1,999	182	8	171	--	--	423	2,296	--	202	713	361
		Grads	414	247	7	2	14	--	--	18	302	--	271	47	23
		% Total	51.8%	48.2%	4.1%	0.2%	4.0%			9.5%	55.8%		10.2%	16.3%	8.2%
2008	4,908	Undergrads	2,076	2,159	195	9	167	--	--	446	2,313	--	271	854	371
		Grads	422	251	7	1	13	--	--	20	329	--	252	51	21
		% Total	50.9%	49.1%	4.1%	0.2%	3.7%			9.5%	53.8%		10.7%	18.4%	8.0%
2009	4,956	Undergrads	2,063	2,214	209	11	164	--	--	454	2,234	--	304	901	384
		Grads	417	262	6	3	14	--	--	16	352	--	233	55	23
		% Total	50.0%	50.0%	4.3%	0.3%	3.6%			9.5%	52.2%		10.8%	19.3%	8.2%
2010	5,023	Undergrads	2,127	2,217	187	6	245	7	491	--	2,676	159	409	164	445
		Grads	408	271	5	2	25	0	18	--	332	6	224	67	32
		% Total	50.5%	49.5%	3.8%	0.2%	5.4%	0.1%	10.1%		59.9%	3.3%	12.6%	4.6%	9.5%
2011	5,018	Undergrads	2,113	2,234	194	7	231	6	478	--	2,542	126	515	248	438
		Grads	401	270	3	2	20	0	15	--	318	8	230	75	25
		% Total	50.1%	49.9%	3.9%	0.2%	5.0%	0.1%	9.8%		57.0%	2.7%	14.8%	6.4%	9.2%
2012	5,123	Undergrads	2,158	2,306	231	12	261	6	516	--	2,412	125	614	287	510
		Grads	253	406	5	2	20	0	18	--	304	11	229	70	27
		% Total	47.1%	52.9%	4.6%	0.3%	5.5%	0.1%	10.4%		53.0%	2.7%	16.5%	7.0%	10.5%
2013	5,323	Undergrads	2,248	2,401	248	12	292	5	511	--	2,358	132	739	352	557
		Grads	394	280	4	1	22	0	20	--	322	11	236	58	27
		% Total	49.6%	50.4%	4.7%	0.2%	5.9%	0.1%	10.0%		50.3%	2.7%	18.3%	7.7%	11.0%
2014	5,306	Undergrads	2,247	2,402	244	11	301	3	504	--	2,266	127	840	353	559
		Grads	377	280	4	1	29	0	22	--	336	12	205	48	34
		% Total	49.5%	50.5%	4.7%	0.2%	6.2%	0.1%	9.9%		49.0%	2.6%	19.7%	7.6%	11.2%
2015	5,307	Undergrads	2,290	2,347	249	10	347	2	508	--	2,141	130	887	363	608
		Grads	381	289	6	1	32	0	24	--	337	12	219	39	39
		% Total	50.3%	49.7%	4.8%	0.2%	7.1%	0.0%	10.0%		46.7%	2.7%	20.8%	7.6%	12.2%

Source: Institutional Research EFI COL Report Data as of Fall 2015 Census

Note: Full-time and Part-time students included.

*URM: in 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Abbreviated Column Heads:

- AI/AN: American Indian or Alaskan Native
- Hispanic: Hispanic/ Latino

- HPI: Hawaiian and Pacific Islander

- API: Asian or Pacific Islander

- International: (any race/ethnicity)

- URM: Underrepresented Minorities

- (American Indian, Black/African-American, Hispanic, Pacific Islander)

