

Memorandum of Agreement

The African-American Oversight Commission and the University of Rochester hereby respectively and collectively agree to the following recommendations and timelines.

We further agree to move to Phase II of the process, i.e. (a) defining strategies and (b) developing a complete action plan.

Dennis O'Brien Authorizing Official University of Rochester

James McCuller Authorizing Official African-American Education Oversight Commission

Recommendations

Recruitment Committee (Report of September 28, 1984)

General

1. Prepare and publish commitment to recruit minority individuals.
A new Affirmative Action Statement, Appendix A, will be published immediately.
2. Establish with coalition written policy for recruitment.
The Action Affirmative Review Board (AARB) will implement with the Advisory Committee.
3. Establish to committee advisory to review recruiting and hiring practices.
Advisory Committee to be formed immediately.
4. Special efforts to recruit African-American faculty and staff with interest in working with minority students and community.
To be implemented immediately.
5. Establish an office of Special Assistant to President to coordinate recruitment.
This position has been extended to two officers: The Chair of the Affirmative Action Review Board and a new position on "Quality of Life." Appointments will be made in Spring 1985.
6. Use African-American Alumni Association to establish linkages.
To be implemented immediately.

Faculty

7. Publicize appointment of African American faculty.
To be implemented immediately.
8. Strengthen recruitment program via reports to President, special brochures.
To be implemented be immediately.

9. Use Frican-American Alumni Association to locate faculty candidates.
To be implemented immediately.

Staff

10. Make clear in ads when experience can be substituted for education.
To be implemented immediately.
11. Special recruiting efforts, reports to President.
AARB and Chairman will report directly to the President.
12. Networks and informal ties to find candidates.
Current programs to be strengthened.
13. Expanded placement effort.
Current programs to be strengthened.

Students

14. Special recruitment steps, reports to President.
AARB with Vice President Scannell and the President's Office to strengthen and expand current programs.
15. Relations with high schools having large African-American populations.
To be implemented by the Admissions Office and various graduate/professional recruiters.

Support Services Committee (Draft report dated 1984)

October General: "... supports the general recommendation of the Subcommittee on Recruitment that an Advisory Committee be set up to monitor the implementation process ..." (Advisory Committee to be established immediately.)

1. Hire substantial number of African-American faculty to staff the African-American Studies Dept.
This recommendation is accepted both under general Affirmative Action goals but also by the initiation of the "Black Studies" program.
2. Fund African-American newspaper permanently and independent of University administration.
To be implemented.
3. Designate as an Assistant to President a person of African-American descent to plan, staff, coordinate, and evaluate support services for African-American students University-wide.
The Chairman of AARB; designation of second officer for support services.

4. Assist person in 3 by establishing "Advisory Board" of students, community representatives, and staff.

Advisory Committee to be established.

5. Increase minority staff in student support services.

To be implemented as per Affirmative Action goals.

African and African-American Studies Committee (Revised draft September 17, 1984)

1. Establish autonomous Frederick Douglass Institute for African and African-American Studies.

Accepted.

2. Joint appointments between Institute and departments.

Accepted.

3. Consider housing Institute in Douglass, with space for displays, exhibits, lounges, cultural events.

To be reviewed.

4. Components of Institute:

- a. Teaching and research, both graduate and undergraduate.

Accepted.

- b. Comprehensive course offerings.

Accepted.

- c. Community service, practice and internship training.

Accepted but needs specification of "community service."

- d. Cultural focal point.

Accepted.

5. Offerings include anthropology, history, language and literature, political science, psychology, religion, sociology.

Accepted.

6. Courses make clear their perspectives and major assumptions.

Acceptable but needs further definition.

7. Provide holistic, critical, corrective perspective.

Acceptable but needs further definition.

8. Establish Frederick Douglass Chair.

To be reviewed by Development/major fund-raising.

9. Establish Frederick Douglass Fellowships.
To be reviewed by Development/major fund-raising.
10. Establish annual Frederick Douglass Fellowship for member of community organizations.
To be implemented.
11. Examine feasibility of summer courses for elementary and high school teachers.
Plus Program in place, expansion to be reviewed.
12. Establish Summer Program in African and African-American Studies for high school students.
To be reviewed for budget, personnel.
13. Sponsor annual conference and publish proceedings.
To be determined by Director of Frederick Douglass Institute program.
14. Publish newspapers.
To be reviewed after appointment of the Director of Frederick Douglass Institute program.
15. Establish Advisory Committee to monitor Institute's work and assess student satisfaction: representatives of the faculty, African-American community, students, outside academic experts, trustee, and Director.
Accepted.

