

Presidential Commission on Race and Diversity Interim Report

January 31, 2016



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ROCHESTER

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I. Introduction

In response to recent events involving students, faculty and staff both on our campus and beyond, President Seligman appointed a Commission on Race and Diversity. The Commission is charged with exploring the campus climate as it currently exists for community members of all races. This includes surveying existing programs relating to race and diversity, identifying areas where development is needed, and providing recommendations for improvement.

This Interim Report on Race and Diversity will be followed by a more thorough statement in May 2016. Both statements will be available to the public on the University's website. The University continues to focus on effectively addressing issues of race and diversity on campus and seeks to maintain its reputation as an inclusive and socially-responsible leader in this area.

II. Charge to the Commission

President Seligman appointed the Commission on Race and Diversity after receiving reports of some faculty and staff feeling marginalized and a petition dated November 23, 2015 from student leaders in the Minority Student Advisory Board, the Spanish and Latino Students' Association, the Douglass Leadership House and the Black Students' Union. In appointing the Commission, President Seligman said a priority of the review is to provide a safe campus for all. The Commission is charged to respond to the following four questions:

1. What is the state of the campus climate today with respect to inclusiveness for students of all races and ethnicities?
2. What academic and other programs have demonstrated success in strengthening a safe and inclusive climate for students of all races and ethnicities and contributed to academic and social success?
3. What elements of campus life inhibit, limit, or diminish that success?
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?

At its first meeting the President instructed the Commission to focus first on student issues, and subsequently to direct its attention to faculty and staff. To gather information needed to respond to these questions, President Seligman charged the Commission to schedule town hall meetings at the River Campus, the Medical Center and the Eastman School of Music.

In addition to directing the Commission to respond to the four charges listed above, President Seligman directed the Commission to provide a recommendation regarding the use of the social media app Yik Yak over University facilities. Yik Yak allows anonymous postings of messages, some of which have been hateful and threatening. The Commission's position on Yik Yak is discussed in Section VII of this report.

President Seligman also directed a variety of members of the University community to address several of the points students had raised in their petition. Specifically, he requested that:

- The Bias-Related Incident reporting system already under development be implemented by January 2016
- 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, organize 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, increasing the course offerings of the Frederick Douglass Institute and establishing the Douglass Leadership House as a permanent, funded part of the community

Updates on the progress on these points may be found in Section VIII of this report. President Seligman's complete statement may be found in Appendix A and at <https://www.rochester.edu/president/memos/2015/petition-response.html>. The students' petition is reproduced in Appendix B and at <http://www.rochester.edu/college/OMSA/assets/pdf/Demands.pdf>.

III. Commission Activities

The Commission consists of 20 students, administrators, staff and faculty of the University of Rochester. Paul Burgett and Richard Feldman are co-chairs. Emily Cihon Fehnel and Kim Truebger provide staff support.

The Commission has met every week since its membership was finalized in early December 2015. Immediately after its first meeting, the Commission established a website (<https://www.rochester.edu/president/commission-on-race-and-diversity/>) to provide the campus community with regular updates about its activities, including minutes of its meetings.

The Commission's initial work has been focused on issues related to students in all parts of the University. It will turn its attention to staff and faculty issues later in the semester. The Commission has identified several ways to gather the information it needs to address its charges. These include:

- Town Hall meetings to gain feedback from members of the campus community
- Data on student enrollment and performance
- Inventories of offices, activities, and programs designed to make the campus inclusive and supportive.
- Surveys
- Focus groups

All of this work is still in progress. The Commission has held a total of eight Town Hall meetings, with at least one in every school in the University. Information about the Town Hall meetings is in Section IV. Transcripts of the Town Hall meetings are available on the Commission's website. President Seligman has attended the initial organizational meeting of the Commission and many of the town hall meetings. The student data thus far assembled may be found in Section V.

A preliminary, but extensive, inventory of programs is discussed in Section VI, with full inventories appearing in Appendix F at the end of the report. Surveys will be conducted throughout the University in February. Section IX, on the Commission's plans, contains a discussion of the planned surveys as well as plans to conduct focus groups.

The Commission has established several subcommittees to tackle specific components of its charge and to prepare drafts of the final report.

- Nancy Ares, Myra Henry, Grant Dever, and Charlisa Goodlet are developing the framework for student focus groups to be run on the topic of campus climate.
- Vivian Lewis, Anthony Kinslow and Linda Chaudron have invited commission members to join a subcommittee tasked with developing a plan to address the results of the upcoming survey that will be administered to all staff and faculty, as well as graduate students in some units.

The Commission has also worked in close coordination with others assigned responsibility in President Seligman's 11/23/15 message for responding to the student demands. Information about these related efforts is in Section VII.

Commission Members

Paul Burgett (*chair*)

Vice President, Senior Advisor to the President, University Dean

Richard Feldman (*chair*)

Dean of the College

Nancy Ares

Associate Professor, Faculty Diversity Officer, Warner School

Nick Bigelow

Faculty Senate Cochair,

Lee A. DuBridge Professor of Physics and Optics

Donna Brink Fox

*Senior Associate Dean of Academic and Student Affairs,
Eisenhart Professor of Music Education*

Linda Chaudron

Associate Vice President and

Sr. Associate Dean for Inclusion and Culture Development

Carin Cole

Assistant Dean of Student Engagement, Simon School

Justin Delinois

Student

Grant Dever

Student, SA President

Charlisa Goodlet

Student, President of Douglass Leadership House

Myra Henry

Director of Administrative Services for River Campus Libraries

James Johnson

Professor of Political Science

Anthony Kinslow

Associate Vice President for Human Resources

Vivian Lewis

Deputy to the President

Vice Provost for Faculty Diversity and Development

LaRon Nelson

Assistant Professor and Dean's Endowed Fellow in Health Disparities at the School of Nursing

Anne Nofziger

Medical Faculty Council Chair,

Associate Professor of Family Medicine

Gail Norris

Vice President and General Counsel

Guylda Richard

Student, President of the Student National Medical Association

Jonathan Teoh

Student, Secretary of the Chinese Students' Association

Andrew Winslow

Student, ESM SA President

IV. Town Hall Meetings

As noted, the President directed the Commission to hold town hall meetings across the university. These meetings on the River Campus, the Medical Center and the Eastman School of Music took place throughout the month of January. The town hall meetings were recorded, transcribed and open to the public. Summaries of the meetings are included below.

AS&E Forum on Yik Yak

Link to the full transcript here: <https://www.rochester.edu/president/commission-on-race-and-diversity/town-halls-yik-yak.html>

Held on December 11, 2015 in Gowen Room of Wilson Commons. Approximately 110 people were in attendance. The forum was moderated by Paul Burgett and opened with a panel discussion on Yik Yak. The panel was made up of the following individuals:

- Gail Norris from the Office of Counsel who shared facts about what has transpired with Yik Yak at the university over the last 18 months
- Professor Jim Johnson, who shared some comments on free speech
- Simone Johnson, a student impacted by comments posted on Yik Yak
- Andres Ollarvez, a student from the debate team who shared an argument in favor of allowing Yik Yak on university servers

Following the panelists' comments, those in attendance were invited to speak. Most of the commenters were undergraduate students. The tone of the event was emotional and the session ran over time due to the number of students who wanted to share their thoughts. Common themes that emerged included:

- Support for banning Yik Yak from our campus servers
- Anger that the university had not already banned Yik Yak or acted in support of students
- Minority students reported feeling unsafe on campus because of the anonymous threats made on Yik Yak
- Minority students don't "feel the love" from the university
- Students shared micro-aggressions that they have experienced

URMC Town Hall Meeting

Link to the full transcript here: <https://www.rochester.edu/president/commission-on-race-and-diversity/town-halls-1-6-16.html>

[edu/president/commission-on-race-and-diversity/town-halls-1-6-16.html](https://www.rochester.edu/president/commission-on-race-and-diversity/town-halls-1-6-16.html)

Held on January 6, 2016 in the Class of '62 Auditorium. Approximately 60 people were in attendance. It was led by Presidential Commission Members Paul Burgett, Rich Feldman, and Linda Chaudron. The town hall began with a summary of recent events and an update on Yik Yak, as many in the medical center are not aware of the Yik Yak issues. Faculty, staff, and students all attended and participated in the conversation. Topics identified included:

- A lack of trust by students and residents of the faculty
- The desire for cultural competence in medical education curriculum
- A desire for increased faculty diversity and exposure to these faculty for students and trainees
- A desire for education around implicit bias and micro aggressions
- Examples of micro aggressions experienced by students of color on our campuses
- A request for more exposure of trainees to the community of Rochester and the needs of the Rochester community
- A division between the university community and the greater Rochester community (it was described as a "city within a city" where the Rochester city residents are excluded from the city of the University of Rochester)
- A request to engage and invite the voice of the greater Rochester community into our discussions
- The desire to focus on resident diversity to increase the diversity of the medical school faculty.

Eastman School of Music Town Hall Meeting

Link to the full transcript here: <https://www.rochester.edu/president/Commission-on-race-and-diversity/town-halls-1-11-16.html>

Held on January 11, 2016 at the Student Living Center, 100 Gibbs Street. Eastman School of Music sponsored a Town Hall meeting as one of the series required by the President's Commission on Race and Diversity. All students, faculty, and staff were invited by individual email announcement, by a message in the Dean's January 10 e-newsletter, and by posters positioned throughout the School buildings and the Student Living Center. In attendance were 5 members of the President's Commission, 8 faculty members, 4 staff members, and 40+ undergraduate and graduate students. Dean Jamal Rossi welcomed everyone to the Town Hall, and introduced the Commission co-chairs. Donna Brink Fox served as the host and

shared the four Commission questions to begin the meeting. Dean Fox also presented the guidelines from the Commission (projected on screen throughout the session) to support the conversation. The session was recorded, and approximately 25 people offered comments about their experiences with diversity at Eastman and the University. Four themes appeared in these comments: musical diversity, individual identities, building community, and communications.