Appendix 7: Student (Hajim School) Ethnicity over Time

Fall	Total Students	Men	Women	Black	AI/AN	Hispanic	HPI	Asian	API	White	2+ Races	International	Unknown	URM*	
2006	560	Undergrads	157	56	5	0	6	--	--	16	147	--	7	32	11
		Grads	250	97	1	0	3	--	--	16	107	--	201	19	4
		% Total	72.7%	27.3%	1.1%	0.0%	1.6%			5.7%	45.4%		37.1%	9.1%	2.7%
2007	601	Undergrads	184	57	6	0	7	--	--	24	172	--	8	26	13
		Grads	255	105	1	0	1	--	--	17	109	--	212	20	2
		% Total	73.0%	27.0%	1.2%	0.0%	1.3%			6.8%	46.8%		36.6%	7.7%	2.5%
2008	657	Undergrads	190	60	10	0	7	--	--	24	149	--	12	48	17
		Grads	292	115	1	0	2	--	--	20	127	--	230	27	3
		% Total	73.4%	26.6%	1.7%	0.0%	1.4%			6.7%	42.0%		36.8%	11.4%	3.0%
2009	771	Undergrads	232	84	6	0	12	--	--	37	182	--	15	64	18
		Grads	327	128	4	0	3	--	--	20	135	--	260	33	7
		% Total	72.5%	27.5%	1.3%	0.0%	1.9%			7.4%	41.1%		35.7%	12.6%	3.2%
2010	764	Undergrads	237	102	6	1	15	0	46	--	214	17	19	21	22
		Grads	318	107	3	0	3	0	26	--	142	5	223	23	6
		% Total	72.6%	27.4%	1.2%	0.1%	2.4%	0.0%	9.4%		46.6%	2.9%	31.7%	5.8%	3.7%
2011	845	Undergrads	276	103	6	0	18	0	56	--	230	27	24	18	24
		Grads	348	118	4	0	7	0	22	--	155	3	251	24	11
		% Total	73.8%	26.2%	1.2%	0.0%	3.0%	0.0%	9.2%		45.6%	3.6%	32.5%	5.0%	4.1%
2012	938	Undergrads	290	109	9	2	16	0	52	--	245	23	41	11	27
		Grads	398	141	6	0	12	1	30	--	174	3	287	26	19
		% Total	73.3%	26.7%	1.6%	0.2%	3.0%	0.1%	8.7%		44.7%	2.8%	35.0%	3.9%	4.9%
2013	1,093	Undergrads	354	139	10	3	17	0	54	--	294	17	73	25	30
		Grads	439	161	8	0	14	0	25	--	193	2	333	25	22
		% Total	72.6%	27.4%	1.6%	0.3%	2.8%	0.0%	7.2%		44.6%	1.7%	37.1%	4.6%	4.8%
2014	1,153	Undergrads	410	168	21	4	20	1	70	--	293	20	101	48	46
		Grads	420	155	5	1	15	0	17	--	171	2	346	18	21
		% Total	72.0%	28.0%	2.3%	0.4%	3.0%	0.1%	7.5%		40.2%	1.9%	38.8%	5.7%	5.8%
2015	1,284	Undergrads	470	220	30	2	27	1	79	--	340	23	122	66	60
		Grads	447	147	6	1	17	0	17	--	172	6	365	10	24
		% Total	71.4%	28.6%	2.8%	0.2%	3.4%	0.1%	7.5%		39.9%	2.3%	37.9%	5.9%	6.5%

Source: Institutional Research EFI COL Report Data as of Fall 2015 Census

*URM: in 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Abbreviated Column Heads:

- AI/AN: American Indian or Alaskan Native
- Hispanic: Hispanic/ Latino

- HPI: Hawaiian and Pacific Islander
- API: Asian or Pacific Islander
- International: (any race/ethnicity)

- URM: Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander)

