

Presidential Commission
on Race and Diversity

Final Report

Information Accurate as of October 26, 2016



UNIVERSITY *of*
ROCHESTER

Contents

1. Commission Members
2. Commission Recommendations
3. Executive Summary
4. Report of the Presidential Commission on Race and Diversity
 - I. Introduction
 - II. Recent Activities Related to the Work of the Commission
 - III. Commission Activities
 - IV. Findings
 - V. Recommendations
 - VI. Appendices

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Commission Recommendations

The University of Rochester has long valued diversity and has been committed to creating and maintaining a campus environment that is welcoming and respectful to all. The Presidential Commission on Race and Diversity believes that the University is capable of doing more to accomplish this value and to establish the kind of environment to which it is committed. This report from the Commission, offered in the spirit of the University's motto, *Meliora*, recommends the following steps to help the University better achieve its goals.

Recommendation 1—Leadership: To promote greater visibility of and to monitor accountability for its diversity efforts, the President should establish a Presidential Diversity Council, a centralized committee of senior University leaders whom the President will charge with promoting and encouraging the University's race and diversity activities and establishing methods of accountability for continued progress on the recommendations below. To coordinate efficient implementation of the PDC's decisions, the President should also establish a Presidential Diversity Council Implementation Committee, whose members are leaders from offices throughout the University with responsibility for carrying out many of the PDC's critical initiatives.

Recommendation 2—Students: Each school should clearly articulate its programs for recruiting, retaining, and graduating a diverse student body and for providing a rich and collegial environment supportive of those ends and should describe how it will regularly assess the quality and effectiveness of its efforts.

Recommendation 3—Faculty: The President should continue to hold the leaders of every school responsible for pursuing clearly articulated plans to attract and retain a diverse faculty. These plans should include effective and innovative strategies for developing diverse applicant pools for faculty searches. School deans should be expected to report regularly on the effectiveness of their efforts.

Recommendation 4—Staff: The President should ensure that all areas of the University assign responsibility to those who manage, hire, and promote staff to pursue clearly articulated goals and to develop plans to attract and retain diverse staff at all levels.

Recommendation 5—Climate and Community: The University should continue to create and actively promote a safe and welcoming community that supports learning and understanding of issues of diversity, promotes awareness, and encourages interactions among people and groups from diverse backgrounds.

Additional details concerning these recommendations may be found at the end of this Report.

Executive Summary

Part 1—Introduction: On November 20, 2015, with the backdrop of discussions on race being held on university campuses around the country, a group of University of Rochester students and their supporters marched to express concerns about race and diversity on campus and presented University President Joel Seligman with a petition outlining steps that could be taken to address these concerns. Prior to this march, President Seligman had received reports of racist postings in social media and reports that some faculty and staff believe that our campus was not as responsive as it could be with respect to issues of race and diversity. He also had approved the administration of a campus-wide survey to assess our campus climate on these issues. On November 23, 2015 he appointed the Presidential Commission on Race and Diversity and charged the Commission to conduct a thorough study of race and diversity in the University. He separately asked the dean of the College and other leaders in the College (the undergraduate division of Arts, Sciences & Engineering) to address the specific issues raised by the students. He also asked the Commission to provide advice about the University’s response to concerns about racist messages posted on the social media app Yik Yak.

Part 2—Recent Initiatives of the University and the Schools: During the time the Commission has been active, the schools and other units within the University have undertaken numerous projects to strengthen the campus climate for diversity. The College was the locus for the response to the specific issues raised by the students whose protest led to the formation of the Commission. Under the leadership of the Dean of the College, many of the issues raised by protesting students have been addressed and remediated, and some continue to be under review. The responses have included establishing a system for reporting bias-related incidents on campus; the development by students and staff of an anti-hate speech/anti-racism campaign known as “We’re Better than That”; a revision of the student code of conduct to better address discrimination and harassment; and a variety of enhancements to support systems and campus programs that had been identified by students as areas for improvement.

The Office of Faculty Development and Diversity, the Office of Human Resources, and the Equal Opportunity Compliance Office have undertaken several initiatives, including an annual program of mandatory online training on discrimination and harassment for all faculty and staff.

There have been a variety of new initiatives around the University, including a new student-led Committee on Diversity at the Eastman School of Music, strengthened orientation programs in several schools, a revised and strengthened Council on Diversity and Inclusiveness at the School of Nursing, and the formation of the URMIC Executive Committee on Diversity and Inclusion with representation from all constituencies in the Medical Center.

Part 3—Commission Activities: Since being established, the Commission has held a series of town hall meetings throughout the University, reviewed employment and enrollment data, and reviewed the results of two surveys on diversity intended to reach all members of the University community in order to provide a more comprehensive understanding of attitudes and opinions about diversity and

inclusion on our campuses. The Diversity Engagement Survey (DES), organized by the Office of Faculty Diversity and Development captured attitudes and views of faculty and staff throughout the University and of graduate students in the professional schools. The survey had a response rate of 50%. A second survey, the Diverse Learning Environments Survey (DLE), with a response rate of slightly more than 30% captured the views of graduate and undergraduate students in Arts, Sciences & Engineering and the Eastman School of Music. The town hall meetings and the surveys provide a useful view of the community's attitudes and views regarding diversity at the University.

The Commission also organized an inventory of programs, activities, and initiatives designed to support an inclusive and welcoming community that are currently available on campus. The inventory will be made public as a searchable, easy-to-navigate website.

In late January 2016, the Commission issued an interim report, which included its recommendation regarding Yik Yak. That report and President Seligman's response to it are available at the Commission's website: www.rochester.edu/president/commission-on-race-and-diversity/. It is notable that no new complaints about offensive posts on Yik Yak have been received since that time.

Part 4—Findings: The town hall meetings, the review of data, and the surveys provide the basis for numerous findings about the current campus climate for diversity. In short, the Commission has found that the University and the schools have made a concerted effort to attract and support a diverse faculty, staff, and student body. These efforts have met with mixed success, and there is more work to do. The Commission's findings are divided into those regarding students, faculty, and staff.

- **Students:** The Commission found that there has been growth in enrollment of underrepresented minority students by approximately 70% in the past decade, from 674 (7.6% of the total student population) in 2006 to 1,149 (10.4%) in 2015. This is during a period in which the overall student population grew by 25%. The rate of growth has varied in the schools, with schools in AS&E and the Medical Center showing the most growth. In the undergraduate College, retention and graduation rates of underrepresented minority (URM) students have shown improvement, but the URM student graduation rate of about 75% is about 10% below that of the overall student population. This is an issue under review in the College.
- **Faculty:** Since 2005, the percentage of underrepresented minorities among the University's faculty has grown by 125%, from 37 (2.6%) to 84 (4.3%). This is below the 5.0%–10% rate of underrepresented minorities at a set of peer schools. The rate of growth in recent years is comparable to that of these peers, and it is the result of a concerted effort on the part of the schools and their Faculty Diversity Officers, working with the support of the Office of Faculty Development Diversity. The Special Opportunities Fund, which makes available resources to assist in the recruitment and retention of faculty, has been instrumental in this progress. Since 2008 the fund has provided support for 37 faculty (including new appointments, retentions, and dual-career support). Nevertheless, further growth is our continued aspiration.