Security Services Committee (Report of October 1984)

1. Prepare and publish the complaint process that exists, distribute it widely and make it available to the community.
Being implemented.
2. Include in the Security & Traffic Division Annual Report the number of complaints against officers, by nature, and resolutions.
Being implemented.
3. Publish the role and mission of the Security & Traffic Division in a prominent place.
Being implemented.
4. Publish a Security & Traffic Division services handbook.
Being implemented.
5. Publish periodically information about the Security & Traffic Division's programs and other activities.
Strengthen current programs.

6. Compose the current Student Security Advisory Committee with representatives from as broad an area from the University community as possible. The role and functions of the Security Advisory Committee should be, in a major way, determined by the communication needs of the Security & Traffic Division.

To be implemented by Spring 1985.

7. Submit an annual report on Security operations to the Faculty Senate and University community.

Accepted.

8. Support efforts to maintain and continually improve Security Officer recruitment, training and evaluation programs.

Strengthen current programs.

9. Continue to recruit minority candidates for vacancies.

Accepted.

Judicial and Disciplinary Procedures Committee

(Final report of January 15, 1985)

This report is still being studied by an *ad hoc* committee of the University Council on Graduate Studies and it has not yet made any formal report, although it is pressing ahead rapidly. Thus the response to the recommendations of the Subcommittee on Judicial and Disciplinary Procedures is necessarily less complete than the response to the other subcommittee reports.

1. Graduate students should be held to essentially the same code of conduct as undergraduate students.

Accepted. [The special role of graduate students does indeed mean that the disciplinary actions resulting from violations of the code need to be carefully considered and may be different from undergraduate students. The *ad hoc* committee is working on this.]

2. A case involving non-academic discipline should be tried on its own merits without consideration of a student's academic standing.

Accepted. [The actual penalties and the implications of those penalties are being considered by the *ad hoc* committee.]

3. A graduate student is entitled to a hearing in disciplinary cases.

Accepted.

4. In order to promote fairness and consistency, the responsibility for non-academic discipline of graduate students should be centralized in the office of the University Graduate of Dean Students.

The ad hoc committee is still reviewing this recommendation considering the

appropriate role of the academic department and/or college especially as it relates to the various groups of graduate students (M.S., Ph.D., M.D., Ed.D., etc.)

5. The University adopts the procedures for graduate disciplinary cases outlined in the Flow Chart for Graduate Student Judicial Cases.
The ad hoc committee is still reviewing this recommendation along with item four above.
6. A primary function of the disciplinary procedures should be to give the student a fair and just hearing.
Accepted. Any mechanism established will be sensitive to the special conditions that arise in specific cases.
7. The dual purpose of the University's disciplinary system should be to educate and to restrain.
Accepted. [The specific range of disciplinary actions is yet to be determined.] .
8. No student should be subjected to double jeopardy in University discipline. However, if an infraction of University policy is found to be in violation of civil law, the University may wish to subject the offender to the University disciplinary process.
Accepted. [Current University policy that states "Proceedings under civil law are not a bar to University judicial proceedings.]
9. Undergraduate and graduate students should be made aware of their responsibility to the University community in upholding the disciplinary system and serve on hearing bodies when asked.
Accepted.
10. We strongly recommend that the University publish a single handbook covering disciplinary procedures for both undergraduate and graduate students throughout the University.
Accept the recommendation to publish the disciplinary procedures for graduate students. [The specific format of that publication is still under review including a single bound volume with an integrated set of all disciplinary procedures, a single volume with separate parts, or separate volumes.]
11. We recommend that the new procedures outlined above be put in place by the beginning of the fall semester 1985.
Accepted and arrange for a wide dissemination of the procedures by the handbook and publication in appropriate University publications, e.g., Currents.