Appendix 8: Student (Eastman School of Music) Ethnicity over Time

Fall	Total Students	Men	Women	Black	AI/AN	Hispanic	HPI	Asian	API	White	2+ Races	International	Unknown	URM*	
2006	880	Undergrads	268	214	11	2	8	--	--	29	318	--	52	62	21
		Grads	180	218	4	0	3	--	--	22	214	--	127	28	7
		% Total	50.9%	49.1%	1.7%	0.2%	1.3%			5.8%	60.5%		20.3%	10.2%	3.2%
2007	927	Undergrads	267	237	9	2	11	--	--	34	325	--	67	59	22
		Grads	201	222	5	0	5	--	--	25	231	--	127	30	10
		% Total	50.5%	49.5%	1.5%	0.2%	1.7%			6.4%	60.0%		20.9%	9.6%	3.5%
2008	921	Undergrads	268	243	9	2	10	--	--	34	322	--	73	61	21
		Grads	188	222	3	0	5	--	--	22	217	--	131	32	8
		% Total	49.5%	50.5%	1.3%	0.2%	1.6%			6.1%	58.5%		22.1%	10.1%	3.1%
2009	900	Undergrads	269	239	11	2	16	--	--	40	305	--	76	58	29
		Grads	190	202	3	1	9	--	--	21	205	--	121	32	13
		% Total	51.0%	49.0%	1.6%	0.3%	2.8%			6.8%	56.7%		21.9%	10.0%	4.7%
2010	901	Undergrads	260	255	5	1	30	0	38	--	317	12	77	35	36
		Grads	193	193	3	0	19	0	26	--	205	5	111	17	22
		% Total	50.3%	49.7%	0.9%	0.1%	5.4%	0.0%	7.1%		57.9%	1.9%	20.9%	5.8%	6.4%
2011	868	Undergrads	267	227	5	0	29	0	34	--	286	13	78	49	34
		Grads	191	183	4	0	17	0	27	--	187	5	109	25	21
		% Total	52.8%	47.2%	1.0%	0.0%	5.3%	0.0%	7.0%		54.5%	2.1%	21.5%	8.5%	6.3%
2012	867	Undergrads	265	230	4	0	24	0	38	--	271	15	82	61	28
		Grads	188	184	5	1	14	0	25	--	194	4	109	20	20
		% Total	52.2%	47.8%	1.0%	0.1%	4.4%	0.0%	7.3%		53.6%	2.2%	22.0%	9.3%	5.5%
2013	912	Undergrads	269	265	6	0	24	0	43	--	293	18	97	53	30
		Grads	193	185	7	1	6	0	27	--	208	8	106	15	14
		% Total	50.7%	49.3%	1.4%	0.1%	3.3%	0.0%	7.7%		54.9%	2.9%	22.3%	7.5%	4.8%
2014	934	Undergrads	286	265	9	1	24	0	47	--	302	31	97	40	34
		Grads	205	178	7	0	8	0	34	--	211	12	97	14	15
		% Total	52.6%	47.4%	1.7%	0.1%	3.4%	0.0%	8.7%		54.9%	4.6%	20.8%	5.8%	5.2%
2015	892	Undergrads	286	254	11	0	27	2	48	--	299	37	92	24	40
		Grads	205	147	4	0	11	0	29	--	195	14	85	14	15
		% Total	55.0%	45.0%	1.7%	0.0%	4.3%	0.2%	8.6%		55.4%	5.7%	19.8%	4.3%	6.2%

Source: Institutional Research EFI COL Report Data as of Fall 2015 Census

Note: Full-time and Part-time students included.

*URM: in 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Abbreviated Column Heads:

- AI/AN: American Indian or Alaskan Native
- Hispanic: Hispanic/ Latino

- HPI: Hawaiian and Pacific Islander
- API: Asian or Pacific Islander
- International: (any race/ethnicity)

- URM: Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander)