- **Staff:** What is most notable is that the underrepresented minorities on our staff are most often found in lower-level service and facilities positions and less commonly in middle management and more senior staff positions. More than 50% of the University's employees in support staff/service worker categories are underrepresented minorities, whereas 7.1% (348) of those in the professional/administrative/supervisory category are URM. The Commission has concluded that the University should undertake a more focused effort on staff recruiting and promotion/retention opportunities, especially at the more senior levels.
- **Campus Climate:** The Town Hall meetings and the surveys revealed important information about the campus climate. In spite of all the positive steps taken, it remains true that in the town hall meetings many underrepresented minority students said that they too often fail to see sufficient numbers of people like themselves on the faculty or in positions of authority, that they sometimes feel uncomfortable being the only person of their race in a class, in some instances they are expected to have special insight because of their race, and some members of our community have been subjected to disparaging and insensitive comments on social media such as Yik Yak and elsewhere. As reported on the DLE survey, 40.5% of underrepresented minority students indicate that they have experienced bias, discrimination, or harassment based on their race as compared to 15.6% of other students.

Faculty and staff responses in the survey showed that while minority members of our community generally feel about as appreciated as others and that they share a sense of common purpose with their colleagues, they were somewhat less likely to trust that the University will reward them equitably or would do what is right in response to concerns regarding discrimination. They are less likely to respond that the University manages diversity effectively.

Part 5—Recommendations: The Commission's findings establish that the University can improve its approach to diversity by continuing to recruit and retain a diverse faculty, staff, and student body; by strengthening its efforts to address issues of campus climate to ensure that the University is a welcoming place for all of its members; and by improving our community's awareness about effective programs that do exist to support these ends. All of this makes it clear that this is going to be an ongoing process, one that requires the continued focused attention and accountability of the University's senior leadership.

To assure that the topic is addressed in the ways necessary for success, the Commission's primary recommendation is the creation of a permanent Presidential Diversity Council, chaired by the president and consisting of the University's senior leaders. Under the President's leadership, the Council on a continuing basis will oversee and support the implementation of the University's programs in support of race and diversity. This strengthened organizational structure will provide greater consistency, make those in positions of responsibility more clearly accountable, and assure public reporting.

The Commission's main recommendations are as follows:

- **Recommendation 1—Leadership:** To promote greater visibility of and to monitor accountability for its diversity efforts, the President should establish a Presidential Diversity Council, a centralized committee of senior University leaders whom the President will charge with promoting and encouraging the University's race and diversity activities and establishing methods of accountability for continued progress on the recommendations below. To coordinate efficient implementation of the PDC's decisions, the President should also establish a Presidential Diversity Council Implementation Committee, whose members are leaders from offices throughout the University with responsibility for carrying out many of the PDC's critical initiatives.
- **Recommendation 2—Students:** Each school should clearly articulate its programs for recruiting, retaining, and graduating a diverse student body and for providing a rich and collegial environment supportive of those ends and should describe how it will regularly assess the quality and effectiveness of its efforts.
- **Recommendation 3—Faculty:** The President should continue to hold the leaders of every school responsible for pursuing clearly articulated plans to attract and retain a diverse faculty. These plans should include effective and innovative strategies for developing diverse applicant pools for faculty searches. School deans should be expected to report regularly on the effectiveness of their efforts.
- **Recommendation 4—Staff:** The President should ensure that all areas of the University assign responsibility to those who manage, hire, and promote staff to pursue clearly articulated goals and to develop plans to attract and retain diverse staff at all levels.
- **Recommendation 5—Climate and Community:** The University should continue to create and actively promote a safe and welcoming community that supports learning and understanding of issues of diversity, promotes awareness, and encourages interactions among people and groups from diverse backgrounds.

Additional details concerning these recommendations may be found at the end of this Report.

Report of the Presidential Commission on Race and Diversity

I. Introduction

On November 20, 2015, with the backdrop of discussions on race being held on university campuses around the country, a group of University of Rochester students and their supporters marched to express concerns about race and diversity on campus and presented University President Joel Seligman with a petition outlining steps that could be taken to address these concerns. President Seligman had previously received reports of racist postings in social media as well as reports that some faculty and staff believe that our campus is not as responsive as it could be with respect to issues of race and diversity. He had approved the administration of a campus-wide survey to assess our campus climate on these issues. On November 23, 2015 he appointed the Presidential Commission on Race and Diversity and charged the Commission to conduct a thorough study of race and diversity in the University.

The petition presented to President Seligman from student leaders in the Minority Student Advisory Board, the Spanish and Latino Students' Association, the Douglass Leadership House, and the Black Students' Union included eighteen demands for "immediate and lasting changes" that would address "the needs and safety concerns of minority students." Several of the demands were designed to assure that the University "provide a safe and productive learning environment." Others were intended to "improve inclusion and representation," and the rest were to "increase funding and support of minority students and departments." Their full statement is reproduced in Appendix A.

President Seligman's response, which may be found in Appendix B, reaffirmed the University's aspiration to be one "that is welcoming and supportive of all in our community" and acknowledged that, despite the progress that has been made, "(m)ore remains to be done." He appointed the Commission and asked it to undertake a review that could help direct some of that remaining work and to identify "further initiatives that can strengthen our community." Specifically, he charged the Commission to respond to four key charges:

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?
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?

President Seligman also asked the Commission to provide a recommendation regarding the University's response to concerns students expressed about the social media app Yik Yak, which had been the source of anonymous racist and threatening messages, particularly in the spring of 2015 and again, more sporadically, in the Fall 2015 semester.

In addition to establishing the Commission, President Seligman called on several members of the University administration to address some of the points students had raised in their petition. Specifically, he requested that

- The College implement by January 2016 the Bias-Related Incident Reporting System already under development
- Norman Burnett, Assistant Dean and Director of the Office of Minority Student Affairs, and Beth Olivares, Dean for Diversity Initiatives and Director of the David T. Kearns Center for Leadership and Diversity in Arts, Sciences, and Engineering, organize, in collaboration with students and other members of the College community, a public awareness campaign focused on racism and hate speech
- Chief Counsel Gail Norris review the Student Code of Conduct to determine whether it should include additional provisions addressing hate speech
- Dean of the College Richard Feldman and his staff review the students' concerns related to funding for cultural groups served by the Minority Student Advisory Board (MSAB), establishing independent space for the Office of Minority Student Affairs (OMSA), funding for OMSA and the David T. Kearns Center to provide additional enrichment support, and increasing the course offerings of the Frederick Douglass Institute.

Section II of this report describes the response to these four points, as well as related initiatives undertaken in the University over the past several months. Sections III–V review the activities of the Commission itself, its findings, and its recommendations.

II. Recent Activities Related to the Work of the Commission

A. Responses to Student Demands in the College

This section summarizes the steps taken to address the requests from President Seligman in his response to the students. A more detailed account of these actions may be found in Appendix F. An earlier account of these steps was distributed to students in the College in May 2016.

Bias-Related Reporting: Students requested that the College implement a Bias-Related Incident Reporting System. This is a system in which members of the community can report, and the College can document, the verbal and nonverbal actions or incidents that communicate hostile, derogatory, racist, or sexist messages that our students encounter. This system has been implemented and is now included under the umbrella of the CARE system, which is well known among our University of

Rochester community members as an effective means of reporting concern for students who may be in difficulty or under unusual stress (www.rochester.edu/CARE). The College will collect and regularly disseminate information about reports to the Bias-Related Incident Reporting System. During the 2015–16 academic year, 21 reports were filed covering 16 different incidents. The full report is attached as Appendix C. Plans are in place to encourage the system’s use so that the community can have a better understanding of the nature of incidents on campus, discern trends, and be well positioned to follow up as appropriate.

Anti-Hate Speech Campaign: Under the leadership of Beth Olivares and Norman Burnett, a group of students and senior administrators developed the antiracism campaign requested by students. The “We’re better than THAT” campaign seeks to make members of the community sensitive to racist behavior and to place the power and responsibility to shape the University community in everyone’s hands. The campaign has led the way in organizing a freshman orientation program designed to encourage open and honest dialogue among students about issues of race and diversity. It will develop educational programming on race, provide training opportunities in racial conflict management, and sponsor campus-wide events on racism and diversity. Additional information may be found at the website www.rochester.edu/better-than-that and in Appendix D.