Chairperson: Affirmative Action Review Board

The chairperson of the AARB serves as Special Assistant to the President and reports

directly to the Office of the President. The Chairman works with the AARB to recommend Affirmative Action policies and practices to the President. The Chairperson of AARB acts as specified for the Review Board and for the Office of the President in a variety of circumstances affecting affirmative action. Staff support for the AARB is provided by the Provost, the Office of the Vice President for Budget and the Director of Personnel. It is the responsibility of the Chairperson to publish a yearly public report on the state of Affirmative Action at the University. In preparing reports and reviewing policy, AARB and the chairman work with special advisory groups representing the various target groups specified in the University's affirmative action policies.

Affirmative Action Review Board (AARB)

The Affirmative Action Review Board is the principal University group charged with the formulation and implementation of Affirmative Action Goals. AARB recommends policy to the Office of the President and acts with the approval and authority of that Office. AARB is an appointed committee chosen by the President. Membership is determined by commitment to the affirmative action goals of University policy and by adequate representation of various groups affected by such policies. It is assumed that AARB will be organized into various subcommittees to deal with specific areas of University concern. Thus, there will be a faculty and professional appointment group to review and monitor appointments in the area. Another group will deal with non-professional areas of employment. Another may be organized to deal with "quality of life" matters as they affect various designated groups.

In the various areas of recruitment, AARB as a whole will receive reports from its re-various subgroups before establishing recruitment objectives. In setting objectives there will be close consultation with appropriate advisory groups from the larger community. In the monitoring of appointments AARB may refuse to recommend appointment when appropriate affirmative action goals are not met.

Memorandum on minority relations from President O'Brien

The University has benefited greatly from discussions with the various individuals concerned with the status of black Americans at the University of Rochester. Minority students, faculty, administrators and community leaders have been forceful and compelling in expressing matters of deep concern that affect them as members of an historically disadvantaged group. The discussions have been carried forward in a series of general meetings and through the discussions and reports of five subcommittees dealing with specifically identified areas: recruitment (faculty, student, staff), support services for the black minority, African American Studies, security services, the judicial procedures of the University. Four of the five subcommittees have completed their reports and the last (judicial procedures) has been discussed in general outline. In order to proceed on the important matters identified by these discussions, the University will implement the following actions and understandings outlined above.

No response to these issues can be regarded as wholly definitive. Some of the problems that face us—both the University and the minority community—are so deep, so long standing and so difficult that solutions have evaded men and women of good will on all sides. Nevertheless, progress can be made and must be attempted. The only final commitment must be the elimination of racism as a divisive factor in our common life. We must all remain sensitive to modes and methods of accomplishing that goal which may not even be imagined in this memorandum.

GENERAL PRINCIPLES

The basic structure for the University's action plan is its commitment to Affirmative Action in concept and in program. "Affirmative Action" goes beyond "Equal Opportunity"; it requires a positive effort on the part of the community to increase the participation of African American students, faculty, and staff in the community and to create a more appropriate environment for our African-American fellow citizens within University life. Affirmative Action generates the special effort necessary for a genuine equal opportunity.

Affirmative Action should be conceived broadly. Although a major concern is recruitment and representation of blacks within the University community at all levels of responsibility, Affirmative Action also is social and qualitative. It is unacceptable to stress numbers of minorities represented in various areas of the University's life if the conditions under which those individual must work or study are non-supportive. Tokenism can exist not only in quantity but in quality of life. Thus, certain programs are outlined in this memorandum, which speak to the curricular and support services which are part of the ongoing life of the minority community. In addition, while the University must seek to improve the quality of life for its minority members, it must also stress its commitment to the qualities of the minority individuals who come into the community. "Quality" has been used as a term of covert exclusion and that must be recognized. In seeking qualified individuals for the student body, faculty, administration or staff the University must remain sensitive to the range of strengths and talents available in the minority community. While recruitment from some fields is highly constricted because of special training required, a broader definition of quality in many areas will produce positive results. The search for quality is an issue of flexibility and imagination however much it is constricted by required special skills. The University must, of course, be committed to quality. It is its best legacy to historically disadvantaged populations. The University cannot deny this legacy of quality to minorities as they now assume their rightful place in the community.

In order to carry out the letter and spirit of Affirmative Action the University has prepared a new Affirmative Action Statement (Appendix A) which spells out more clearly the difference between Equal Opportunity and Affirmative Action and which should prove a clearer guideline for specific policies. Secondly, the University will establish an Affirmative Action Review Board (AARB). The chairperson of the AARB, who will also carry the title of Special Assistant to the President, will be salaried, will have overall policy supervision of the Affirmative Action efforts, and will report to the Office of the President in all areas of

recruitment and quality of life. The current Affirmative Action Officers for faculty and for staff will serve as operational officers under policies and guidelines recommended by the AARB. In certain crucial areas of faculty and administration, the Review Board may participate directly in the recruitment procedure. It is expected that the appointed chairperson will be a minority person.