Appendix 9: Student (Simon Business School) Ethnicity over Time

Fall	Total Students		Men	Women	Black	AI/AN	Hispanic	HPI	Asian	API	White	2+ Races	International	Unknown	URM*
2006	548	Grad FT	231	131	11	0	10	--	--	17	105	--	176	43	21
		Grad PT	125	61	3	0	2	--	--	7	138	--	18	18	5
		% Total	65.0%	35.0%	2.6%	0.0%	2.2%			4.4%	44.3%		35.4%	11.1%	4.7%
2007	652	Grad FT	285	142	14	0	8	--	--	21	130	--	212	42	22
		Grad PT	152	73	10	0	1	--	--	8	160	--	25	21	11
		% Total	67.0%	33.0%	3.7%	0.0%	1.4%			4.4%	44.5%		36.3%	9.7%	5.1%
2008	725	Grad FT	323	164	16	0	10	--	--	26	134	--	263	38	26
		Grad PT	166	72	5	1	1	--	--	10	154	--	23	44	7
		% Total	67.4%	32.6%	2.9%	0.1%	1.5%			5.0%	39.7%		39.4%	11.3%	4.6%
2009	789	Grad FT	345	180	17	0	16	--	--	29	147	--	270	46	33
		Grad PT	171	93	6	2	4	--	--	11	162	--	11	68	12
		% Total	65.4%	34.6%	2.9%	0.3%	2.5%			5.1%	39.2%		35.6%	14.4%	5.7%
2010	891	Grad FT	395	210	16	1	8	0	21	--	127	0	296	136	25
		Grad PT	180	106	8	3	3	0	11	--	140	1	15	105	14
		% Total	64.5%	35.5%	2.7%	0.4%	1.2%	0.0%	3.6%		30.0%	0.1%	34.9%	27.0%	4.4%
2011	958	Grad FT	389	248	22	0	9	0	26	--	121	7	337	115	31
		Grad PT	206	115	5	1	6	0	14	--	137	1	16	141	12
		% Total	62.1%	37.9%	2.8%	0.1%	1.6%	0.0%	4.2%		26.9%	0.8%	36.8%	26.7%	4.5%
2012	1,026	Grad FT	384	288	20	1	13	0	37	--	108	7	402	84	34
		Grad PT	226	128	3	0	7	0	17	--	144	2	24	157	10
		% Total	59.5%	40.5%	2.2%	0.1%	1.9%	0.0%	5.3%		24.6%	0.9%	41.5%	23.5%	4.3%
2013	1,089	Grad FT	397	311	29	1	14	0	25	--	93	2	473	71	44
		Grad PT	247	134	3	0	10	0	16	--	160	2	20	170	13
		% Total	59.1%	40.9%	2.9%	0.1%	2.2%	0.0%	3.8%		23.2%	0.4%	45.3%	22.1%	5.2%
2014	1,109	Grad FT	408	342	23	0	14	0	22	--	82	2	541	66	37
		Grad PT	229	130	8	0	6	0	14	--	135	2	21	173	14
		% Total	57.4%	42.6%	2.8%	0.0%	1.8%	0.0%	3.2%		19.6%	0.4%	50.7%	21.6%	4.6%
2015	1,090	Grad FT	324	309	28	0	11	0	22	--	78	3	426	65	39
		Grad PT	247	210	14	0	15	0	33	--	167	4	126	98	29
		% Total	52.4%	47.6%	3.9%	0.0%	2.4%	0.0%	5.0%		22.5%	0.6%	50.6%	15.0%	6.2%

Source: Institutional Research EFI COL Report Data as of Fall 2015 Census

Note: These data exclude BERN (Rochester-Bern, Switzerland Executive MBA program) students.

*URM: in 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Abbreviated Column Heads:

- AI/AN: American Indian or Alaskan Native
- Hispanic: Hispanic/ Latino

- HPI: Hawaiian and Pacific Islander
- API: Asian or Pacific Islander
- International: (any race/ethnicity)

- URM: Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander)