Code of Conduct: Another element of the students’ petition requested that the text in the Student Code of Conduct related to the Discrimination and Harassment Policy be revised so that it provides the same protections as those in the Sexual Misconduct Policy and that it address hate speech both in person and through social media. After a review of existing University policy and codes regarding hate speech at peer institutions, Chief Counsel Gail Norris and others agreed that revisions were appropriate and drafted a new Policy Against Discrimination and Harassment. This policy has been added to the Student Code of Conduct. A full statement of the policy is included in Appendix E. The new policy affords those who may experience discrimination or harassment with the protections and resources needed to address the illegal conduct. It parallels the Policy on Sexual Misconduct for students and the Policy on Discrimination and Harassment for faculty and staff to ensure consistency among these three to the extent practical. The Office of Counsel also reviewed codes regarding hate speech at our peer institutions. Given existing case law and regulation, the University is limited in the extent to which it uses potential disciplinary action to redress hate speech. However, the College can and will respond when its Communal Principles, which include Respect and Inclusion, are violated, even if there is no violation of the Code of Conduct. Effective response to speech or other behavior that has a negative effect on community members is the expression of disapproval, the reaffirmation of community values, and the presentation and defense of different ideas.

One Community Programming Fund: In response to a demand that there be increased support for diversity-related programming and activities, the College, through the generous support of the Office of the President, created a \$25,000 annual fund, to which students, student groups, and others interested in developing programming about race and diversity can apply.

Douglass Leadership House: In response to another point in the students' petition, the College has designated DLH a standing house on the Fraternity Quad. As a result, it is no longer subject to the three-year Academic Living Center reapplication and competition process.

Funding for College Offices: The College has increased fiscal year 2017 funding for the Office of Minority Student Affairs, the Kearns Center, and the Paul J. Burgett Intercultural Center, enabling all these units to provide increased advising and other kinds of support for students. In addition, the Burgett Intercultural Center will have increased resources to support its activities in its new home in the renovated Frederick Douglass Building, which opened in September 2016.

African and African-American Studies Program: In response to a concern expressed about the course offerings in this program, the faculty of the Frederick Douglass Institute have reviewed the major and minor programs and have proposed revisions that will strengthen the programs and will alleviate a problem students sometimes encountered because some courses needed for the major or minor were no longer offered.

Office of Minority Student Affairs: Students requested additional meeting space for OMSA. Such additional space is not currently available. However, the deans and OMSA leadership continue to look for opportunities for expanded space. It should be noted that additional space for student programs and meetings is now available in the recently renovated Frederick Douglass Building, which includes new space for the Paul J. Burgett Intercultural Center.

The AS&E Faculty Diversity Report, completed in spring 2016, outlines the clear progress AS&E has made in some areas over the past 10 years but also shows the need to improve efforts to increase the number of female faculty and underrepresented minority faculty and graduate students. The report is attached as Appendix G. A 10-year review of student diversity in the College describing steps that have been taken, progress that has been made, and problems that remain is currently being prepared.

B. Recent University and School Initiatives

During the months that the Commission has been active, there have been a wide variety of new initiatives and programs on issues of race and diversity in various parts of the University. Some of these activities are included below. Not included here are established programs and meetings.

Eastman School of Music

- A new student-led organization, the Committee on Diversity at Eastman (CODE), was established during the spring 2016 semester. Its goal is to foster race and inclusion conversations on campus.
- During the orientation week, all new students attended the Identities at Eastman session in which a panel of current students described their personal experiences with diversity, followed by smaller break-out meetings led by the Eastman Orientation Crew.
- In July, Eastman announced a new alliance with the Gateways Music Festival, which features performances by outstanding classical musicians of African descent. The CEO of Gateways, Lee

Koonce, was appointed as Special Advisor to the Dean, and he will participate in diversity programming at both the Eastman School and the Eastman Community Music School during the coming years.

- The Department of Music Teaching and Learning at Eastman began a collaboration within the University of Rochester's East High partnership to support teaching staff and students in the music program at East High School.

Simon Business School

- A session on diversity awareness and cultural humility was added to the orientation program for new students. A follow-up reflection session will continue the discussion post-orientation and will provide further opportunities for community discussion.
- The Faculty Diversity Officer for Simon has initiated the development of a Simon Diversity Council.
- The school is expanding its Diversity Conference (formerly an Admissions event), to be a community-wide event with two keynote speakers and a leadership panel. The conference will include all students, prospective students, alumni, staff, and faculty. Student clubs will highlight ongoing diversity initiatives at Simon.

School of Nursing

- The SON has expanded its infrastructure for the Council on Diversity and Inclusiveness (CoDI). In addition to two Faculty Diversity Officers, a staff Diversity Officer, and a student Diversity Officer were added.
- In support of the University's campaign "We're better than THAT," the CoDI approved the use of the award funds from the Presidential Diversity Award to purchase 250 t-shirts imprinted with the campaign slogan. These shirts have been distributed to all incoming classes of the accelerated nursing program in addition to the CoDI members and senior leadership.

School of Medicine and Dentistry and the Medical Center

The School of Medicine and Dentistry and UPMC address issues of diversity, inclusion, culture, and climate across the Medical Center through an evolving array of organizational structures, data and assessments, and educational processes. There is an ongoing collaborative process between the Dean's office and medical students to address the medical students' list of recommended corrective actions.

- In Spring 2016, the Medical Center established the UPMC Executive Committee on Diversity and Inclusion. It includes representation from all constituencies of the Medical Center. Its mission is to provide leadership for the cultivation of a diverse and inclusive environment.
- There are also new and expanding medical school faculty advisory committees; a newly appointed Director of Diversity and Inclusion for the Clinical and Translational Science Institute, Graduate Medical Education Diversity, and Inclusion Program Directors workgroup; and other department and topic-specific committees.

- The medical school has expanded educational opportunities with a focus on unconscious or implicit bias training.
- There are expanded affinity group and networking opportunities for faculty and students.

Warner Graduate School of Education

- Consistent with the school's ongoing work, members of the faculty and administration staff joined the Faculty Diversity Officers for a retreat to examine recent climate data and develop a plan for the year.
- In addition, two professional development sessions focusing on diversity are scheduled for the academic year; the first will focus on cultural humility.
- The Faculty Diversity Officer has been appointed to be the Diversity Advisor for the Dean's Cabinet.
- An ad hoc task force has been formed this year to study Warner's culture and climate around diversity and inclusion, drawing on a variety of data sources gathered over the last several years and the new Diversity Engagement Survey results for the school.

Office of Faculty Development and Diversity

- In collaboration with Human Resources, the Office of Faculty Development and Diversity led in the administration of the Diversity Engagement Survey (DES). This survey was administered to staff, faculty, and graduate students. It captured information about perceptions of the climate for diversity on campus. Additional information about this survey is in the sections on faculty and staff findings.
- The office sponsored a fall 2016 Faculty Diversity Officer retreat: "Diversity Engagement Survey Data Dive" with guest speaker and facilitator Deborah Plummer, Vice Chancellor of Diversity and Inclusion from the University of Massachusetts. Participants had an opportunity to collaborate and develop goals and strategies for change for the 2016–17 academic year and beyond.
- The Office will host a research conference on November 4, 2016: "Conversations on Race." Information is available here: <http://www.rochester.edu/diversity/fall-research-conference/>

Human Resources

In addition to working on the Diversity Engagement Survey, Human Resources undertook several initiatives in the past year, including

- Developing framework for a Supplier Diversity Advisory Council
- Providing harassment and discrimination training
- Updating the diversity website and creating a website for veterans to help them translate their military duty into civilian language
- Enhancing education and training for hiring managers on affirmative action obligations when hiring into a minority underutilized department
- Developing a Talent Recruitment and Retention Directorate to begin a process of active recruitment of regular employees

- Working with SEIU delegates and supervisors of union employees on cultural sensitivity training

Office of Equal Opportunity Compliance

Under the leadership of the Director of Equal Opportunity Compliance and others, last year the University initiated an annual program of mandatory online training on harassment and discrimination for all faculty and staff. Each year, the training program will focus on different aspects of harassment and discrimination. For the current year, it will address harassment on the basis of race, sex, and disability.