This report is addressed to concerns specially identified by the local black minority community. In many cases their concerns overlap with those of other groups who are in the process of finding a proper place within the ongoing life of the University community, and there are of course affirmative action concerns of these other groups and in general all those in one way or another overlooked by history in the building of American community. If these concerns are not specifically addressed in this statement, it is not because they are unimportant but because there is a separate history which goes with each concern. For other minorities—particularly those of recent emergence on the American scene—our goal should be to assure that we do not repeat for them the mistakes and discriminations which have plagued the history of the black community in America.

Recruitment

The Affirmative Action Statement constitutes the University's most general statement of principles guiding special recruitment efforts for minorities and women. The revision of policy is intended to underscore the *affirmative* action aspect of the University's policies. This statement will be broadly circulated to all relevant areas of the University and will serve as the governing document in establishing specific policies and practices. Primary responsibility for recommending and reviewing specific programs will lie with the newly created position of the Chairperson of the AARB. The AARB, after consulting with the Community Advisory Group will recommend to the Office of the President, specific policies, practices and procedures which are deemed appropriate to accomplish the overall goals of affirmative action. These policies will be established appropriately for faculty recruitment (with the Provost, deans, and department chairmen) for students (with the vice president for admissions and his office) for administration and staff (with the provost and various vice presidents in charge of specific areas of appointment and employment). An important aspect of any recruitment effort will be "outreach" through publications, links to the alumni body, and links to the local and national minority communities. The report of the subcommittee on recruitment contains many specific and positive suggestions which will be reviewed by the Affirmative Action Chair and which will, in all probability, be put into practice.

Because the local black community constitutes a positive resource for counsel as well as a pool of talent for the University in a variety of formal and informal ways, an Advisory Committee drawn from the community will be established. The Advisory Committee will meet with the Affirmative Action Review Board, the Office of the President, the staff of Frederick Douglass Institute (Black Studies Program) and other University offices and programs charged with carrying forward the policies outlined in this memorandum. The Advisory Committee will be constituted immediately by drawing upon those individuals from the minority community who have participated in our discussions. The University will over

time add to the Advisory Committee members of its minority alumni body and other minority individuals who it judges can assist in meeting our goals.

Recruitment Goals

In the various areas of student population, faculty, administrative, and service personnel, the University is committed to recruiting and maintaining significant and appropriate numbers of individuals from the black community. "Significant" is the governing word and it is subject to various interpretations. Obviously, it must mean "beyond tokenism"; the minority population in the various areas should be of sufficient proportion to allow mutual support, visibility, and range of persons and talents. Benchmark goals to achieve these purposes cannot rely on any easily available demographic markers. Such markers may overstate actual possibilities or understate opportunities. For example, the percentage of minority engineers remains distressingly small; a fixed number or percentage may be false promise or, if adjusted to current availability, may disallow determination or good fortune—and ultimately perpetuates the unsatisfactory status quo.

The black community on the other hand has a justifiable concern for concrete goals. "Quotas" are both illegal and too inflexible, yet something better than generalities is desired. After 30 years the black community could certainly request some range of mph for "all deliberate speed."

The major thrust of this memorandum is on the University's Affirmative Action Plan and the mechanisms which implement that plan. Under current government regulations, the University is already required to establish specific goals. Assessment of progress in minority appointments and employment is measured by comparing the "utilization rate" (actual numbers employed) against the "availability rate" (% of specific population in the relevant work force pool). Whenever the utilization rate falls below the availability rate the University is required to set goals. (These goals are specified in the AA Plan Report: November 21, 1984.)

Merely comparing utilization and availability rates can understate the need to advance beyond historic limits and the University's determination to be an instrument for progress in this important area of our community life. In the interest therefore of establishing goals which are both challenging and realistic, the University will ask the Affirmative Action Review Board to recommend a master list of goals for various appointments, recruitment, and employment areas of the University. The goals should reflect the University's expectation to exceed the status quo availability rates. In recommending goals, the AARB should designate areas of particular opportunity where advance is most probable. These areas should be closely monitored on a yearly basis to assure that actual progress is accomplished.