- **Musical Diversity:** These ideas were primarily suggestions for experiences to add to the program at Eastman: an interest in studying world musics, playing non-traditional instruments (and having them available through the Instrument Office), expanding the content of music history courses beyond the traditional “classical” material, and programming more minority culture works in regular recital and concert events.
- **Individual Identities:** In this area, students spoke with passion about their need to keep and express their heritage and identity within our community. Personal experiences were shared by several students who struggle as underrepresented minorities, as students of different races, and as students with different cultural origins. One student felt her ethnic identity was often discounted by classmates, who questioned the authenticity of her cultural heritage because of the (lack of) intensity of skin color. Another student expressed a concern that underrepresented minority students are singled out for publicity photos, suggesting a more diverse student body that really exists. It was acknowledged that there are challenges in meeting Eastman’s entrance requirements, when students must often have years of consistent musical preparation to meet the criteria for admission. Access to quality music instruction is not provided in many of our public schools, and as a result, the pool of qualified music applicants is not diverse. On a positive note, enthusiastic comments were expressed by freshmen about the new orientation week program designed around the theme of “Identities@Eastman,” which was planned to address difficult topics of inclusion and identity.
- **Building Community:** Along with the call for more varied concerts and marketing to non-traditional audiences, there was a call for social responsibility to engage the public in every performance. Concerts could be arranged to have an educational component about racial diversity. Students suggested that we showcase concerts in a space to bring in all kinds of students; they want to engage with the community around our buildings, and seek to inspire children to study music. In terms of campus climate, language, and circumstance, they want to speak freely without judgment, and remove the stigma of talking about issues of race and diversity. Many want us to focus on these issues: “Make it

so we have to think about racism/diversity at Eastman.” They are concerned that students often speak solely with their “own” cultural group. Others spoke of their experience growing up among a wide variety of ethnicities and how that shaped their young adult thinking; what can we learn about social harmony from those models? Some spoke of schedule/transportation difficulties connecting with programs and opportunities on the River Campus (dance class). These experiences could help Eastman students feel a sense of belonging to the larger whole of the University.

- **Communication:** The importance of communication about events and opportunities was mentioned several times. Students asked for more advertising of our concerts and/or forums about diversity and world music. A student noted the Martin Luther King celebration coming up in Kodak Hall the next Monday. Although this is an annual community event on our campus, he did not know about this event for the past 4 years. One student asked for a place to share information about diversity-related events, and this currently exists as a labeled diversity bulletin board outside of the Academic Affairs Office, room 110.

In conclusion, the Eastman conversation on diversity included discussion of race, class, gender, sexual orientation, and religion. Several students expressed a deep concern for international students’ experience; they want to celebrate the contributions of the multicultural mix of students, and they believe this goal of improved climate is well within their grasp. Many people expressed their deep appreciation for this Town Hall event, and conversations continued well beyond the published “end time” of the Town Hall.

URMC Town Hall Meeting

Link to the full transcript here: <https://www.rochester.edu/president/Commission-on-race-and-diversity/town-halls-1-18-16.html>

Held on January 18, 2016 at the Class of ’62 Auditorium. There were approximately 60 people in attendance. Presidential Commission Members Paul Burgett, Rich Feldman, and Linda Chaudron led it. The town hall began with a summary of recent events. Faculty, staff, and students all attended and participated in the conversation. Topics identified included:

- Appreciation for the investment in diversity especially in the medical student population – the diversity of the medical student body is a reason people choose to come here. This diversity does not translate into the residency and faculty.
- Desire for mentors for and by minority professionals
- Minority Faculty are overburdened as mentors
- Discussion of whether minority students received lower

scores on clerkships, which are very subjective and depend on relationships

- The desire for more cultural competency training in the medical education curriculum and more diverse patient populations
- A desire for education around implicit bias and micro aggressions
- A discussion of how students of color have to become comfortable being uncomfortable and how this impacts their learning. A question of whether the university is ready to make the majority uncomfortable to address the issues of the minority.
- An inquiry as to how the faculty will be held accountable for micro aggressions; a discussion of the need to educate the faculty/teachers/preceptors was further discussed
- Discussion of mandatory education
- Discussion of stereotype threat
- The sadness staff feel who have been here for many years and see little change with regard to the diversity of those in leadership positions and the climate of inclusion for those from under-represented minority groups
- The desire to acknowledge that issues of race may be foreign to those who come from other countries and they, like others, need education
- A division between the university community and the greater Rochester community
- Raised this issue that we need others in the room – not just those interested and that we need all races/cultures to help with diversity – not just minorities.
- The desire for unconscious bias training for all in the medical center

School of Nursing Town Hall Meeting

Link to the full transcript here: <https://www.rochester.edu/president/Commission-on-race-and-diversity/town-halls-1-19-16.html>

Held January 19, 2016 at Helen Wood Hall. Approximately 70 people attended. It was led by Presidential Commission Members Paul Burgett, Rich Feldman, and Linda Chaudron. The town hall began with a summary of recent events. Faculty, staff, and students all attended and participated in the conversation. Topics identified included:

- Inquiry as to the definition of diversity and whether it includes people with disabilities or is “code for race”; clarification that diversity includes disability but that the precipitant for these discussions was / is race.

- Discussion that academic disabilities are handled well at AS&E but visible disabilities are not as always easily negotiated.
- Discussion of graduate students being taxed for reimbursements and that this is difficult on all grad students including minority students.
- Discussion of some of the successful SON diversity efforts such as the RWJ program, the LIFT program that clearly support diversity in the SON
- Examples of how students feel unwelcome, especially students of color. For example, interactions with security and others when they are dressed a certain way or come from the direction of the bridge versus from another direction.
- Discussion that we cannot separate our community from the larger community.
- Discussion of the fact that service workers are primarily of color and students of color are assumed to be service workers.
- The desire for more faculty of color as role models.
- Suggestion that all getting education at UR be required to have education in cultural humility.
- Requests for more programs for students to connect to the community.
- Requests to modulate the pre-requisites for medical school.
- Middle-level staff do not have a visible cohort of minority individuals
- Inquiry as to where there is a guide to all the programs that do exist to engage students from Rochester
- Suggestion for a toolkit with all programs, readings, workshops and resources.

Warner School of Education Town Hall Meeting

Link to the full transcript here: <https://www.rochester.edu/president/commission-on-race-and-diversity/town-halls-1-20-16.html>

Held on January 20, 2016, at the Warner School's LeChase Hall, approximately 40 students, staff and faculty were in attendance. Six Commission members were in attendance: Paul Burgett, Richard Feldman, Vivian Lewis, Myra Henry, Anthony Kinslow, Nancy Ares, as well as President Joel Seligman were in attendance. Topics that were raised included:

- University's extremely small number of faculty, staff, and students of color contributes significantly to a negative racial climate and feelings of marginalization. What efforts are in place to both recruit more people of color, as well as to work

to ensure that those who are here feel more included?

- As a majority White campus, it is the responsibility of those in power to work against people of color being excluded. How do we, as a predominantly white institution, examine ourselves as those responsible for creating an inclusive culture, e.g., avoiding micro-aggressions, and understanding the experiences of people of color?
- Issues of safety were raised, including creating safe spaces where people can be themselves and articulate their experiences. The lack of safety that resulted from the racist YikYak posts and from faculty and staff of color not being supported were highlighted as problems in need of immediate attention.
- Issues of Whiteness and privilege are not addressed explicitly enough in classes. Research by Warner faculty in those areas is not very visible, either. In addition, issues of race are often avoided in classrooms, while other kinds of diversity are dealt with more often and more easily.
- Students of color report that they are not invited to participate in many activities, including research and other professional opportunities. They see a disproportionate number of students from more dominant groups being involved in such things.
- Experiences of staff, faculty, and students of color that are negative are often not shared due to a lack of safety. Those experiences are also not recognized by many members of the University community, so that the regular occurrence and ongoing nature of them are misunderstood and even denied.
- We are doing this work not only for underrepresented members of the University community; this is for all members. This means that White staff, students, and faculty need to recognize their power and privilege and take responsibility for creating change.
- Attention to diversity and equity needs to be integrated throughout the climate and culture, but also and more importantly, throughout the institutional structures. Listing programs is not enough – people of color need to see what is intentionally happening so that the onus is not on them to create change. What intentional and transformative changes are we making as an institution? How is this reflected in institutional practices and policies? Could attention to diversity and inclusion be included as part of performance reviews?
- Opportunity hoarding came up as something to attend to as a concept that shifts the conversation away from focusing on the experiences of people of color toward actions and policies of the institution that marginalize people and maintain the status quo.
- The use of space on campus signals priorities. These

priorities reflect such things as the Douglass Leadership House being placed in the Fraternity Quad, as well as the Office of Minority Student Affairs being moved from the basement of Dewey Hall to Morey Hall. Still, challenges by some to the DLH being on the Fraternity Quad indicate again that the racial climate is problematic.

- Institutional support for research around race, diversity, and equity is another indication of priorities. Promoting this work and helping to facilitate funding is something the University could do better. For example, it is much easier to get funding for work on social networks in public education reform than for work on segregation and racial issues in public education.
- Challenges for students and faculty of color in their interactions with public safety staff are a continuing problem. Reports by men of color of being mistreated and/or presumed to be suspicious simply because they are on campus need to be taken seriously by the Administration.

Presentation of programs that are in place to support academic and other successes of underrepresented students were offered in response to some of the questions, as were efforts in recruitment and retention of faculty of color. In terms of staff recruitment, Anthony Kinslow detailed efforts on the part of his office to diversify staff at upper and other levels.

The College Town Hall Meeting

Link to the full transcript here: <https://www.rochester.edu/president/Commission-on-race-and-diversity/town-halls-1-22-16.html>

Held on January 22, 2016 in the Gowen Room, Wilson Commons. Approximately 120 people attended this town hall meeting, which was moderated by Commission members, Nicholas Bigelow and James Johnson. Paul Burgett and Richard Feldman welcomed the group and discussed the role of the Commission. Feldman and other College administrators provided updates on the responses to student demands directed to the College. An open forum where many students spoke passionately followed the updates. President Seligman, Dean Feldman and others periodically spoke in response to specific points raised by the students. Topics raised:

- Students would like the conversation and the Commission's work to be focused on race (not race and diversity).
- Students do not feel that Douglass Leadership House should be treated as the other Academic Living Centers (ALCs) are. They also expressed that there is not adequate funding for ALCs in general.
- The Commission and its work will not solve the issues

around race on campus. What happens after the report is issued? Will students be tasked to serve in an advisor role to the president?

- The Commission should have Latino student representation. The Commission should have more student representation overall, the voice of students won't be clearly heard because the Commission is primarily made up of staff and faculty.
- The University should be a hub for change. Race aside; we should be leaders in changing the city of Rochester. Currently, there is a disconnect between the city and campus. We should be working harder on this.
- Students feel safe, but not comfortable on campus.
- DLH should not be the only place they feel comfortable.
- University leaders know that there are problems. They should take responsibility and fix them.
- A question was raised about the role of the Burgett Intercultural Center. Is it a replacement for the Office of Minority Student Affairs (OMSA)? The ICC now manages some programs that used to be run by OMSA. No, the ICC is not a replacement for OMSA. Some students feel OMSA is the only office that supports minority students and serves their needs.
- We desire to ensure the many offices and programs we have in place are working well, and that they are working together.