III. Commission Activities

The Commission engaged in extensive fact-finding activities from the time it first convened in early December 2015. The information gained from these activities, from a variety of data sources, and from surveys of the entire campus community provide the basis for the findings presented in Section IV of this report.

A. Town Hall Meetings

The Commission held a total of eight Town Hall meetings throughout campus during December 2015 and January 2016. All members of the various schools were invited to these meetings. The co-chairs attended all the meetings, numerous Commission members attended meetings, and President Seligman attended several of them. Participants were provided an open forum in which they could express their views. The meetings were recorded, transcribed, and open to the public. Summaries of the meetings and key themes are provided in a report on the town hall meetings in Appendix H. Many of these are reflected in the findings reported in Section IV.

B. Other Campus Meetings

The Commission co-chairs and other members of the Commission met with the Human Resources Business Partners, who are assigned to units within the University to assist in hiring activities and with the President's Cabinet, University Management Team, and an alumni group in New York City, to provide updates on Commission activities. They also appeared twice on a local radio program to discuss the work of the Commission and talked informally with many members of the University community.

C. Inventory of Existing Activities and Programs

Soon after its work began, it became evident to the Commission members that there were a large number of ongoing activities designed to support an inclusive and welcoming community. It was also clear the community would benefit if there were more shared information about these efforts so that there could be greater collaboration and participation. To remedy this, Commission members, grouped by unit, provided inventories of offices, programs, and activities that support an inclusive campus community within their unit. The full set of inventories was published in our Interim Report, available at www.rochester.edu/president/commission-on-race-and-diversity.

An online, interactive version of the database of activities is available at www.rochester.edu/president/commission-on-race-and-diversity/inventory/. The searchable database organizes activities by school, nature of the activity, and intended audience. It includes information about offices and programs providing academic advising and encouraging engagement in academic opportunities, groups, and offices supporting cultural engagement as well as activities and organizations enabling engagement with the local community. The Commission recommends that further work be done to organize and publicize this inventory.

D. Yik Yak

The Commission investigated and discussed the offensive and threatening posts that appeared on Yik Yak in February 2015 and again in November 2015. The Commission recommended nine steps that can be implemented to curtail the impact of racist or otherwise offensive or threatening posts. In January 2016, by majority vote, the Commission also recommended that Yik Yak communications be banned from use on the University wi-fi networks.

President Seligman supported the steps recommended by the Commission but did not support a ban. The President met with the Commission to explain his decision. He criticized the hateful statements that were posted. He further acknowledged that these communications inflict pain and undermine our sense of community. He stated that banning Yik Yak from University wi-fi networks would not prevent offensive posts and could be counterproductive. His full statement can be found here: www.rochester.edu/president/memos/2015/petition-response.html.

Though the president decided not to ban Yik Yak from campus servers and though there have been no new reports of racist messages, the University remains vigilant in monitoring anonymous social media sites.

IV. Findings

The Commission's findings, and the recommendations that follow in Section V, are based on what was learned in the meetings described in Section III, on enrollment and employment data maintained by the University, and on surveys conducted during the spring 2016 semester.

Data: The University keeps and regularly reports data about student enrollment as well as the numbers of faculty in each of the schools and staff at various levels. Much of this information has been publicly available, with one primary source being the annual report produced by the Office of Faculty Development and Diversity. Annual reports for the past ten years are available at their website www.rochester.edu/diversity/reports/annual-reports-on-diversity/. Similar information is presented in the University Fact Book, www.rochester.edu/provost/ir/factbooks/current.html. The data described below, and presented in greater detail in Appendices I and J, are drawn from those reports and the University resources on which they are based.

Diversity Engagement Survey (DES): This survey was administered to all staff and faculty throughout the University and to graduate students other than those in the Eastman School and the Arts, Sciences & Engineering academic unit during the spring 2016 semester. The survey is designed to capture perceptions of the climate for diversity on campus. It contains 22 questions associated with eight factors: trust, appreciation of individual attributes, sense of belonging, access to opportunity, equitable reward and recognition, cultural competence, respect, and common purpose. People responding to this survey numbered 12,080, making the response rate 48%.

Diverse Learning Environments Survey (DLE): This survey, from the Higher Education Research Institute (HERI) at the University of Southern California, was also administered during the 2016 spring semester. A total of 2,324 undergraduate and graduate students from Arts, Sciences & Engineering and the Eastman School of Music completed it for an overall response rate of just over 30%. The survey captures student perceptions of the institutional climate; their experiences with faculty, staff, and peers; and student learning outcomes. The survey was designed to include measures that specifically focus on aspects related to the climate for diversity, including experiences with discrimination, cross-racial interactions, validation, and sense of belonging. The DLE survey was also administered at 25 other public and private colleges and universities. A limited amount of comparative information is available.

Some of the key results of these surveys are included in the findings presented below.

The Office of Faculty Development and Diversity is completing an analysis of the results of the DES and expects to finalize its report in the spring 2017 semester. A similar report on the DLE survey will be completed and distributed at that same time.

We divide this section of our report into separate discussions of students, faculty, and staff. Within those sections, there are discussions of data and outcomes as well as comments on the campus climate. Our goal here is not to provide a comprehensive report detailing everything we've learned or heard but rather to distill from all this information what we regard as the most salient points. These are the findings that lead to the recommendations contained in Section V. We begin with a point about leadership.

A. Leadership

In his inaugural address to the University in 2005, President Seligman identified diversity as one of four core values of the University. He made it clear then, and at numerous times since then, that establishing a campus culture that welcomes and supports people of all races, that celebrates diversity in all its dimensions, and that operates on principles of mutual respect is essential to our success. Over the past eleven years, the University has done a great deal in support of this goal, including the establishment of the Office of Faculty Development and Diversity, the appointment of Faculty Diversity Officers in each of the schools, the appointment of an Intercessor for Racial Harassment and Discrimination, and the introduction of an annual Diversity Conference. In addition, these years have seen significant growth in the enrollment of students of color in the University and dramatic expansion of the offices designed to support their success.

Despite these positive steps, there is work yet to be done. As we will describe in the sections that follow, it remains true that in town hall meetings and other settings many students say that they often fail to see people like themselves on the faculty or in positions of authority; that they sometimes feel uncomfortable being the only person of their race in a class and in some instances they are expected to have special insight because of their race; that some members of our community are subjected to disparaging and insensitive comments on social media and elsewhere; that they feel they are sometimes treated with suspicion by members of the Department of Public Safety or other authorities on campus; and that underrepresented minorities are much more highly represented in service positions than in other areas. The Commission heard similar expressions of concern from faculty and staff and also heard some skepticism about the University's commitment to its stated goal.

The fact that there is work yet to be done at the University to achieve the kind of campus community that we desire is no doubt in part a product of the larger society in which we exist. The surveys and town hall meetings suggest the University can improve its approach to diversity and improve our community's awareness about programs that do exist. All of this makes it clear that this is going to be an ongoing process, one that requires the continued focused attention of the University's senior leadership.