Student Support Services

Many of the affirmations made in the previous section on faculty and student recruitment can be reaffirmed for the area of support services. Attention must be paid to the adequacy of a variety of support services both in the special character of the services and the representations of minorities in the staff positions. This area will also be under the overall

supervision of the AARB in regard to the "social" aspects or "quality of life" dimension of affirmative action. There should be an individual specially designated to deal with the quality of life issues for minority students on an institution-wide base. Such an appointment will be made. This person should be a minority who will serve on the AARB.

African American Studies

Many of specific recommendations contained in the report of this sub-committee reinforce the recommendations of the Black Studies report of spring 1984. The decision has already been made to proceed with this program and we are actively recruiting for a director. The program will be retitled the Frederick Douglass Institute. Similarly, many of the suggestions of the report are either already in the process of being implemented or are of sufficient intrinsic value that they should be initiated as funds and personnel become available in the development of the new program. The appointment of the director should precipitate decisions on many of the items in the list of recommendations. The University is committed to an appropriate expansion of the range of the program. Budgetary commitments will be made as elements of the new program are identified, staffed and put in place.

Security

The report in the area of Security was supportive of the efforts made by University Security to be sensitive to the special needs and concerns of minority students and staff. Continued effort is required and the set of recommendations from that committee have been accepted for implementation by the Security and Traffic Division of the University.

Memorandum to President O'Brien from The African-American Education Oversight Commission

The African-American Education Oversight Commission acknowledges the progress you have generated from the U of R Administration to address our concerns about the status of African-Americans at the University of Rochester. Since you began your tenure as President in July, 1984, you have begun to marshal the resources of a capable staff to focus on African-American problems and needs. Your openness and reasonable frankness to discuss what was previously viewed as provocative and explosive African-American issues in a non-defensive and non-adversarial style gives us reason to be encouraged that we can and will make progress on other critical issues.

For this reason we must move on to the implementation phase; i.e., begin Act II—DEFINING IMPLEMENTATION STRATEGIES and putting Operational Plans into action.

Our Commission agrees that a completely definitive response to all previously identified issues cannot be developed at this time; however, we should be able to develop a "road map" that tells where we are now, where we want to go, why, how, and when; and that also details routes for us to travel to get to predetermined destinations/objectives. Our past failures to be explicit about what to do and when, should not require us to repeat our failure in the present and the future.

The problems that we now face—both the University and the African-American community—are not deep as you stated in the narratives of your February 4, 1985 memorandum; but they (problems) are chronic and long-standing; their aging from neglect, insensitivity and racism have left deep wounds in our minds and hearts that will not heal overnight; but, these wounds can be healed if they are treated comprehensively. The solution to the problems of African-Americans has not evaded men and women of good will on all sides because the problems were too difficult for us to understand or because the problems innately were insulated from our will and resources to resolve.

What has always been missing is a comprehensive plan of action backed by an unyielding commitment to be as scientific, as systematic, as ruthless and relentless, in undoing the effects of slavery and racism as America was in creating and implementing slavery as an accepted and respected American institution.

We should not be deceptive and/or untruthful about what white America did to Africans in the triangular slave trade and the period of slavery in the United States. Drawing a conclusion that says problem solutions have escaped us because they are long standing and difficult would be irresponsible and wrong. Our challenge and, indeed our obligation is to destroy the legacy of slavery that is perpetuated by racism.

Slavery was scientifically and systematically forced upon African-Americans. In effecting slavery's objectives, no element was more crucial to the success of slavery than the educational system. It is for this reason we focus on the conditions that affect the educational achievement of African-Americans at the U of R.

As we move to the general principles and the overview of the historical context which gives birth to our general principles, we must emphatically state that making a commitment to eliminating racism is not our final goal, even though this is a very important goal.