Simon School of Business Town Hall Meeting

Held on January 25, 2016 in Gleason Hall, approximately 60 people attended the Simon Business School Town Hall, including President Joel Seligman, Commission Members Paul Burgett, Rich Feldman, Vivian Lewis, Tony Kinslow, Donna Brink Fox, and Carin Cole, Dean Andrew Ainslie, and Faculty Diversity Office Ron Goettler. Several staff members and students from various degree programs attended and provided input. Commission members and President Seligman shared an overview of the goals of Commission and recent events that led its creation. Key points and major topics were as follows:

- Students our proud of our diversity at Simon Business School
- Student acknowledge we are one of the most diverse schools, including our percentage of underrepresented minorities
- While we are diverse, we could improve in our understanding of diversity, and continue to build on our appreciation and understanding of one another
- Students praised our "Broaden Your Horizons" cultural events and our ways of celebrating international diversity at the school
- There was additional support for working towards a "changed consciousness" to truly understand and value

differences. This can be accomplished through continued effort for getting to know one another and appreciating our differences. The broadened CARE system and initiatives in development such as the anti-hate speech campaign were shared with the group.

- A student shared that we are all part of the University community, and there have been incidents recently that have caused fear and concern, including the kidnapping and Geneseo tragedy. President Seligman conveyed that we were very fortunate to have the quick actions of the Rochester police department and public safety in securing a positive outcome of the kidnapping.
- A student asked how we could improve communication to create a sense of community, and how we might use social media or other platforms to achieve that.
- The themes from other town halls and feedback were shared, including: lack of faculty diversity, micro-aggressions still occurring with students and staff, the University's relationship with the Rochester community overall.
- The session ended with informing the room of the upcoming diversity survey, and reminding attendees that they can provide additional input on note cards or send an email to the Presidential Commission.

V. Data

The Commission has begun to assemble information about student enrollments and performance. The focus in this early period has been on undergraduates. As the Commission continues its work, it will identify and gather the data that will inform its recommendations concerning graduate students, staff, and faculty.

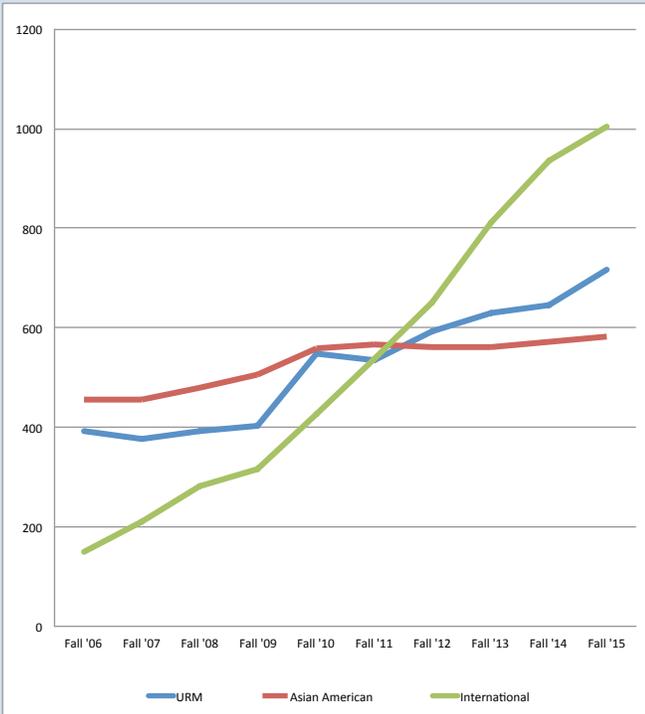
The following charts display information about student enrollments at the University for the past ten years. The information conforms to the Integrated Postsecondary Education Data System (IPEDS).

IPEDS collects data on enrollments, student persistence and success, and other matters from colleges and universities throughout the country. IPEDS identifies the ethnic groups American Indian, Alaskan Native, black, Hispanic and Native Hawaiian as underrepresented groups in higher education. Students reporting two or more ethnicities, one of which is an underrepresented group, are considered underrepresented. Students who do not choose to identify their ethnicity, opt out or select "other" are not included in these charts. International students of color are included as international students and do not appear in the underrepresented groups.

Arts, Sciences, and Engineering Enrollment

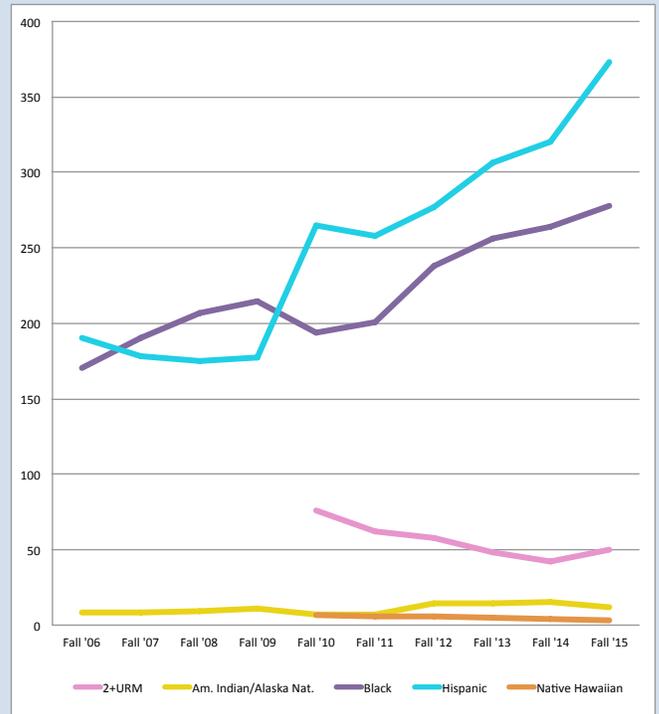
Underrepresented Minority, Asian, and International Undergraduates By Ethnicity (2+ races if one is URM)

Total AS&E Enrollment Trends from 4,232 to 5,291



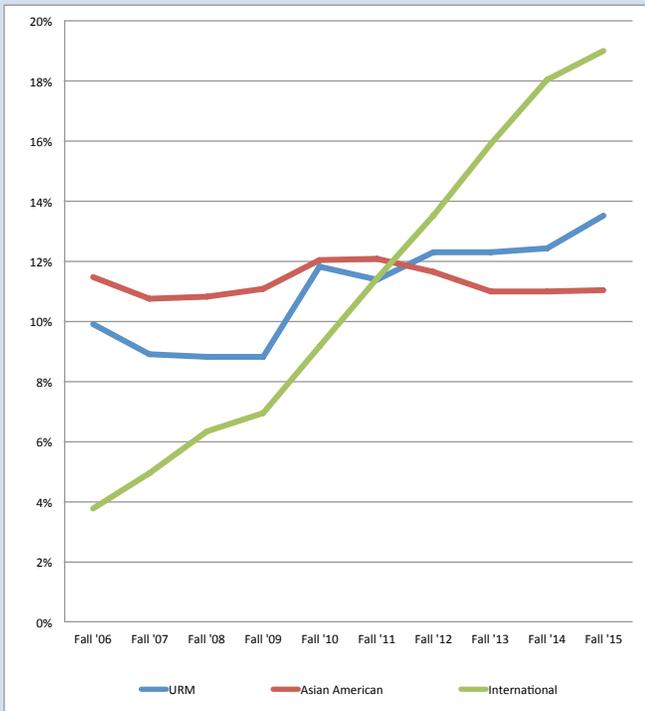
Minority Undergraduates By Ethnicity (2+ races if one is URM)

Total AS&E Enrollment Trends from 4,232 to 5,291



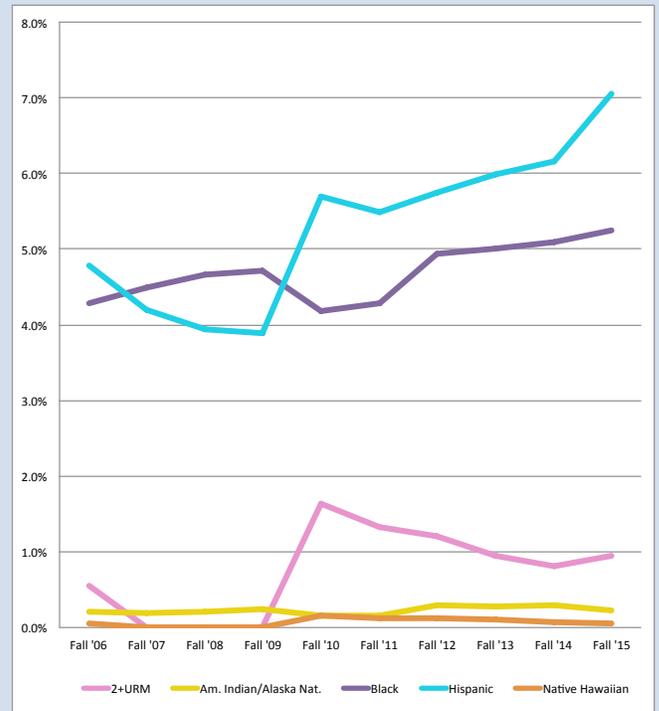
Underrepresented Minority, Asian, and International Undergraduates By Ethnicity (2+ races if one is URM)

As a Percentage of AS&E Enrollment



Minority Undergraduates By Ethnicity (2+ races if one is URM)