To assure that the topic is addressed in the ways necessary for success, our primary recommendation is the creation of a Presidential Diversity Council, chaired by the president and including the University's senior leaders. Under the President's leadership, the Council will oversee and support the implementation of the University's programs in support of race and diversity. This strengthened organizational structure will provide greater consistency, make those in positions of responsibility more clearly accountable, and assure public reporting.

B. Students

We divide our findings regarding students into several categories: enrollment data, academic success, and campus climate.

Enrollment Data

The Commission reviewed enrollment data for the period 2006 to 2015. Details may be found in Appendix K. This has been a period of significant overall growth in the University, with most of it in Arts, Sciences & Engineering and in the Simon School and some growth in the School of Nursing and the Warner School. The discussion below focuses on the total enrollment and the changes in the enrollment of underrepresented minority (URM) students during these years.

Demographic data is drawn from students' self-reports, which are used for federal reporting purposes. In the reports included here, URM students include citizens and permanent residents who report being American Indian, Black/African-American, Hispanic, or Pacific Islander. Notably, this excludes everyone who reports being of two or more races or ethnicities unless one of them is Hispanic (in which case they are counted as Hispanic and thus URM). It also excludes all international students, regardless of their race.

Some of the most noteworthy developments are these:

- University-wide the total student population has grown by almost 25%, from 8,846 in 2006 to 11,001 in 2015. During this time, the URM enrollment has increased by approximately 70%, from 674 (7.6% of the total student population) to 1,149 (10.4%). (It would be 11.4% if students of two or more races were included.) This same period has seen a dramatic growth in international students, from 14.0% to 23.9%.
- There has been growth in the URM population in all schools, with notable differences among the schools in the amount of growth:
 - In Arts, Sciences & Engineering (AS&E), the overall growth (graduate and undergraduate) has been substantial, from 404 (8.0%) to 731 (11.1%). This includes growth from 8.7% to 12.2% in the School of Arts and Sciences and from 2.7% to 6.5% in the Hajim School of Engineering & Applied Sciences.
 - In the College, the undergraduate unit within AS&E, the total number of URM students was fairly steady at slightly fewer than 400 in the years 2006 through 2009 and has grown by more than 60% (to 668) in 2015. This represents growth from 9.4% in 2009 to 12.5% in 2015. During this period, the College has become increasingly international, with almost 20% of its students coming from outside the United States. Thus, among citizens and permanent resident students in the College, approximately 15.5% are underrepresented minorities.
 - The Eastman School of Music has increased its URM enrollment from 28 (3.2%) to 55 (6.2%). Of the 55 students, 40 are undergraduates, and 15 are graduate students.
 - Overall, URM enrollment in all graduate programs has grown during the years covered here, from 5% to 8%. URM students are equally represented in doctoral and master's programs.
 - Among the graduate and professional schools, URM enrollment has also grown, from 4.7% to 6.2% in the Simon School, from 7.7% to 12.3% in the School of Medicine and Dentistry (including both medical students and graduate students), and from 11.7% to 14% in the Warner School. In the School of Nursing, URM enrollment has ranged from a low 8.8% in 2010 to a high of 12.5% in 2011. In 2015, it was 11.3%.

Overall, the data show steady growth of URM enrollment, though not quite to the level of our peers. In 2014, the most recent year for which we have comparative data, the percentage of URM undergraduates at Rochester was 11.1%. At a set of peer institutions, the URM undergraduate enrollment ranged from 10% to just over 20%, with the average being approximately 15% (see Appendix N). Also in 2014, the percentage of URM graduate students at Rochester was 7.6%. At the same set of peer institutions, the average URM graduate enrollment was 9.8%, with the range being 4.4% to 15.9%. Further analysis of these results is currently being conducted.

Student Success

The most widely used measure of student success at the undergraduate level is the six-year graduation rate, the percentage of students from an entering cohort who have graduated from the

institution at which they started as first-time freshmen within six years. For the University of Rochester, this means that students who transfer out and graduate elsewhere are counted as nongraduates and students who transfer in and do graduate are excluded from the calculation altogether. The following are among the key points revealed by an examination of this measure of student success (see Appendix O).

- During the years covered here (entering classes from 2000 to 2009), the overall six-year graduation rate in the College—the undergraduate division of AS&E—has increased substantially, from 80% to 88%. This improvement brings the rate close to the College’s ambitious target of 90%.
- The graduation rate for URM students in the College has been volatile, from just below the College’s overall rate in 2006 to only 66% for the class entering in 2006 to 75% for the most recent classes. Many peers also see lower graduation rates for URM students, but the gap in the College is greater than others (see Appendix N). The Dean of the College has appointed a task force to look into this persisting gap between the graduation rates of URM students and majority students. The task force has already identified several steps to take to address this issue.
- It is notable that in many recent years, the graduation rate for very low-income (and largely minority) students in certain programs, such as New York State’s Higher Education Opportunity Program (HEOP), has been quite high. It is expected that the graduation rate for the cohort of HEOP students who entered in 2012 will be 95%. The support offered to these students, and to others in some University-funded programs, appears to be beneficial.
- The Eastman School of Music shows a pattern similar to that of the College, although its smaller numbers produce greater volatility.
- The best measure of student success at the graduate level is degree completion. Because completion times vary greatly among programs, it is difficult to develop a clear and simple way to report on this. A preliminary analysis suggests that the completion rates for minority PhD students are somewhat lower than those of others, but the significance of this preliminary finding is yet to be determined.

Campus Climate

The town hall meetings and student surveys provided a great deal of information about the campus climate. Many of the details can be found in Appendix H.

Overall, the responses of our undergraduates on the DLE survey were very similar to the responses of undergraduates at the 25 other schools surveyed. Where there were differences, they were small: UR students were slightly more likely than the peer set to indicate that they have had positive cross-racial interactions (53.1% versus 51.5%), and slightly less likely to indicate that they had experienced negative ones (49.6% versus 50.8%). Likewise, University of Rochester students were slightly less likely than their peers to indicate that they had experienced or witnessed acts of harassment or bias (50.5% versus 51.4%) and somewhat more likely to indicate that they had taken part in conversations with students of a racial or ethnic group other than their own. (53.4% versus 51%).

The survey did reveal some differences in perceptions and attitudes between URM students and others. We do not currently have data about differences in URM responses at peer schools.

- Approximately 40% of URM students responded on the DLE survey that they had experienced bias, harassment, or discrimination due to race. About 16% of non-URM students reported such an experience. URM students reported bias, harassment, or discrimination due to socioeconomic status more frequently as well (21.74% versus 12.24%).
- Overall, 74% of undergraduate students at the College reported having heard insensitive or disparaging racial remarks from their peers. URM students were more likely to report hearing them often (11% versus 4%).
- In the town hall meetings, some students of color cited examples of feeling unsafe, of being subject to overt racism, and of feeling excluded. Other members of the community concurred. In some focus groups conducted by members of the Commission with groups of undergraduates, students expressed a clear desire that there be honest conversations about race on campus, contending that such communication can lead to progress.
- According to a preliminary analysis of the results of the DES survey, black students reported feeling less respected, less trusting, and less engaged than other students. For example, 64% of black students said that they trust the institution to be fair to all employees and students, whereas 75% of white students expressed such trust. It should be noted that not all questions showed such divergent responses. For example, black and white students responded in equal numbers that they felt that they were integral parts of their department or school.
- In some cases, the concerns expressed were associated with being the only minority student in class or being called on to be a representative of one's race. These are concerns that can best be addressed by enrolling greater numbers of URM students in any areas in which their numbers are currently low. In some instances, students reported that faculty had low expectations of them because of their race.
- The response of the graduate students in AS&E and in the Eastman School present a somewhat different picture. Four hundred sixty-five graduate students (from AS&E and ESM) responded to the survey, and 47 identified as URM (40 AS&E and 7 ESM):
 - URM and non-URM students indicated similar feelings of having a sense of belonging on campus and that support was in place for them.
 - There were differences in that 8% of URM graduate students indicated having experienced racial discrimination since beginning at UR, compared to 1% of the non-URM graduate students.
 - Also, only 25% of the URM graduate students reported being satisfied with the diversity of the faculty, compared to 44% of non-URM students.
 - In each group (URM and non-URM) of graduate students in AS&E, 82% agreed or strongly agreed to feeling empowered by their faculty and being a part of the campus community. For ESM, all seven URM students (100%) and 80% non-URM students shared these sentiments. The number of those who felt the University has a lot of racial

tension was also low: 17% of URM graduate students (AS&E and ESM) and 17.5% of non-URM graduate students.