Appendix 10: Student (School of Medicine and Dentistry) Ethnicity over Time

Fall	Total Students	Men	Women	Black	AI/AN	Hispanic	HPI	Asian	API	White	2+ Races	International	Unknown	URM*	
2006	972	Grad FT	233	253	15	2	19	--	--	41	223	--	172	14	36
		Grad PT	25	58	5	0	0	--	--	8	62	--	1	7	5
		MD	185	218	30	2	2	--	--	88	260	--	0	21	34
		% Total	45.6%	54.4%	5.1%	0.4%	2.2%			14.1%	56.1%		17.8%	4.3%	7.7%
2007	960	Grad FT	229	254	9	2	24	--	--	34	230	--	167	17	35
		Grad PT	28	56	5	0	1	--	--	9	62	--	2	5	6
		MD	183	210	31	2	5	--	--	87	237	--	0	31	38
		% Total	45.8%	54.2%	4.7%	0.4%	3.1%			13.5%	55.1%		17.6%	5.5%	8.2%
2008	977	Grad FT	225	260	8	2	18	--	--	33	236	--	170	18	28
		Grad PT	22	43	3	1	0	--	--	6	46	--	2	7	4
		MD	212	215	40	1	11	--	--	83	253	--	1	38	52
		% Total	47.0%	53.0%	5.2%	0.4%	3.0%			12.5%	54.8%		17.7%	6.4%	8.6%
2009	957	Grad FT	208	252	7	2	18	--	--	30	229	--	153	21	27
		Grad PT	19	40	3	1	0	--	--	3	41	--	3	8	4
		MD	221	217	45	1	13	--	--	79	257	--	1	42	59
		% Total	46.8%	53.2%	5.7%	0.4%	3.2%			11.7%	55.1%		16.4%	7.4%	9.4%
2010	955	Grad FT	206	262	10	2	20	0	29	--	228	4	144	31	32
		Grad PT	14	44	2	0	1	0	8	--	37	3	3	4	3
		MD	216	213	44	1	10	1	78	--	261	1	1	32	56
		% Total	45.7%	54.3%	5.9%	0.3%	3.2%	0.1%	12.0%		55.1%	0.8%	15.5%	7.0%	9.5%
2011	943	Grad FT	189	260	19	0	20	0	26	--	217	3	133	31	39
		Grad PT	17	45	1	0	0	0	6	--	39	2	4	10	1
		MD	222	210	43	0	15	1	78	--	259	2	3	31	59
		% Total	45.4%	54.6%	6.7%	0.0%	3.7%	0.1%	11.7%		54.6%	0.7%	14.8%	7.6%	10.5%
2012	918	Grad FT	169	247	15	1	16	0	28	--	219	2	115	20	32
		Grad PT	25	47	2	0	3	0	5	--	43	0	7	12	5
		MD	222	208	41	0	18	1	76	--	263	5	2	24	60
		% Total	45.3%	54.7%	6.3%	0.1%	4.0%	0.1%	11.9%		57.2%	0.8%	13.5%	6.1%	10.6%
2013	893	Grad FT	157	241	15	1	14	0	31	--	210	1	105	21	30
		Grad PT	23	41	4	0	2	0	3	--	39	0	7	9	6
		MD	220	211	39	0	22	1	73	--	251	7	2	36	62
		% Total	44.8%	55.2%	6.5%	0.1%	4.3%	0.1%	12.0%		56.0%	0.9%	12.8%	7.4%	11.0%
2014	862	Grad FT	157	220	14	1	15	0	29	--	194	3	104	17	30
		Grad PT	23	30	3	0	2	0	2	--	35	2	5	4	5
		MD	204	228	36	0	28	1	80	--	230	7	4	46	65
		% Total	44.5%	55.5%	6.1%	0.1%	5.2%	0.1%	12.9%		53.2%	1.4%	13.1%	7.8%	11.6%
2015	892	Grad FT	167	232	3	0	3	0	6		212	4	102	10	40
		Grad PT	25	36	18	1	21	0	31		44	2	2	1	6
		MD	214	218	41	0	22	1	72		223	10	4	59	64
		% Total	45.5%	54.5%	7.0%	0.1%	5.2%	0.1%	12.2%		53.7%	1.8%	12.1%	7.8%	12.3%

Source: Institutional Research EFI COL Report Data as of Fall 2015 Census

Note: These data exclude BERN (Rochester-Bern, Switzerland Executive MBA program) students.

*URM: in 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Abbreviated Column Heads:

- AI/AN: American Indian or Alaskan Native
- Hispanic: Hispanic/ Latino

- HPI: Hawaiian and Pacific Islander
- API: Asian or Pacific Islander
- International: (any race/ethnicity)

- URM: Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander)