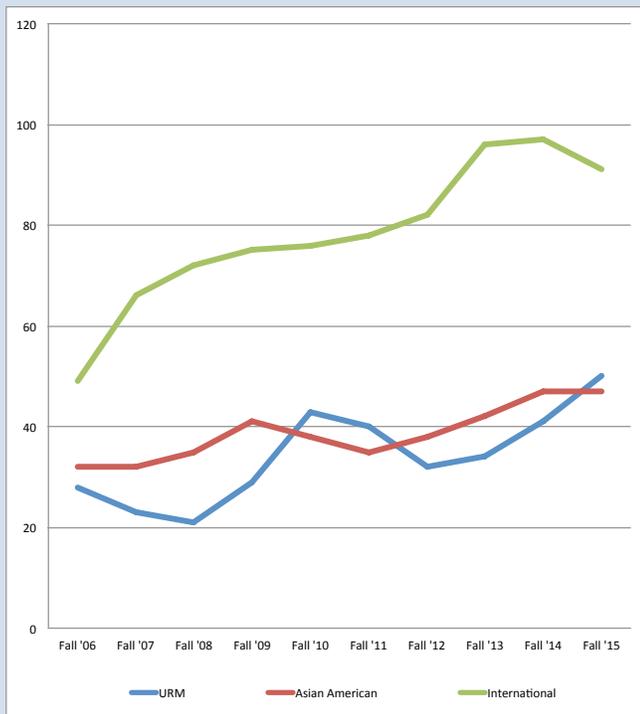
As a Percentage of AS&E Enrollment



Eastman School of Music Enrollment

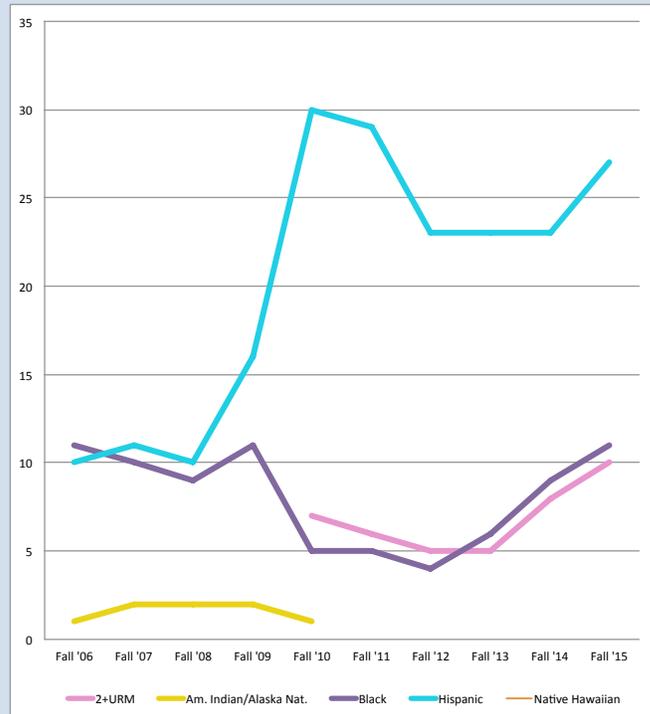
Underrepresented Minority, Asian, and International Undergraduates by Ethnicity (2+ races if one is URM)

Total ESM Enrollment Trends from 495 to 538



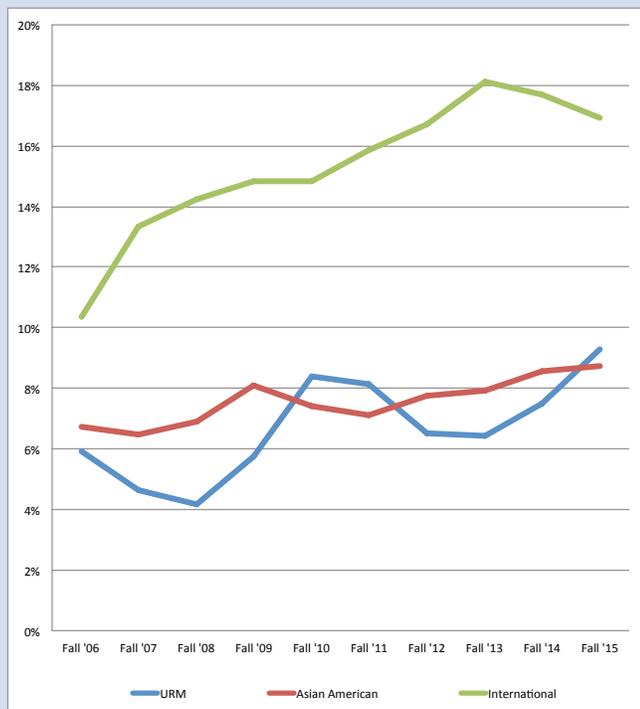
Minority Undergraduates By Ethnicity (2+ races if one is URM)

Total ESM enrollment trends from 495 to 538



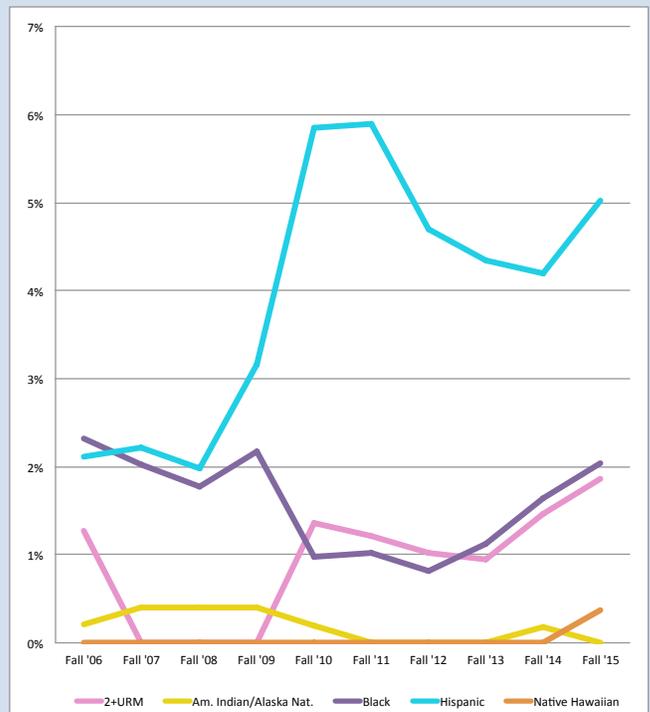
Underrepresented Minority, Asian, and International Undergraduates by Ethnicity (2+ races if one is URM)

As a Percentage of ESM Enrollment



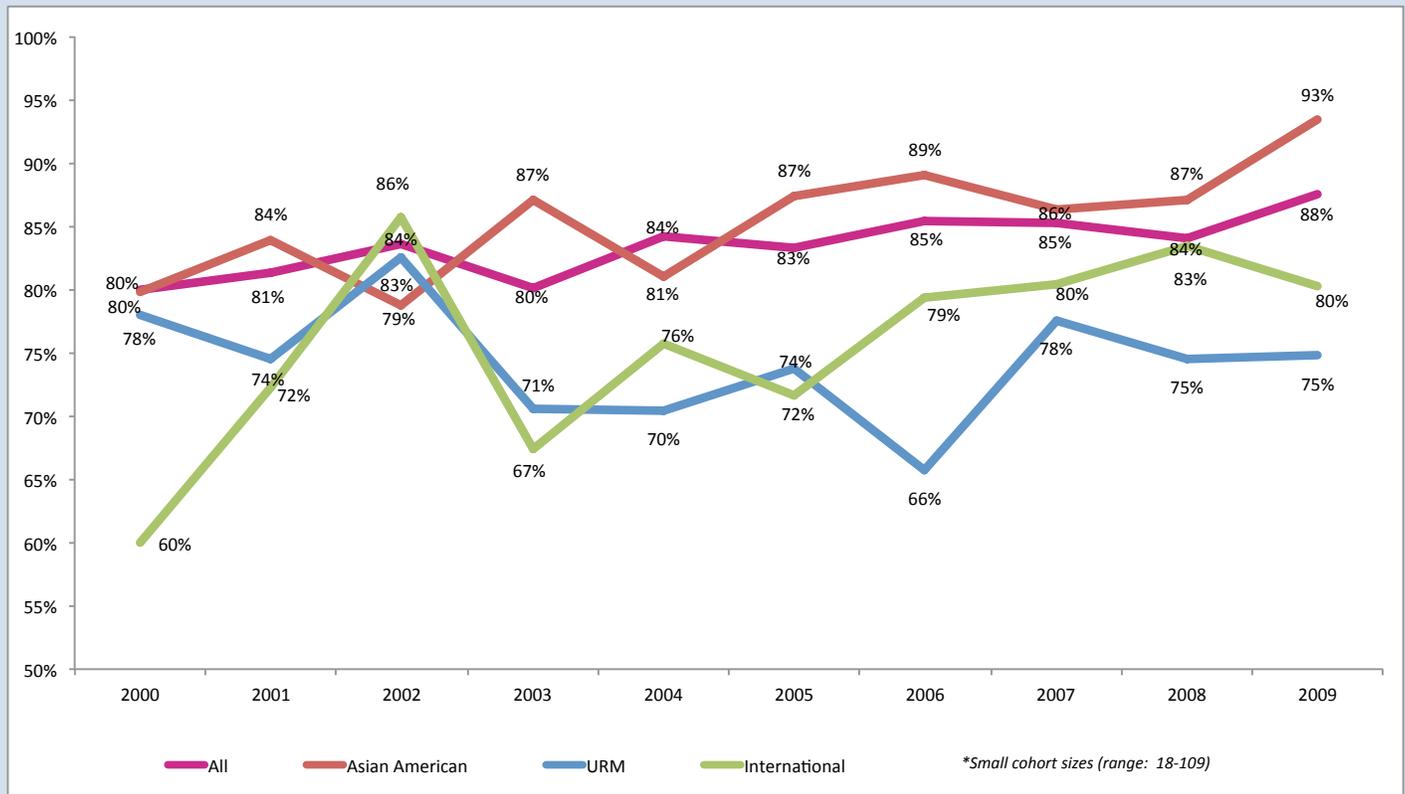
Minority Undergraduates By Ethnicity (2+ races if one is URM)

As a percentage of ESM enrollment



Arts, Sciences & Engineering and Eastman School of Music Graduation Rates

6 Year Graduation Rates for Arts, Sciences & Engineering and Eastman School of Music



The six-year graduation rate (right) is the most widely used measure of a college’s success in seeing its students through to completion. This rate is the percentage of an entering class at a school that has graduated from that same school within six years. The following chart shows the six-year graduation rates for College and Eastman School undergraduates who began as freshmen in the years indicated. Because the College is so much larger than the Eastman School, the College graduation rates very closely track the rates displayed in this chart. The Eastman rates are generally similar, but show greater volatility due to the small number of students. Because some of the Eastman cohorts are very small, they are not displayed separately.

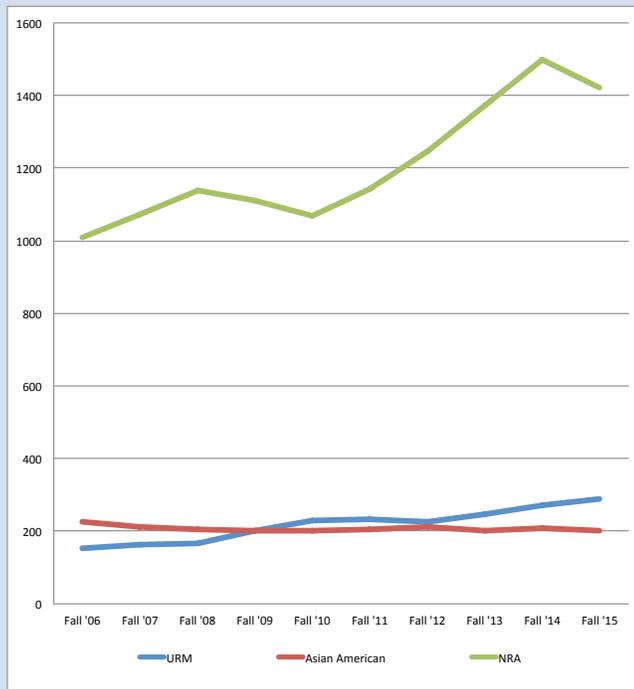
It will be useful to provide some context for these graduation rates. According to the National Center for Education

Statistics, “The 2013 6-year graduation rate for first-time, full-time undergraduate students who began their pursuit of a bachelor’s degree at a 4-year degree-granting institution in fall 2007 was 59 percent.” The graduation rate at highly selective colleges and universities is considerably higher. The College’s graduation rate was approximately 80% several years ago and rose to 87.5% in its most recent report. At this higher rate, it has almost closed the gap with its highly selective peers. Six-year graduation rates for underrepresented minority students are lower, both nationally and at the University. The gap between the overall rate and the rate for underrepresented minority students has averaged 10% for the past three years. Based on the IPEDS data currently available, we believe that the differences seen here are somewhat greater than those seen at some of our very highly selective peers. This issue requires additional analysis.