- Analysis of town hall meeting transcripts revealed perceptions by some students of an unwelcoming, biased environment including verbal reports of discrimination in grading and evaluation of students of color, unconscious bias including microaggressions, implications that students of color were not admitted on their own intellectual merits, an environment that excludes minority individuals both academically and socially, and fear about speaking up and challenging these problems.
- In the town hall meetings, there were frequent expressions of a desire to see greater diversity among the faculty, and it was observed that their absence makes the campus less welcoming and supportive.
- The town hall conversations made it evident that many members of the campus community are not aware of the kinds of incidents that occur on campus. Students outside of AS&E need to be fully informed of how to report incidents of bias and then also informed of the outcomes.

In spite of the problems just described, there are other facts about the campus culture that provide a basis for optimism.

- In various settings, students spoke of receiving great support from faculty, staff, and advisors. Appreciation of the staff offices specifically focused on providing support was notable. On the DLE survey of students in AS&E and ESM, the percentages of students indicating that they had heard faculty or staff using racially derogatory language was relatively low (11% and 9% for URM students and 7% and 7% for majority students, respectively).
- Among undergraduates, URM students reported taking somewhat more advantage of support services such as tutoring, career counseling, and advising than their non-URM peers. They were very slightly less likely to visit faculty during their office hours.
- Students do interact with members of other races and express a clear desire to do so. In the DLE student survey, over 90% reported having shared a meal frequently or occasionally with a member of different racial group, 70% to 80% of both URM and non-URM undergraduates in the College reported having engaged in a meaningful conversations on race outside of class, and only about 10% of each group had never attended a party or social event with someone of a different race.
- Eighty percent of URM (and 55% of majority students) indicated that they have a lot of pride in their racial heritage.
- The Inventory published in the Commission's Interim Report contains a long list of activities and programs at the University designed to strengthen its climate. Many people have expressed eagerness to know more about the available opportunities.

C. Faculty

Our findings regarding faculty are based on several sources, including faculty census trends provided by the Office of Faculty Diversity and Development, the Diversity Engagement Survey, AS&E Faculty

Development and Diversity Report, and the town hall meetings conducted by the Commission. Detailed information on all these items may be found in the appendices.

Faculty Data

- During the years covered here, 2006 to 2015, the total number of faculty (as defined by our Faculty Senate) at the University has grown by 35% from 1,436 to 1,938. During this period, the number of URM faculty has grown by 125% University-wide, from 37 (2.6%) to 84 (4.3%). This is significant growth, resulting from the work on the part of the schools and their Faculty Diversity Officers, working with the support of the Office of Faculty Development and Diversity.
- The Special Opportunities Fund, which makes available resources to assist in the recruitment and retention of faculty, has been instrumental in the growth in URM faculty. Since 2008, the fund has provided support for 37 faculty, including new appointments, retentions, and dual-career support. Additional details on the fund may be found in Appendix Q.
- Comparison to 15 AAU private universities with medical centers provides some useful perspective on our data. For details, see Appendix S.
 - Our growth in the percentage of URM faculty has been about average. From 2005 through 2014, our growth has been from 2.6% to 4.2%. The peer schools ranged from a decline of 0.2% to growth of 3.1%.
 - Though our progress in adding minority faculty is roughly on par with peer institutions when considered as change since 2005, 4.2% of URM faculty remains below the 7.0% of the others in this group. The same is true, with approximately the same percentages, when all instructional faculty—including those not in tenure track positions—are included.
 - Another important measure of faculty diversity is the percentage of women on the faculty. At 35.9%, we rank in the middle of this same group of 15 peer universities with medical centers. The others ranged from a low of 29.6% to a high of 45.5%.
- Increases in URM faculty vary across the academic units. It has gone from 12 (4.2%) to 19 (5.2%) in AS&E and from 16 (1.7%) to 55 (4.1%) in the School of Medicine and Dentistry. These two schools account for 74 of the 84 URM faculty. The number of URM faculty in the smaller schools ranges from 0 in the Simon School to 4 in the Eastman School, with percentages ranging for 0% in Simon to 7.0% in the School of Nursing.

The growth in the number of URM faculty reflects strengths in the ways the University has addressed the issue of faculty diversity:

- There is a University-wide infrastructure that helps support diversity and inclusion: the Faculty Senate has used its position as faculty governance body to advocate for changes that facilitate faculty diversity. In addition, the Office of Faculty Development and Diversity and the Faculty Diversity Officers in each of the schools work with broad networks to build career development programs, develop strategies to promote social justice, and foster the hiring and promotion of a more diverse faculty. As noted above, a key resource has been the Special Opportunities Fund.
- The President has clearly prioritized the effort to increase URM faculty a priority, as demonstrated by the ongoing series of efforts that have helped inform and shape policies and

direct resources toward improving faculty satisfaction overall and diversity and inclusion, specifically:

- 2006 Task Force on Faculty Diversity and Inclusiveness Report
- 2009 Collaborative on Academic Careers in Higher Education Survey (COACHE)
- 2009 Improving faculty recruitment and retention at University of Rochester—a diversity and inclusion initiative
- 2013 COACHE Survey
- 2015 Focus Groups on Faculty Promotion

Campus Climate for Faculty

The faculty responses to the Diversity Engagement Survey and the other sources reviewed provide the best insight to the campus climate for faculty. Again, there are strengths, and there are areas of concern.

- The results of the DES indicate that, overall, the University of Rochester’s faculty has a high level of perceived common purpose and connection to the organization’s mission and vision; 95% of the faculty reported feeling that their work or study contributed to the mission of the institution. A slightly lower percentage of URM faculty reported also feeling this way.
- The DES data revealed different responses related to engagement and inclusion reported from black faculty as compared to white faculty and women as compared to men. For example, 56% of white faculty but only 31% of black faculty expressed confidence that the University manages diversity effectively, and 75% of white faculty but only 44% of black faculty reported that they had opportunities to work with diverse colleagues. More detailed analysis by subgroup can be expected in the DES comprehensive report in the spring semester of 2017.
- As noted above, even with the effort that has been put into increasing the number of URM faculty, and the 125% increase that has been achieved, the number of URM faculty remains small, and our percentages are below those of our peers. This at times contributes to a sense of isolation that was expressed by some faculty in town hall meetings and other settings. In the town hall meetings, students often stressed the importance to them of having faculty and administrators of color working with them. In addition, mentorship responsibilities can fall more heavily on the few URM faculty.
- Statements from the town hall meetings suggest that some members of the campus community believe that faculty and members of the administration fail to recognize or acknowledge the importance of addressing racism and some faculty feel unprepared to work with diverse populations to address issues related to race and ethnicity in learning environments.
- A theme voiced in town hall meetings was uncertainty about who is responsible for changes and improvement in campus climate and that racism should not be seen as just a minority problem. Though survey data revealed that most faculty know where to go to report harassment and discrimination, disparities in the perception of trust that the institution would do what is right exist along racial and gender lines. Among faculty and students, women were significantly less likely than men to believe that harassment is not tolerated (76% of female faculty compared to 83% of male faculty and 78% of female students compared to 85% of male students), that “the

institution would do what is right” with respect to concerns raised about discrimination, and that the institution is fair to all students and employees. A minority of both black students and faculty agreed that the institution would do what is right about discrimination concerns (48% black faculty and 42% black students).