GENERAL PRINCIPLES

The centerpiece and process by which we believe the greatest qualitative and long term goals will be achieved is through the University's long term commitment to African and African-American Studies. Whereas Affirmative Action is relevant to the effectuation of our objectives for African-Americans at the University of Rochester it must be put into its proper perspective. Commitment to Affirmative Action will increase the presence of African-Americans in the U of R community, but where there are no specifications for them (staff and faculty) needing to have demonstrated a commitment to improving the conditions that face African Americans as a group, simply increasing the numbers may add more to the problem than improve it. This is especially true if African Americans are brought to the U of R that have no authority and/or direct influence on the quality of life for African-American students. Another issue of equal importance is one of the "kind of personnel and faculty selected." The magnitude of this problem was captured by Dr. Carter G. Woodson 52 years ago:

It may be of no importance to the race to be able to boast today of many times as many "educated" members as it had in 1865. If they are of the wrong kind, the increase in numbers will be a disadvantage

rather than an advantage. The only question which concerns us here is whether these educated persons are actually equipped to face the ordeal before them or unconsciously contribute to their own undoing by perpetuating the regime of the oppressor.

These issues therefore cannot be fully or adequately addressed by an Affirmative Action Review Board and/or policy, which is basically quantitatively focused, and geared toward meeting white views and values.

The issues presently under consideration for resolution have grown out of a historical process that has consciously misled and miseducated African-Americans. For example: in your memorandum of February 4, 1985 you stated, "It will require trust on both sides" The Commission agrees with that statement. However, the history of relations between our respective communities clearly indicates that we (the African-American community) have been overly trusting with respect to the alleged intentions and good will of white Americans in general and U of R officials in particular.

In fact, it was repeated violations of past agreements and "trusts" by the U of R that galvanized the students and the local African-American community. To form a coalition that would move to produce specific actions aimed at achieving positive outcomes for African-Americans at the U of R. The history of those issues were outlined in the *Special Report* (July, 1983) and the *Conditions Document* (April, 1984). While the *Conditions Document* launched the dialogue which resulted in the subcommittee reports and their respective recommendations, the recognition of those chronic, unresolved issues by U of R officials date back to the 1960's.

In that sense the more things appear to change—in reality—the more things stay the same or even get worse. For example 16 years ago, then Provost Sproull said concerning the shamefully low number of African American students at the University of Rochester:

"We have long recognized that an essential pre-condition for attracting black students is to have enough students black already here, and that a barrier to recruiting black students has been that there are so few. We are now at or approaching the critical level where we can expect to be substantially more attractive to black students, so are efforts our expanding. "

Concerning black staff:

"The U of R has for some time shared with the BSU . . . a feeling of urgency to recruit black personnel—The U of R intends to sustain a maximum effort to" attract personnel for positions."

This brief historical synopsis underscores the promises made and the subsequent flagrant disregard that has caused our community to trust only in performance and not in

promises. In that regard we view the next phase of our interactions as most critical i.e., the defining of strategies and action plans for implementation of the agreed to recommendations.

RECOMMENDATIONS

As a whole, the series of recommendations put forth are constructive measures which will help to move us towards our goal of a more just environment at the University. However, these recommendations are not complete.

Firstly, there are key documents which are missing altogether from the memorandum which had previously been requested:

- A. The job description for the proposed Special Assistant to the President.
- B. The job description for New Administrator in charge of coordinating University-wide support services for African-American students.
- C. Clarification of the proposed AARB including its charge, powers and flow chart(s) for reporting and lines of authority.
- D. Final report of the Subcommittee on Judicial and Disciplinary Procedures.
- E. Final report for the Subcommittee on Support Services, November 1, 1984.

Without these documents, the report will be incomplete. The African-American Education Oversight Commission is especially interested in critically reviewing the first three items before we can accept them in toto.

Secondly, there are a number of points listed in the recommendation which need clarification and revision. These are listed below:

A. RECRUITMENT

The recommendations for recruitment are acceptable with the inclusion in item 15 of a plan for the recruitment of African-American students graduating from predominately "Black" colleges. These students have a 75% completion rate from graduate programs; far higher than their counterparts from predominately white colleges. We feel that a serious programmatic effort must be made to attract these students to U of R graduate programs.

B. SUPPORT SERVICES

Item 1—We feel that it is not sufficient to limit the hiring of African-American faculty to the African-American Studies Department. It should be the goal of the University to increase the numbers of African-American faculty and staff in all areas of the University.

Item 2—A goal needs to be set for the implementation of a funded African American

newspaper that is *permanent and independent* of the University administration. We urge that this goal be established by September, 1985 for the development of the paper and that it be published November, 1985.

Item 4—This item as stated in the February 4th memorandum to Mamba McCuller specifies continuity of membership on the Advisory Committee and therefore needs to be deleted from this section.