Graduate Student Enrollment

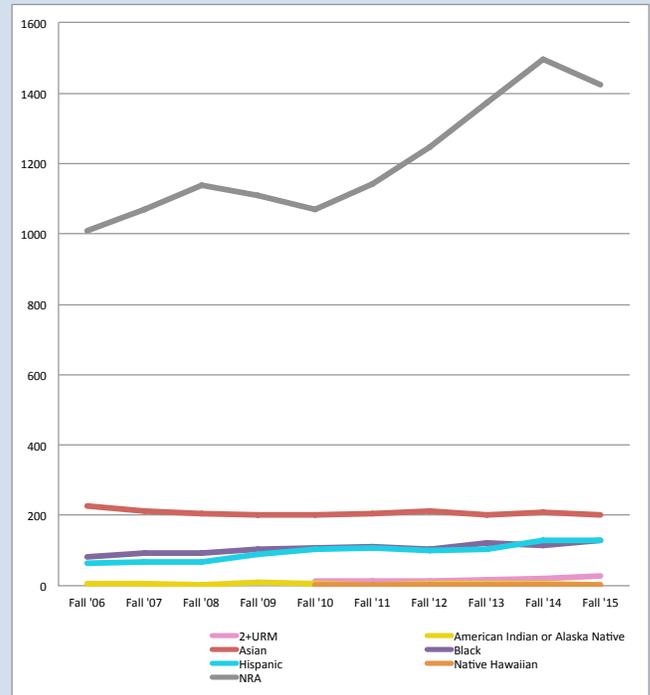
Underrepresented Minority, Asian, and International Graduate Students By IPEDS Ethnicity (2+ races if one is URM)

Total graduate enrollment trends from 2,504 to 3,036



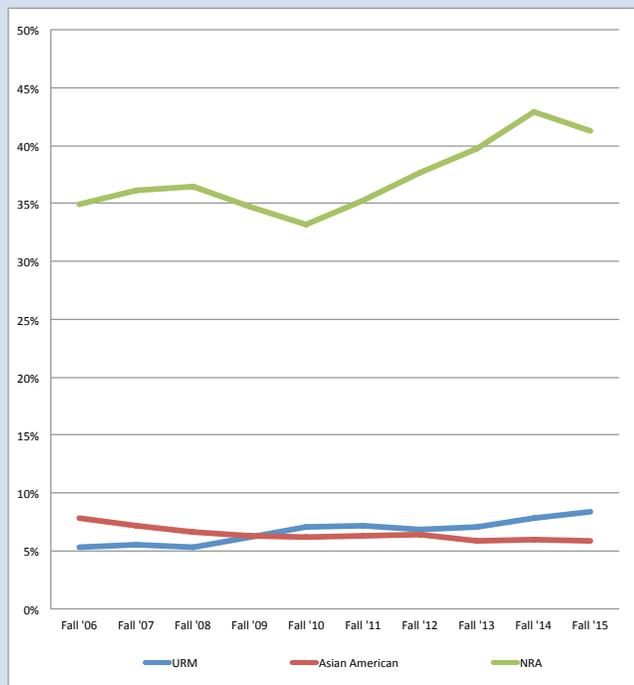
Minority and International Graduate Students By IPEDS Ethnicity (2+ races if one is URM)

Total graduate enrollment trends from 2,504 to 3,036



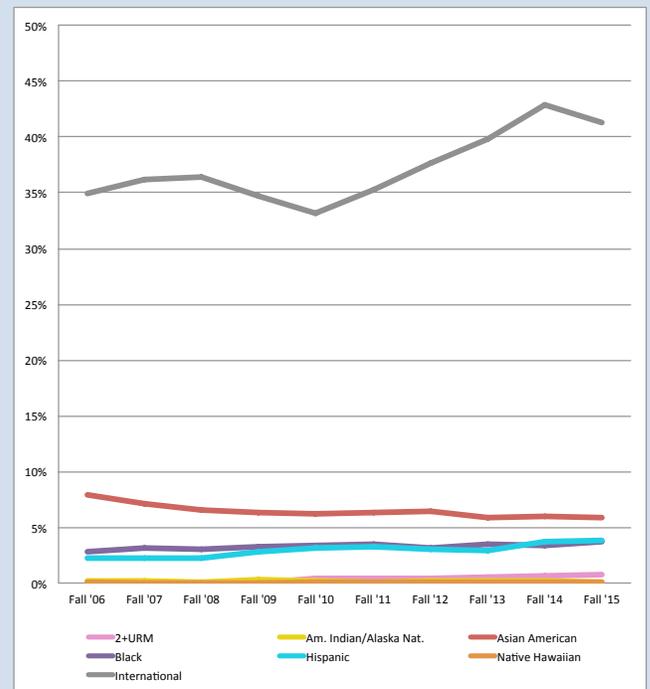
Underrepresented Minority, Asian, and International Graduate Students By IPEDS Ethnicity (2+ races if one is URM)

As a percentage of graduate enrollment



Minority and International Graduate Students By IPEDS Ethnicity (2+ races if one is URM)

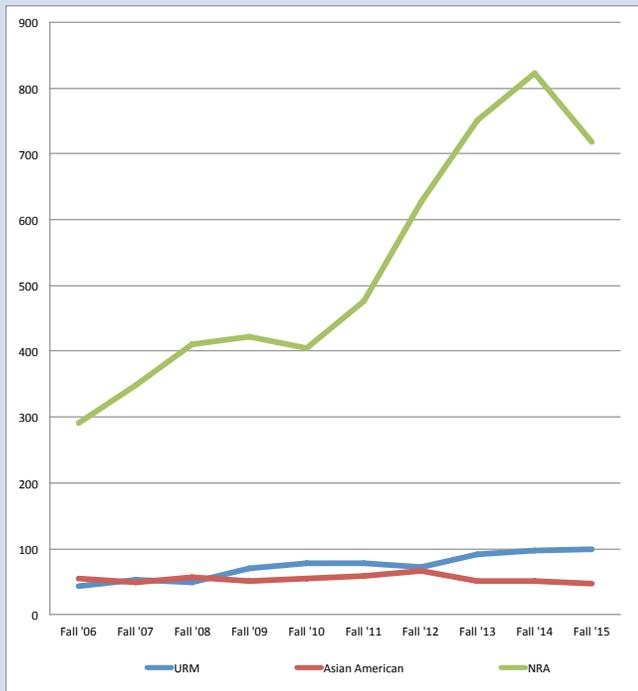
As a percentage of graduate enrollment



Masters Enrollment

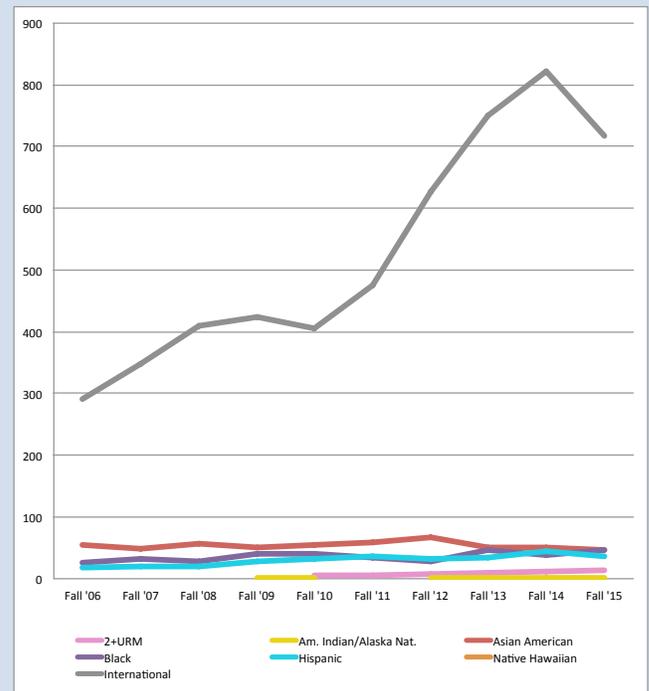
Underrepresented Minority, Asian, and International Masters Students by IPEDS Ethnicity (2+ races if one is URM)

Total graduate enrollment trends from 2,504 to 3,036



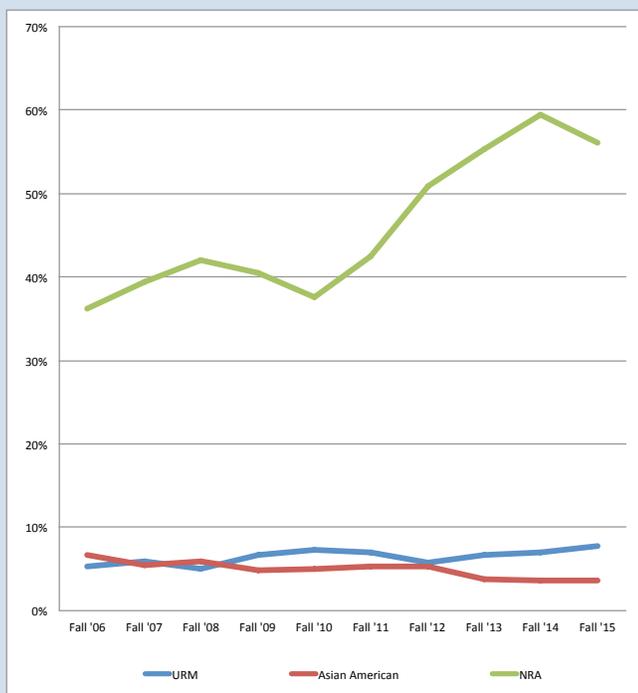
Minority and International Masters Students By IPEDS Ethnicity (2+ races if one is URM)