- The DES included several questions related to Cultural Competence, including questions about the ability of people to work together effectively and the success with which the institution manages diversity. The responses of blacks on these questions were lower than those of whites.
- Faculty, and others, described isolation from the local community as a concern. DES survey data underscored racial differences in this perception. Fewer African-American faculty had favorable perceptions of their opportunities to engage in service and community outreach than white faculty. Town hall and focus group meetings expressed concerns that the University maintain or increase its efforts to communicate more effectively and protect and preserve its involvement with the community. The Commission believes that faculty engagement with the greater Rochester Community is important, since it can foster conversations about diversity and racism and ameliorate the sense of exclusiveness and elitism that tends to dominate perceptions about the University. Programs, especially those that are open to the public, including lectures, arts and cultural events, and health care events, are useful to this end.

D. Staff

The findings below were drawn from reports in the Human Resources Management System (HRMS), staff responses to the Diversity Engagement Survey, data from the Office of Faculty Development and Diversity’s annual report, town hall meetings, and conversations with University Human Resource Business Partners.

Staff Demographics

Over the last decade the number of employees at the University has grown, as has the number of URM staff. However, the growth of URM employees has not been distributed across job categories nor at a level that reflects demographic trends in the overall population. Details may be found in Appendix M.

- University-wide, the number of staff at all levels has grown from 2,324 (13.7%) in 2006 to 3,466 (15.8%) in 2016.
- During this period, staff in professional/administrative/supervisory (PAS) positions (pay grade 50 and above) has grown by 36%, from 3,536 to 4,818. The number of URM staff in these grades has grown from 181 (5.1%) to 348 (7.1%). At the very highest staff levels, pay grades 98 and 99, only 3 (3.7%) of the 81 staff members are underrepresented minorities.
- Among staff in the clerical group, growth has been from 436 (18.5%) in 2006 to 714 (24.4%) in 2015.
- The largest numbers of URM individuals are employed in the categories of supervisory and support staff/service workers (56.6% of the group is URM) and in Strong Staffing (temporary workers) where 51.15% of the employees are URMs.

- Many PAS and senior administrators are University leaders and staff in positions that are best positioned to mentor and advise staff. Because there are fewer individuals from diverse racial backgrounds in these staff categories, other URM staff and students are not able to seek mentors and advisors who look like they do.
- In town hall meetings, some URM students identified as an important issue the fact that they might be served lunch by someone who looks like them, but they are unlikely to find individuals of color in their classrooms or in many of the offices where they seek guidance and support.

Staff Recruitment and Hiring and Retention Practices

As a federal contractor, the University is required by law to develop and implement a written affirmative action plan (“AAP”) for women, underrepresented minorities, disabled individuals, and qualifying veterans. The overriding objective of the AAP is to uncover “hidden barriers” to equal employment opportunity through statistical and trend analyses of workforce and personnel data. Data is evaluated by an outside consultant to determine whether there are indications of underutilization of a particular protected group or compensation disparities based upon a protected class. The University has three affirmative action plans: Strong Memorial Hospital, the University Medical Center (except SMH), and the University.

From this analysis, each year the University identifies several key areas that need further investigation. Our affirmative action plan identifies key recruitment job codes where we need to focus our diversity recruitment efforts. We have not made the progress we would like in recruiting diverse candidates for these job codes. Improving the talent recruitment and management process will help us progress toward our goals and better understand barriers to successful recruitment of underrepresented minorities.

The Commission endorses these points and finds that there is a clear need to improve our processes and structures for increasing underrepresented minorities in our candidate pools and hiring a diverse and inclusive staff.

- Some units work with the Office of Human Resources—Organization Development and Staff Diversity (ODSD) to take a proactive approach to building a candidate pool through target outreach and networking. While ODSD provides resources and support for recruiting, hiring, and retaining a diverse staff, the office is not utilized by all units.
- Training around implicit bias for search committees or hiring managers engaged in a staff search is not regularly offered or required.
- The Equal Opportunity and Staff Diversity Offices collect, analyze, and report data on staff hiring activities, but they do not have authority over the units and cannot dictate hiring practices, leading to a lack of accountability for movement toward hiring goals.
- The Office of Faculty Development and Diversity is seen as a resource to provide support in faculty searches and hiring, but HR and ODSD are not generally seen as comparable resources for staff hiring.

- The University does not have a formal structure for the learning and development aspects of talent management. Staff are not routinely connected to coaching, mentoring, clear career path progression or succession management.
- Staff responses on the Diversity Engagement Survey showed notable racial disparities on some questions. In general, although a majority of all black respondents answered positively, black respondents still reported feeling less engaged, trusting, and valued. For example, they were less likely to report feeling connected to the institution, less likely say that the University manages diversity effectively, and less likely to believe that all employees are treated fairly or that the University would do what is right if they raised a concern.
- On a positive note, two-thirds or more of all black respondents answered positively on questions related to sharing a common purpose, access to opportunity, respect, and appreciation of individual attributes.
- Asian respondents met or exceeded their white counterparts on all questions.
- Hispanic faculty and staff met or exceeded positive responses of their white counterparts on all except questions related to sense of belonging for faculty and opportunities to work with diverse colleagues for staff.
- Affinity groups exist at the University to provide networking and development opportunities in welcoming environments. A list of University affinity groups can be found here: <http://www.rochester.edu/diversity/staff/affinity/>.

Staff make up the largest and most diverse constituency at the University. However, staff diversity in several job classes in upper levels of the organization remains low. Compounding the issues created by a weak recruitment structure is the absence of a process assuring leadership accountability regarding hiring practices, promotions, or goals around improvement. The University can improve the recruitment structures and retention practices to attract, develop, advance, and retain talent from underrepresented minority groups.

V. Recommendations

A primary goal of the University of Rochester is ensuring and enabling a diverse and welcoming community, free of racism, intolerance, and structural impediments to the success of all its faculty, staff, and students. The Presidential Commission on Race and Diversity has found that although the University's leaders are committed to this goal and that there are numerous effective programs throughout the University that support it, there is not a centralized structure that has sufficient authority to lead, coordinate, and assure achievement of this goal. Therefore, the Commission recommends the creation of a Presidential Diversity Council, chaired by the President, to lead this effort and to establish ways to assure that those in positions of responsibility are held accountable for outcomes.

As noted earlier in this report, the College has taken a number of steps in response to the petition presented to President Seligman on November 20, 2015. Those steps, summarized at

www.rochester.edu/president/commission-on-race-and-diversity/Report-on-College-Initiatives-on-Race-and-Diversity.pdf, continue to be developed and implemented. The Commission's charge was to address issues of race, diversity, and inclusion throughout the University. Thus, the detailed recommendations below address the structural changes needed to address these issues and the steps to be taken with regard to students, faculty, staff, and the campus climate and community.

Recommendation 1: Leadership

To promote greater visibility of and to monitor accountability for its diversity efforts, the President should establish a Presidential Diversity Council, a centralized committee of senior University leaders whom the President will charge with promoting and encouraging the University's race and diversity activities and establishing methods of accountability for continued progress on the recommendations below. To coordinate efficient implementation of the PDC's decisions, the President should also establish Presidential Diversity Council Implementation Committee, whose members are leaders from offices throughout the University with responsibility for carrying out many of the PDC's critical initiatives.