Appendix 11: Student (School of Nursing) Ethnicity over Time

Fall	Total Students		Men	Women	Black	AI/AN	Hispanic	HPI	Asian	API	White	2+ Races	International	Unknown	URM*
2006	361	% Total	11.1%	88.9%	7.2%	0.6%	4.2%			4.2%	71.7%		2.2%	10.0%	11.9%
2007	362	% Total	9.7%	90.3%	8.0%	1.4%	2.2%			5.2%	74.9%		1.4%	6.9%	11.6%
2008	380	% Total	8.9%	91.1%	6.8%	1.3%	2.4%			5.0%	73.4%		2.4%	8.7%	10.5%
2009	396	Ugrad FT	15	99	5	0	6	-	-	10	78	--	6	9	11
		Ugrad PT	4	72	3	0	4	-	-	0	64	--	0	5	7
		Grad FT	5	47	5	0	2	-	-	2	25	--	8	10	7
		Grad PT	12	142	7	1	2	-	-	5	124	--	1	14	10
		% Total	9.1%	90.9%	5.1%	0.3%	3.5%			4.3%	73.5%		3.8%	9.6%	8.8%
2010	445	Ugrad FT	20	139	4	1	7	0	12	-	125	6	1	3	12
		Ugrad PT	7	68	2	0	4	0	1	-	65	2	1	0	6
		Grad FT	6	36	6	0	2	0	3	-	24	0	4	3	8
		Grad PT	13	156	11	0	2	0	3	-	136	5	3	9	13
		% Total	10.3%	89.7%	5.2%	0.2%	3.4%	0.0%	4.3%		78.7%	2.9%	2.0%	3.4%	8.8%
2011	472	Ugrad FT	29	142	8	2	11	0	17	-	122	2	4	5	21
		Ugrad PT	10	70	5	0	2	0	2	-	68	1	0	1	7
		Grad FT	7	33	5	0	1	0	4	-	21	1	3	5	6
		Grad PT	14	167	16	1	8	0	5	-	131	3	2	15	25
		% Total	12.7%	87.3%	7.2%	0.6%	4.7%	0.0%	5.9%		72.5%	1.5%	1.9%	5.5%	12.5%
2012	477	Ugrad FT	38	137	17	1	8	1	12	-	114	5	3	14	27
		Ugrad PT	14	76	5	0	2	0	3	-	78	0	0	2	7
		Grad FT	6	34	5	0	1	0	2	-	24	3	3	2	6
		Grad PT	7	165	10	0	4	0	4	-	136	1	3	14	14
		% Total	13.6%	86.4%	7.8%	0.2%	3.1%	0.2%	4.4%		73.8%	1.9%	1.9%	6.7%	11.3%
2013	610	Ugrad FT	30	151	15	0	8	0	24	-	127	1	2	4	23
		Ugrad PT	23	167	8	1	2	0	4	-	170	0	0	5	11
		Grad FT	4	29	3	0	1	0	2	-	21	2	2	2	4
		Grad PT	17	189	6	0	6	0	7	-	160	4	2	21	12
		% Total	12.1%	87.9%	5.2%	0.2%	2.8%	0.0%	6.1%		78.4%	1.1%	1.0%	5.2%	8.2%
2014	512	Ugrad FT	50	139	11	2	13	0	23	-	134	1	1	4	16
		Ugrad PT	15	108	8	1	0	0	1	-	110	0	0	3	9
		Grad FT	4	19	2	0	2	0	2	-	14	1	1	1	4
		Grad PT	22	155	6	0	6	0	7	-	152	3	0	3	12
		% Total	17.8%	82.2%	5.3%	0.6%	4.1%	0.0%	6.4%		80.1%	1.0%	0.4%	2.1%	8.0%
2015	487	Ugrad FT	44	143	19	0	11	0	27	-	120	3	4	3	30
		Ugrad PT	7	74	3	0	1	0	0	-	73	1	0	3	4
		Grad FT	1	19	2	0	1	0	2	-	11	1	2	1	3
		Grad PT	36	163	9	1	8	0	8	-	166	3	1	3	18
		% Total	18.1%	81.9%	6.8%	0.2%	4.3%	0.0%	7.6%		76.0%	1.6%	1.4%	2.1%	11.3%

Source: Institutional Research EFI COL Report Data as of Fall 2015 Census

Note: These data exclude the Eastman Institute of Oral Health

*URM: in 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Abbreviated Column Heads:

- AI/AN: American Indian or Alaskan Native
- Hispanic: Hispanic/ Latino

• HPI: Hawaiian and Pacific Islander

- API: Asian or Pacific Islander
- International: (any race/ethnicity)

• URM: Underrepresented Minorities

- (American Indian, Black/African-American, Hispanic, Pacific Islander)