Total graduate enrollment trends from 2,504 to 3,036



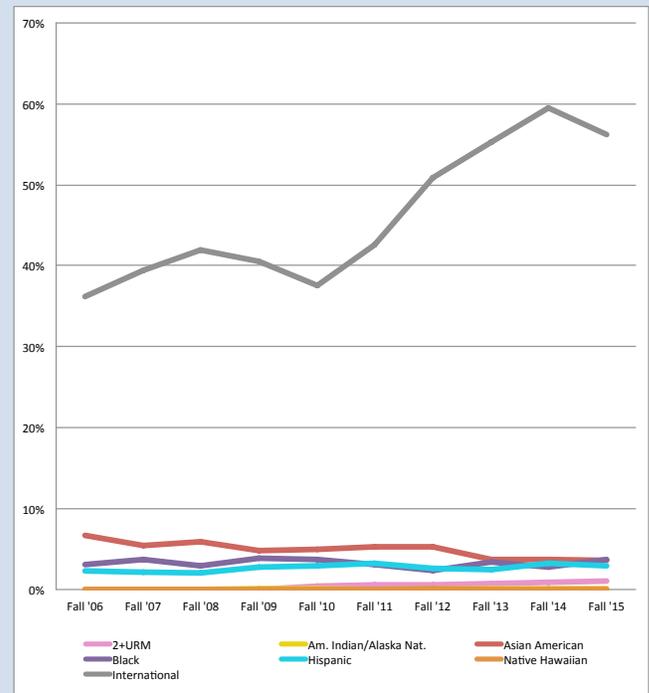
Underrepresented Minority, Asian, and International Masters Students by IPEDS Ethnicity (2+ races if one is URM)

As a percentage of graduate enrollment



Minority and International Masters Students By IPEDS Ethnicity (2+ races if one is URM)

As a percentage of graduate enrollment

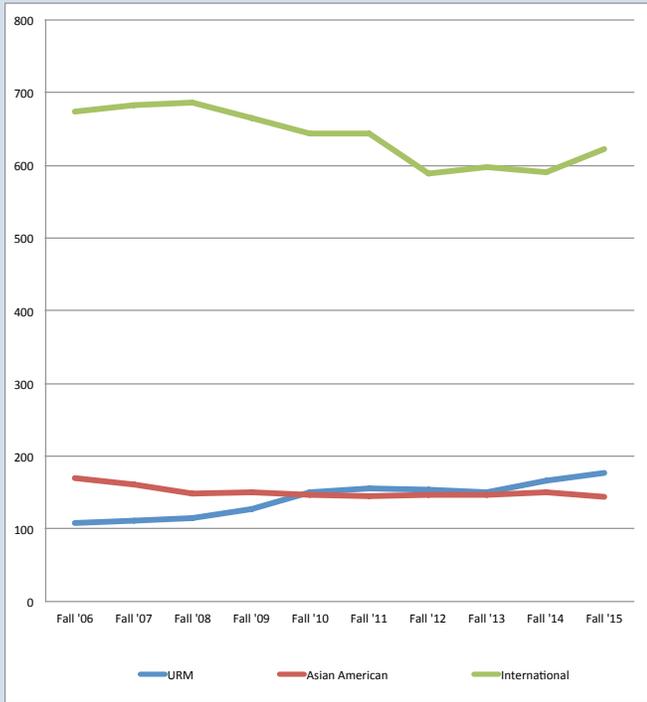


Doctoral Enrollment

Minority and International Doctoral Students

By IPEDS Ethnicity (2+ races if one is URM)

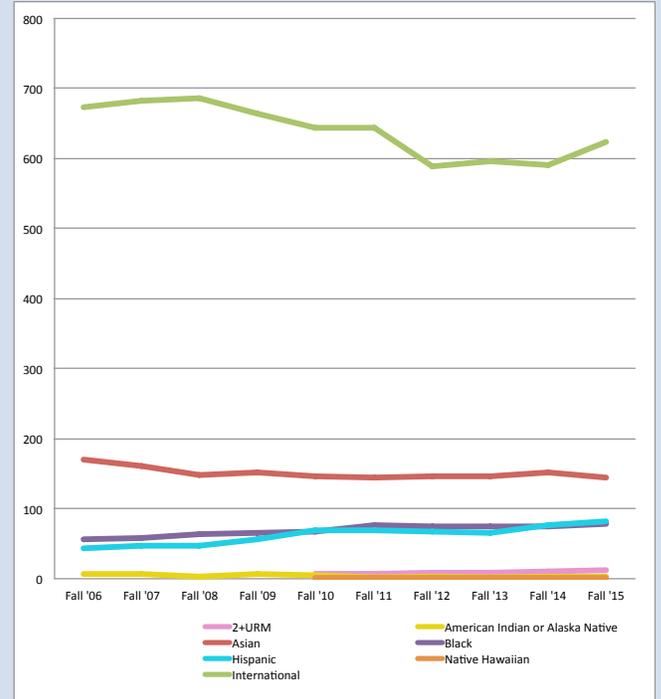
Total graduate enrollment trends from 1,978 to 2,018



Minority and International Doctoral Students

By IPEDS Ethnicity (2+ races if one is URM)

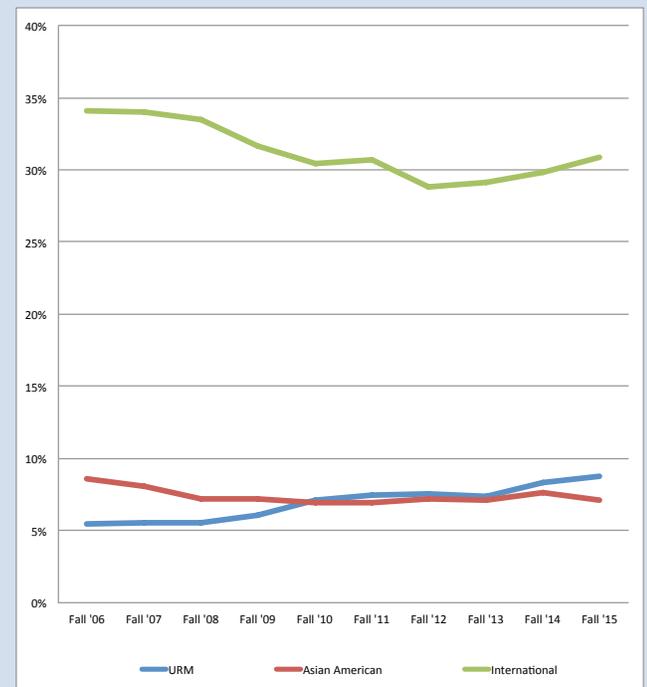
Total graduate enrollment trends from 1,978 to 2,018



Minority and International Doctoral Students

By IPEDS Ethnicity (2+ races if one is URM)

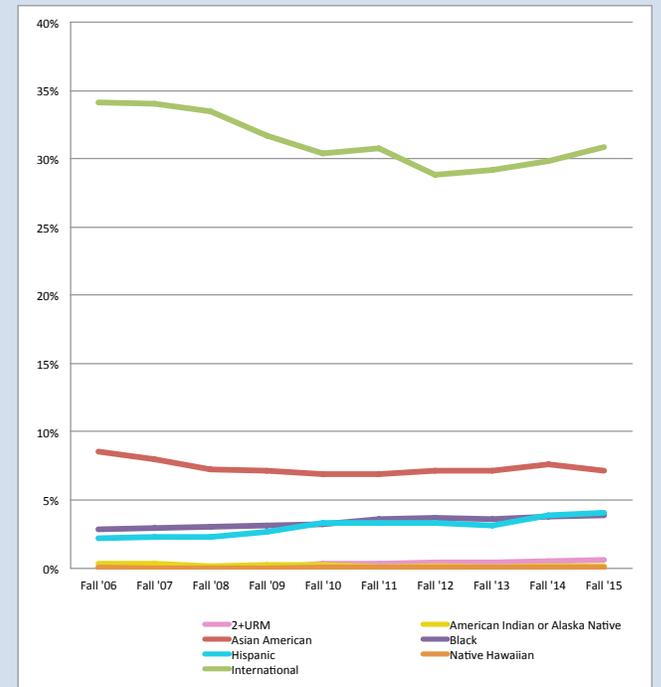
As a percentage of graduate enrollment



Minority and International Doctoral Students

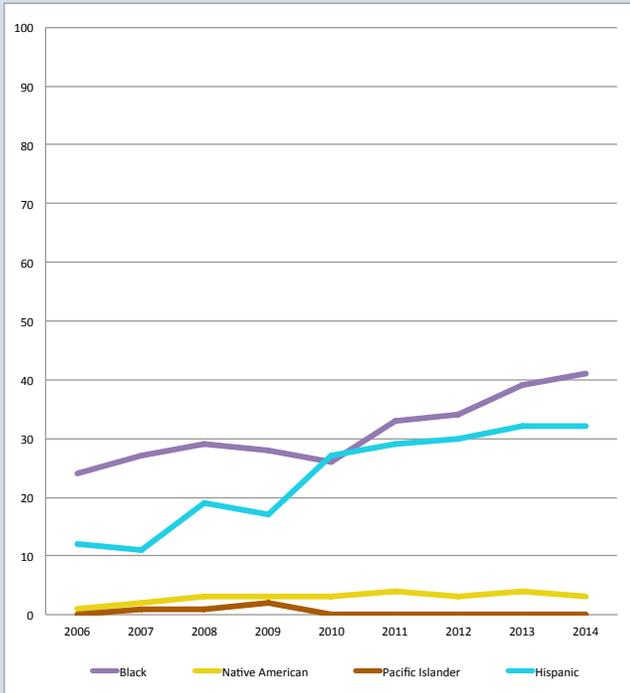
By IPEDS Ethnicity (2+ races if one is URM)