The **Presidential Diversity Council** (PDC), chaired by the President, is envisioned as a permanent body of senior leaders at the decanal and vice presidential level; it should meet regularly to monitor and evaluate the progress of race and diversity initiatives throughout the University and it should have appropriate staff to assure that it can carry out its mission. The Presidential Diversity Council Implementation Committee (PDCIC) will be able to share best practices, evaluate the status of implementation items, and identify barriers that arise and propose solutions as they carry out their work. See Appendix R for suggested membership of the PDC and the PDCIC.

- To assure that there is a shared understanding of the University's commitment to diversity and to establishing a safe and welcoming culture, the PDC should articulate and make known the University's diversity mission, shared principles, and themes, including those that have universal application including, but not limited to, recruitment and retention of faculty and staff; campus climate issues, including safe and responsive strategies and programs for reporting and addressing racism; and other diversity issues of concern.
- To assure that the recommendations made by the PDC are effectively implemented, the President should clearly delegate responsibility to each unit for articulating themes unique to that unit and for implementing strategies to address those themes as well as the University's themes.
- To assure that the PDC has an adequate basis upon which to assess our progress and make recommendations for improvement, it should develop an effective system to collect and analyze data regarding all dimensions of race and diversity. It should disseminate reports widely on these efforts and on opportunities to participate in supportive programs and activities.
- The President should ensure that there are adequate resources for the implementation of the recommendations detailed here.

Recommendation 2: Students

Each school should clearly articulate its programs for recruiting, retaining, and graduating a diverse student body and for providing a rich and collegial environment supportive of those ends and should describe how it will regularly assess the quality and effectiveness of its efforts.

- Because every school must be committed to supporting the success of all its students, each school should regularly review its success and completion rates, and, if disparities exist between underrepresented minority and other students, the school should seek to understand and address those disparities. This should include a review of the quality and sufficiency of systems of support that may be required to ensure academic success. Schools should work together to share best practices and, when feasible, extend effective programs to other units.
- To assure an adequate understanding of its students' experiences and perceptions, each school should collect data annually, using quantitative and qualitative methods to assess the academic and social climate and employ best practices to address chronic or emergent problems that these data reveal.
- Because implicit bias and cultural insensitivity, both in the classroom and out, can undermine the success and quality of life of the student population, the University and the schools should consider providing for the education of faculty, staff, and students about these issues and about ways to avoid them.
- Because students sometimes experience racist or other unwelcoming conduct, schools should identify methods for responding to such conduct and, when needed, locations in which students from any of the many diverse groups can feel an affinity for their unique circumstances.
- Each school should provide an annual report on student diversity to the PDC
- Additional recommendations pertaining to students may be found in Recommendation 5: Climate and Community.

Recommendation 3: Faculty

The President should continue to hold the leaders of every school responsible for pursuing clearly articulated plans to attract and retain a diverse faculty. These plans should include effective and innovative strategies for developing diverse applicant pools for faculty searches. School deans should be expected to report regularly on the effectiveness of their efforts.

The Faculty Diversity Officer in each school or unit should assist the Dean and those responsible for searches in their efforts at achieving the following goals, and the Diversity Officers should share with one another information about best methods for achieving them.

- To assure that there is adequate diversity in applicant pools, each school should require that search committees and hiring managers follow systematic and transparent practices and procedures and be accountable for developing diverse applicant pools and recruiting strategies to attract and retain a diverse faculty.
- To assure that candidates are considered in a fair and unbiased manner, each school should provide for the education of those responsible for hiring about implicit bias as a potentially limiting factor in the search process and make available training that helps ensure cultural competence for search committees.
- To assure that the University makes good use of available opportunities, senior academic leaders should take advantage of resources such as the Special Opportunities Fund and should consider maximizing opportunities to increase diversity by faculty expansion into new disciplines.
- To assure greater inclusion in the search process, searches should include students in the search process in significant ways when appropriate.
- To maximize retention of faculty, school deans should develop mentoring systems and utilize other existing support programs.
- Each school should provide an annual report on faculty diversity to the PDC.
- Additional recommendations pertaining to faculty may be found in Recommendation 5: Climate and Community.

Recommendation 4: Staff

The President should ensure that all areas of the University assign responsibility to those who manage, hire, and promote staff to pursue clearly articulated goals and to develop plans to attract and retain diverse staff at all levels.

- The deans and other senior leaders in the Medical Center and the nonacademic units should identify individuals who will be responsible for diversity initiatives within their areas. It is expected that the Human Resources business partners can assist in designing a structure that allocates responsibility across our entire enterprise so that all staff positions are covered.
- The deans and other senior leaders, in collaboration with HR, should improve our methods for attracting, hiring, and retaining a diverse staff. The personnel responsible within a unit for diversity will need to work with HR to ensure that diverse applicant pools are created for open positions, that promotional opportunities are provided to personnel, and that those involved in the hiring and promotion process understand and embrace the need to recruit and retain a diverse staff.
- The schools, the Medical Center, and the nonacademic units should make available enhanced training in areas such as implicit bias and cultural competence.
- The schools, the Medical Center, and the nonacademic units should improve career development programs to provide opportunities for promotion and career development for our employees.

- The University should develop a talent recruitment and retention system as a component of the University's HR practices and customize it to fit the needs and culture of each school. The schools should provide support to hiring managers who oversee hiring practices on attracting a diverse applicant pool.
- Each school should provide an annual report on staff diversity to the PDC.
- Additional recommendations pertaining to staff may be found in Recommendation 5: Climate and Community.

Recommendation 5: Climate and Community

The University should continue to create and actively promote a safe and welcoming community that supports learning and understanding of issues of diversity, promotes awareness, and encourages interactions among people and groups from diverse backgrounds.

- To assure widespread understanding of programs and activities supporting diversity and inclusion on campus, and to encourage collaboration when appropriate, the University should organize, maintain, and publicize the inventories of programs and initiatives.
- Because many members of the University community find interaction with the Rochester community a valuable part of their experience here, and because a thriving Rochester community is essential to the University's success, the University should coordinate and publicize in an easy-to-navigate way the many programs and initiatives with the greater Rochester community that currently exist.
- Because faculty and staff sometimes report being uncertain where to report incidents of potential bias, the University should clarify and publicize the mechanisms serving this purpose.
- To assure an ongoing University-wide public discussion of issues of race, diversity, and inclusion, the University should create a \$25,000 annual University-wide fund for diversity programming.
- To assure that the University has a full understanding of incidents of bias occurring on campus, all schools should utilize the Bias-Related reporting system introduced in the College for their students and should regularly report on incidents submitted to the system.
- To assure that faculty and staff are prepared to be even more effective at providing and supporting the education of our students in a bias-free and productive learning environment, each school or unit should make available education, training, and support for faculty. The University should develop and make available to faculty and staff a menu of strategies that fit the culture of each school or unit, ensuring that all have knowledge and skills on these topics.
- To assure that there is within each school or unit a robust and open discussion of issues of race, diversity, and inclusion, each school or unit should consider
 - establishing forums, such as the College Diversity Roundtable, at which these issues can be addressed

- creating visible, action-oriented programs, such as the “We’re better than THAT” campaign under way in the College, that address specific diversity issues
- accessing the programs of the Paul J. Burgett Intercultural Center.
- To support a more inclusive campus culture and unify the newly renovated Frederick Douglass Building, that building should be renamed Douglass Commons and be united with Wilson Commons as “The Campus Center.”
- To signal institutional support for the diversity and equality ideals expressed in the Civil Rights Movement, the University should explore the possibility of making Martin Luther King Jr. Day an official University holiday.