Appendix 12: Student (Warner School) Ethnicity over Time

Fall	Total Students	Men	Women	Black	AI/AN	Hispanic	HPI	Asian	API	White	2+ Races	International	Unknown	URM*	
2006	436	Grad FT	35	88	9	0	3	--	--	7	74	--	18	12	12
		Grad PT	93	220	29	0	10	--	--	6	246	--	3	19	39
		% Total	29.4%	70.6%	8.7%	0.0%	3.0%			3.0%	73.4%		4.8%	7.1%	11.7%
2007	495	Grad FT	32	105	20	0	8	--	--	6	76	--	20	7	28
		Grad PT	109	249	31	0	11	--	--	8	284	--	2	22	42
		% Total	28.5%	71.5%	10.3%	0.0%	3.8%			2.8%	72.7%		4.4%	5.9%	14.1%
2008	571	Grad FT	34	134	14	0	9	--	--	6	114	--	16	9	23
		Grad PT	112	291	36	1	16	--	--	7	329	--	1	13	53
		% Total	25.6%	74.4%	8.8%	0.2%	4.4%			2.3%	77.6%		3.0%	3.9%	13.3%
2009	593	Grad FT	42	165	18	0	11	--	--	4	145	--	18	11	29
		Grad PT	95	291	42	1	17	--	--	5	309	--	0	12	60
		% Total	23.1%	76.9%	10.1%	0.2%	4.7%			1.5%	76.6%		3.0%	3.9%	15.0%
2010	563	Grad FT	43	155	21	0	15	0	8	--	123	6	18	7	36
		Grad PT	83	282	29	2	20	0	3	--	291	3	1	16	51
		% Total	22.4%	77.6%	8.9%	0.4%	6.2%	0.0%	2.0%		73.5%	1.6%	3.4%	4.1%	15.5%
2011	524	Grad FT	38	149	14	0	17	0	7	--	109	2	30	8	31
		Grad PT	84	253	35	0	18	0	3	--	260	4	0	17	53
		% Total	23.3%	76.7%	9.4%	0.0%	6.7%	0.0%	1.9%		70.4%	1.1%	5.7%	4.8%	16.0%
2012	575	Grad FT	44	159	13	0	9	0	4	--	84	1	49	43	22
		Grad PT	107	265	36	1	23	0	9	--	239	3	1	60	60
		% Total	26.3%	73.7%	8.5%	0.2%	5.6%	0.0%	2.3%		56.2%	0.7%	8.7%	17.9%	14.3%
2013	639	Grad FT	48	189	17	0	8	0	8	--	85	4	78	37	25
		Grad PT	103	299	39	0	24	0	9	--	261	5	3	61	63
		% Total	23.6%	76.4%	8.8%	0.0%	5.0%	0.0%	2.7%		54.1%	1.4%	12.7%	15.3%	13.8%
2014	609	Grad FT	48	188	24	1	12	0	7	--	82	5	101	4	37
		Grad PT	92	281	38	1	18	0	7	--	290	6	3	10	57
		% Total	23.0%	77.0%	10.2%	0.3%	4.9%	0.0%	2.3%		61.1%	1.8%	17.1%	2.3%	15.4%
2015	592	Grad FT	42	185	22	1	6	0	3	--	81	4	104	6	29
		Grad PT	95	270	31	1	22	0	8	--	279	8	2	14	54
		% Total	23.1%	76.9%	9.0%	0.3%	4.7%	0.0%	1.9%		60.8%	2.0%	17.9%	3.4%	14.0%

Source: Institutional Research EFI COL Report Data as of Fall 2015 Census

Note: Full-time and Part-time students included.

*URM: in 2010, according to Federal changes, there are new categories separating Asian and Pacific Islanders and allowing for 2+ races. Pacific Islanders are now part of the URM category, but 2+ races are not considered URM in student data.

Abbreviated Column Heads:

- AI/AN: American Indian or Alaskan Native
- Hispanic: Hispanic/ Latino

- HPI: Hawaiian and Pacific Islander
- API: Asian or Pacific Islander
- International: (any race/ethnicity)

- URM: Underrepresented Minorities (American Indian, Black/African-American, Hispanic, Pacific Islander)



Student Marius Kothor studies outside Dewey Hall.



University of Rochester
Office of Faculty Development and Diversity

149 Wallis Hall
Rochester, NY 14627
(585) 273-2760
www.rochester.edu/diversity



UNIVERSITY of
ROCHESTER