As a percentage of graduate enrollment

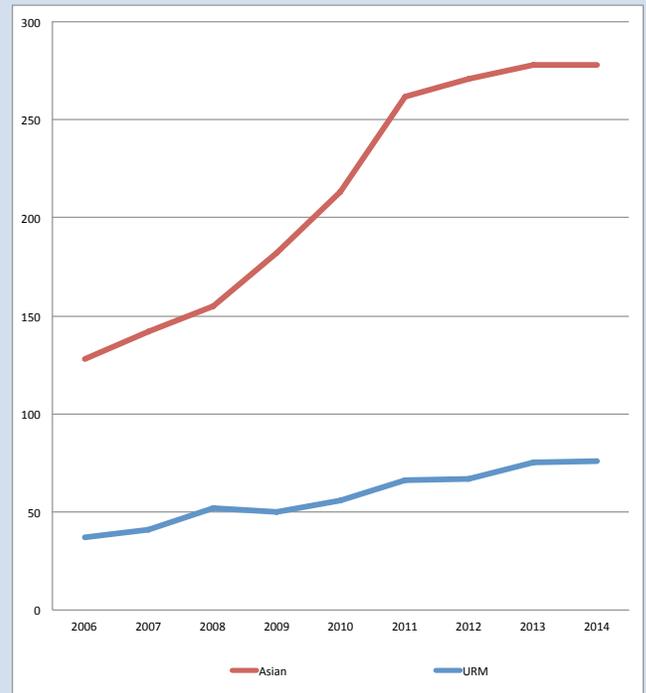


Faculty

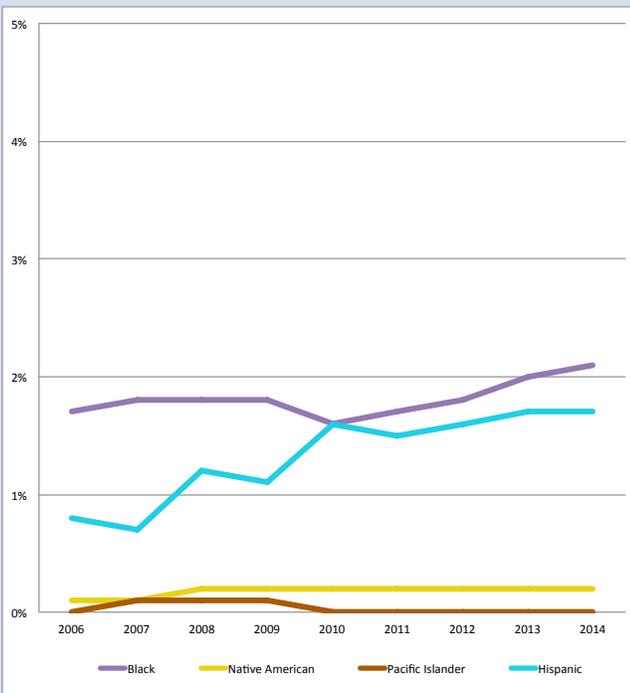
Minority University of Rochester Faculty
From the Annual Report on Diversity, May 2015
 Total faculty count trends from 1,466 to 1,933



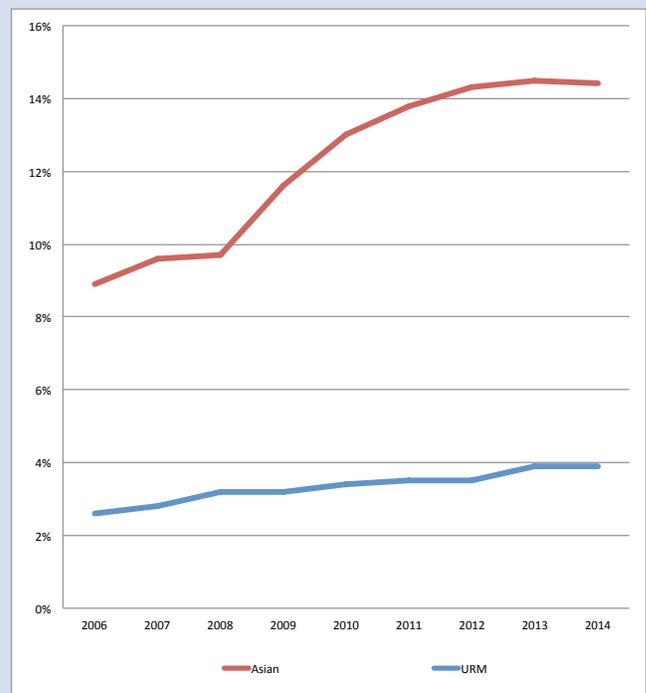
Asian and Minority University of Rochester Faculty
From the Annual Report on Diversity, May 2015
 Total faculty count trends from 1,466 to 1,933



Minority University of Rochester Faculty
From the Annual Report on Diversity, May 2015
 As a percentage of total faculty



Minority University of Rochester Faculty
From the Annual Report on Diversity, May 2015
 As a percentage of total faculty



Additional graduate student data are available here:
<http://www.rochester.edu/president/assets/pdf/DiversityReport2015.pdf>

Additional faculty and staff data are available here:
<http://www.rochester.edu/president/assets/pdf/DiversityReport2015.pdf>

VI. Inventories

Commission members, grouped by unit, provided inventories of offices, programs and activities that support an inclusive campus community within their unit. These inventories serve as a starting point to gain understanding of the programs and initiatives that are currently in place at the University of Rochester. The Commission will review these inventories in an effort to identify best practices that might be shared across units, areas in which collaboration might be beneficial, and gaps in services, programming and support. Ultimately, an organized list will be publicized to foster the sharing of approaches, initiatives and programs.

The full set of inventories may be found in Appendix F. The lists include offices and programs that provide academic advising and encourage engagement in academic opportunities. Other offices and programs support a large network of student groups and organizations, and some encourage collaboration among those groups. There are also numerous activities and organizations that encourage engagement with the local community.

Each of the academic units has offices or committees addressing diversity and inclusion. These include offices such as the College's Kearns Center for Leadership and Diversity, Office of Minority Student Affairs, and the recently established Paul J. Burgett Intercultural Center, the Office for Inclusion and Culture Development in the Medical Center and various other offices or groups in other parts of the University.

In addition, there are offices and programs that serve the University more broadly. President Seligman serves as the University's Chief Diversity Officer. Vivian Lewis is the Vice Provost for Faculty Development and Diversity. Her office coordinates the efforts of the faculty diversity officers in each of the academic units. The Appendix identifies numerous offices and programs supporting diversity and inclusion.

No doubt the publication of this report will lead to the identification of additional items that have been missed in this initial effort to identify the offices, programs and activities supporting diversity and inclusion.

VII. Yik Yak

Yik Yak has been a focus of controversy on our campus and at colleges around the country. In the past year, there have been numerous messages to the campus community regarding Yik Yak. The first such message, on March 8, 2015, characterizes some of the messages on Yik Yak as threatening and offensive and describes the University's response to Yik Yak in which it demanded that the threatening posts be removed and that Yik Yak disclose the identity of the posters to the University. Subsequent messages to members of the University community described Yik Yak's response, which included banning one user from using the app for one year.

A list of prior communications to the campus community on Yik Yak and links to the messages is available as Appendix C. The Commission discussed the pros and cons associated with blocking Yik Yak from University servers. Gail Norris developed a document outlining the considerations. This document is also available as Appendix C.

The Commission members all agreed that some Yik Yak posts were racist, violent in nature and perhaps illegal. We all want to reduce, ideally eliminate, all such messages. To achieve this end, the Commission members unanimously recommend that the University:

1. Send a letter to Yik Yak urging it to be a responsible leader among social media apps in taking swift action to deny user privileges to those abusing the anonymity of the app to post racist comments. The letter could be sent by the University and signed by President Seligman and a number of student groups and leaders, including SA president, SA Senate etc. Make this letter public, copy to Yik Yak's primary investors and the media.
2. Invite representatives of Yik Yak to campus to participate in a community discussion of their app and its impact on our students. This invitation could be included in the letter above to Yik Yak.
3. Send letter to Apple and other app stores encouraging them to work with Yik Yak to enable more effective monitoring of posts.
4. Consider inviting other schools to join us in these activities.
5. Develop and publicize a set of standard statements that all members of the community could use (post) in response to racist Yaks, for example: "this comment violates the University's core values as a community."

6. Work to develop a system to ensure a down-voting of racist or other posts that also violate the University's core values.
7. Contact Yik Yak immediately whenever racist or other offensive posts are reported, and ask that the user's privileges be banned.
8. Work with the District Attorney's office to pursue prosecution of users whose posts cross the line into potential criminal activity, we will.
9. Encourage students to submit all racist postings, actions and behaviors via the bias-related incident reporting system. Clear instructions should be available and the University should have a clear process of responding to such reports. The University community should be made aware of the nature and quantity of the reports received.

After adopting these recommendations, the Commission turned its attention to the possibility of blocking access to Yik Yak from university servers. The Commission members recognize that this would not prevent students from using Yik Yak. The considerations raised for and against blocking Yik Yak are those in Gail Norris' document. The fact that the hateful posts are anonymous, originate locally, and so significantly affect our students were influential considerations.

Commission members thought that blocking access would signal strong public support of our students. The vote in favor of a recommendation to block Yik Yak was 14 with 2 against. There was one abstention.

VIII. Responses to Directives in President's Statement

Bias-Related Incident Report

Student Demand

WE DEMAND the University put as much emphasis and funding in promoting the "Bias Related Incidents" reporting program as they have the CARE Program. The lack of focus on this important tool sends the wrong message about the University's commitment to combating racial injustice.

Response

The Office of the Dean of Students has for some time had a protocol outlining the response mechanisms for a natural disaster or humanitarian concern. The Confederate flag incident in October of 2013 and conversations at the College

Diversity Roundtable with students, staff, and faculty members led to the development of a Bias-Related Incident Report as a way to document the microaggressions (everyday verbal, nonverbal, snubs, or insults that communicate hostile, derogatory, or negative messages) that our students of color were exposed to on a daily basis. In the Fall of 2014, the Bias-Related Incident Report was combined into a Critical Incident Report with the natural disasters and humanitarian concerns. We beta-tested the report in the Spring of 2015 with members of the College Diversity Roundtable and specific student organizations were invited to test it. There were initially 4 Bias-Related incidents reported in the Spring 2015 semester. For the Fall 2015 semester, we have received 8 Bias-Related Incident Reports, 4 Natural Disaster Reports, and 12 Humanitarian Concerns.

But the combination of the Bias-Related, Natural Disasters, and Humanitarian concerns into the same Critical Incident Report seemed awkward. We felt that these items could be an expanded and more comprehensive aspect of CARE, which has had a well-established track record and is well known among our University of Rochester community members. As a result of the student protest held on November 20, 2015 and the list of student demands, the Office of the Dean of Students was asked to expedite the process of getting the Bias-Related Incident Report out to a bigger audience. Below is the updated protocol as it currently stands.

In the event that any University of Rochester Community Member learns about an incident or community concern that has the potential to disrupt the campus community in a significant way, the community member should:

1. Determine if the health and safety of person(s) involved is in immediate danger. If the health or safety of the person(s) involved is in immediate danger, the University Community Member should call Public Safety (for incidents on campus) or the Rochester Police Department (for incidents off campus).
2. If it is determined that the health or safety of the person(s) involved is not an immediate danger, UR Community Members may submit a CARE Report to document the incident or community concern. UR Community Members will be able to submit a CARE Report for any student, available on the CARE Website.
3. Once the UR Community Member clicks on the red "SUBMIT A CARE REPORT" link, it will take them to a new webpage with three options:
 - **CARE Report:** If you have a concern about an individual student, or are in distress yourself, please

fill out a CARE Report. If you are concerned that a student may harm themselves call public safety at (585) 275-3333 and submit a CARE Report.