C. AFRICAN-AMERICAN STUDIES

We are pleased that you have agreed to establish the Institute. And that you have accepted the naming of the African and African-American Studies Institute as the Frederick Douglass Institute. However, its correct name should be the Frederick Douglass Institute and Cultural Center and African for African African-American Studies. This change coupled with your acceptance of the recommendations put forth by the Sub committee on the Institute "should" produce an exemplary Institute and Cultural Center. Such an institute must however, always be based on the views and values endemic to African (Black) people.

D. SECURITY

This section is acceptable.

E. JUDICIAL AND DISCIPLINARY PROCEDURES

The recommendations of this subcommittee should be adopted as in the final report.

Appendix A

University's Affirmative Action Plan

The University's Affirmative Action Plan is founded on principles intended to go beyond equal opportunity guarantees. Affirmative Action seeks to address a variety of important concerns for the University. There is an obligation to redress past discrimination when that has been present; special concern will be exercised in dealing with populations historically disadvantaged within the national community in general, or the University community in particular. As an educational institution, the University strengthens its purpose by providing significant role models within its faculty, administration and staff for the variety of individuals who are served by its academic and service programs. In the interest of those principles, singly or in combination, the University intends to act positively and pro-actively in its programs of recruitment and appointment.

The University is reaffirming its commitments to Affirmative Action and Equal Employment Opportunity. The Affirmative Action Plan is designed to include those elements contained in Executive Orders 11246 and 11375 and the Office of Federal Contract Compliance Revised Orders Numbers 4 and 14, and to provide guidance and assurance for full implementation of our Equal Employment Opportunity Policy.

The University of Rochester will continue to provide equal employment opportunity to all qualified persons. The University reaffirms its commitment that there shall be no

discrimination against applicants or employees because of veteran or Vietnam era status, handicap, race, creed, color, national origin, sex, age, or marital status in matters of employment, upgrading promotion, transfer, layoff, termination, rates of pay, selection for training, recruitment and recruitment advertising. Any employee found to have acted in violation of our Policy shall be subject to appropriate disciplinary action.

The University has a commitment to identify and analyze all areas of employment and to achieve compliance with the requirements of the applicable Executive Orders. Areas identified for special attention will be assigned to appropriate personnel and specific instructions for Affirmative Action, including specific goals and timetables, will be formulated.

The Affirmative Action Plan will be implemented and operated in the following manner:

- 1.) The University will recruit, hire and promote employees without regard to veteran or Vietnam era status, handicap, race, creed, color, national origin, sex, age, or marital status.
- 2.) The University will base employment decisions so as to further the principles of affirmative action and equal employment opportunity.
- 3.) The University will ensure that promotion decisions are in accord with principles of equal employment opportunity and affirmative action by using valid criteria for promotional opportunities.
- 4.) The University will ensure that all actions in other personnel matters such as compensation, benefits, transfers, layoffs, returns, returns from layoff, training, education, tuition assistance, will be administered without regard to veteran or Vietnam era status, handicap, race, creed, color, national origin, sex, age, or marital status.
- 5.) The President will appoint an Affirmative Action Review Board, AARB, which will review the overall policy and monitor affirmative action, under the Office of the President, in all areas of recruitment and quality of life. In certain crucial areas, as designated by the President, the AARB will participate directly in recruitment procedures. The Chairman will be a salaried individual holding the additional title, Special Assistant to the President.
- 6.) The Vice President for Planning and Director of Budgets is designated as the Affirmative Action Coordinator for faculty and the Director of Personnel is designated as the Affirmative Action Coordinator for staff. They are charged with immediate responsibility for monitoring all equal employment activities throughout the University and assuring attainment of the University's stated objective of full compliance with the policy of non-discrimination in

employment, Executive Orders 11246 and 11375, and other applicable directives.

- 7.) The Affirmative Action Plan will be reviewed at least once a year by the AARB and the Plan will be available to faculty and staff.
- 8.) The AARB will monitor the Affirmative Action Plan and will be responsible for submitting reports to the Office of President on the effectiveness of the program. Such reports will include recommendations for necessary action to ensure attainment of the University's equal employment and affirmative action objectives.

Cooperation and support in the Affirmative Action Plan efforts are essential. A sound program and commitment throughout the University will assure equal employment opportunities.