- **Bias-Related Incident Report:** If you know of an incident motivated by age, disability, ethnicity, gender, gender identity, gender expression, national origin, race, religion, or sexual orientation of the targeted person or group, please fill out a Bias-Related Incident Report.
- **Community Concern Report:** If you have a concern that impacts the UR community, such as a humanitarian concern, or any other issue that you would like to bring to our attention, please fill out a Community Concern Report.

The Director or Assistant Director of the Center for Student Conflict Management will receive the CARE Report, Bias-Related Incident Report, or the Community Concern Report and will review and triage it to the appropriate office. As it currently stands, all individual CARE Reports will be submitted to the CARE Network (as they have previously been done); the Bias-Related Incidents will be forwarded to the Director of the Paul J. Burgett Intercultural Center; and all Community Concern Reports will be sent to the Dean of Students.

The Director of the Paul J. Burgett Intercultural Center will reach out directly to students named in the report and/or the University of Rochester Community Member who submitted the report. If the Bias-Related Incident Report escalates to a community concerns or crisis, the Director will assemble the Bias-Related Incident Executive Team who will coordinate a response and/or communicate with the University of Rochester Community.

The Bias-Related Incident Executive Team consists of the following individuals:

- Richard Feldman
Dean of the College
- Matthew Burns
Dean of Students
- Beth Olivares
Dean for Diversity Initiatives; Faculty Development and Diversity Officer; and Director, Kearns Center
- Norman Burnett
Assistant Dean and Director, Minority Student Affairs
- Jessica Guzman-Rea
Director, Paul J. Burgett Intercultural Center

If the Bias-Related Incident was submitted anonymously and no students were mentioned in the report, the incident would be documented and reported as appropriate.

In regards to the Community Concern Reports – the Dean of Students will assign one of the Deans or Directors within the Office of the Dean of Students to act as a Crisis Manager and they will be responsible for helping to coordinating an appropriate response among students and other interested community members.

The Bias-Related Incident Report and Community Concern Reports will now be an aspect of the expanded and more comprehensive CARE Reporting System. As such, we will be creating new CARE posters about Bias-Related Incidents that will be distributed to Residential Halls and prominent locations around campus beginning in the Spring 2016 semester.

Moving forward, we will be marketing the Bias-Related Incident Report and Community Concern Reports under the CARE umbrella as a more comprehensive system of support. This new process will allow us to streamline the process for our community members to report on these incidents. Like the CARE Network, we anticipate a periodic review of the effectiveness of the reporting system, which includes student feedback.

Campaign to Address Hate Speech

Student Demand

WE DEMAND that the University create and implement a campaign to combat racial injustice at our university similar to signing onto the national campaign to combat sexual misconduct, “It’s On Us.”

Response

Over 70 members of the university community, in addition to the working group, have expressed an interest in supporting this initiative.

This group is operating from the premise that what we create should be sustainable over time; that is, it should not be a one-time effort or event. We also believe that it should impact all members of the community. However, we are focusing first on students in Eastman and Arts, Sciences and Engineering. We have both short and long terms goals, some of which are already in process. The group will be meeting weekly during the spring 2016 semester, and we anticipate having a more robust proposal for the Commission by mid-March.

The working group on anti-racism is composed of the following individuals:

- Co-Chairs: Norman Burnett, Beth Olivares
- Staff members: Jon Burdick, Dan Watts, George VanderZwaag, Jessica Guzman-Rae, Jim Mandelaro, Alyssa Shoup, Matthew Burns
- Student members: Justin Delinois, Bethany Anguiano, Itzel Figueroa, Grant Dever, Delvin Moody, Bridgette Thomas; three additional students from Greek Life, ESM and Athletics are to be added.

Slogan

Based on the brainstorming meeting and the group's first working discussion, three potential slogans were developed ("All races, one community" "We're better than THAT" and "Racism ends here"). Group members, particularly students, were asked to talk with their groups to see which one resonated the most.

"**We're better than THAT**" was unanimously chosen.

Video contest

Students will be invited to submit short (less than 5 min) videos that feature the slogan prominently. Videos should focus specifically on racism (racism lives here and so do I); address creatively what "THAT" is; videos should be filmed on UR property (preferably River Campus or Eastman); and not contain any copy written material.

The contest will open February 8th, with submissions due February 26th. Any undergraduate or graduate student (or groups of students) in AS&E or ESM is eligible to submit. Others will be invited to submit videos for the website at a later date. Entries will be reviewed by the working group, and those that meet the criteria will be put on a website (after spring break), and be available for the community to vote on (through April 1st). The winner (whether a group or an individual) will earn \$200 (from ODOS, Communal Principles Project funding). The winning video will be shown at the Communal Principles Day (April 14th); during the Rockies; while new students enter Strong for One Community; and in other visible places (we are completely open to suggestion!). All of the entries will be featured on the "We're better than THAT" website.

Website and facebook page

We will host a "We're better than THAT" website that will link to multiple College sites.

The page will house the video contest, and be interactive. Beth and Norm will invite Lori Packer (or a designee or other IT specialist) to work with us.

Goals

The group's short-term goals:

- Ensure that the One Community program focuses squarely on race during Orientation 2016; add a common reading that will provide some grounding for incoming freshmen for the small group discussions (in progress)
- Create a multi-media initiative that draws on student talent in music, videography and other media

Our longer-term goals include the creation and implementation of educational programs that will meet students in various locations and in light of their various roles on campus (orientation, in residence halls, in the dining centers, in the library, in the classroom, etc.). We will develop a sustainable multi-media presence that can serve as a hub for many different kinds of anti-racism and anti-hate speech resources, and ensure that every educational program or event provides attendees with usable tools to make change in their own behaviors. The group believes, based on student input and our own understanding of the magnitude of this work, that the campaign should be inescapable, and affect every member of our community.

In furthering this work, we will utilize the large group of individuals who have expressed an interest in it, build on existing programs and structures (Convocation, Orientation, One Community, Communal Principles, etc.) and look to engage external experts where necessary.

College Response to Student Demands

Student Demand

We demand the creation of a fund to support cultural groups served by the Minority Student Advisory Board (MSAB). These funds will allow our organizations to develop programming without barriers. The Office of Minority Student Affairs (OMSA) should manage these funds.

College Response

Funds for student groups are managed through Student Activities. Groups associated with MSAB should be supported in a way that is consistent with our other student groups. We do recognize the need for additional funding to support cultural groups and programs. We are creating the Diversity Programming Fund to meet this need. The Diversity

Programming Fund is designed to support programs and activities that enhance an understanding and appreciation of diversity and inclusion and to support culturally-based programming. We encourage collaborative programs or activities that exemplify the spirit and purpose of supporting Diversity and Inclusion in our community. These funds can be utilized to help offset the cost of a new or improved program, especially when the costs for the program were not included in the budget request submitted during the previous year.

The Diversity Programming Fund is an initiative of the College coordinated by the Burgett Intercultural Center. Financial contributions for the Diversity Programming Funds are collaborative and include a \$30,000 commitment from the President's Office and support from the Dean of the College, the Office of the Dean of Students, the David T. Kearns Center for Leadership and Diversity in Arts, Science, and Engineering, the Office of Minority Student Affairs, the Paul J. Burgett Intercultural Center, and the Office of College Admissions and Financial Aid. Students are invited to apply for this Diversity Programming Fund to develop a cultural or education program or activity that exemplifies the spirit and purpose of diversity and inclusion in our community. Funds will be awarded up to \$2,000 and members of the Diversity Programming Fund committee will review proposals. Priority will be given to programs that focus on the racial climate on campus and ways to improve it. This new fund, in combination with allocations to specific groups and the supplemental funds available from the SA, will increase support for student programming.

In addition to this new fund, we recognize the need to streamline the process by which students secure additional funding for their programs and cultural events. Moving forward, student requests that are received by campus offices will be centrally coordinated through the Office of the Dean of Students. This will ensure that students receive appropriate levels of funding and that program sponsors are appropriately recognized for their support, while also simplifying the process for students.

Student Demand

We demand OMSA be provided with their own office space separate from the Center for Education Abroad in order to efficiently serve their students. We, as students, do not have adequate space to receive the proper resources, support, and open environment that we need.

College Response

With the renovation of the Frederick Douglass Building, the Paul J. Burgett Intercultural Center will have space that will

provide students areas in which they may receive the support and an open environment they feel is lacking in OMSA.

In its current configuration, there is little opportunity for the expansion of the OMSA suite. This need for space will continue to be reviewed and options for expansion will remain on the list of College space needs until an appropriate solution can be reached.

Student Demand

We demand that the David T. Kearns Center and Minority Student Affairs be provided additional funding to provide enrichment programming and support to minority students. Also, that the Paul Burgett Intercultural Center have adequate staffing to address the needs of the students on campus.

College Response

The Directors of OMSA and the Kearns Center are currently developing budgets for the coming year. This will include proposals for additional funding to provide enrichment and support for the students they serve. The proposals will be submitted to the Dean of the College for review. This process occurs regularly, and is part of the annual budget cycle. Ad hoc requests are also periodically made, and additional funding is often secured through this process.

We will also ensure that all OMSA counselors and Kearns Center advisors are aware of all of the funding resources that are currently available, and how students can access these funds. For example, funds are available for student emergencies through the Office of the Dean of Students. Funds to support research activities are available through the Office of Undergraduate Research.

When the Paul J. Burgett Intercultural Center (BIC) was created in January 2013, it employed one person--a full-time Director. During the 2014-2015 academic year we added two graduate assistants, one non-paid graduate student intern, and one non-paid undergraduate student volunteer. Currently in the 2015-2016 academic year, the BIC includes support for one director, two graduate assistants, and two undergraduate students.

In order to continue to meet the needs of our campus community, the Paul J. Burgett Intercultural Center will be relocating Fall 2016 from one office on the 5th floor of Wilson Commons to a renovated student life space located in the Frederick Douglass Building. As the renovations move forward, we are developing a staffing plan for the next several years. In the coming year, we anticipate requesting an additional full time staff member to assist with a new LGBTQ Resource

Area, Safe Zone Trainings, and other intersectionality and intercultural programming and training.

Student Demand

We demand the Frederick Douglass Institute be established as its own department by 2018. For several years students majoring in African American Studies have had limited course options, which has affected their ability to fulfill their major; this is unacceptable. If the Frederick Douglass Institute is made into its own department this will give the administration a chance to hire more diverse faculty. In 1999, students fought to have this department supported and expanded. The fact that FDI has been underfunded and received minimal support for the last ten years sends the wrong message about our University's commitment to the legacy and history of Frederick Douglass.

College Response

Currently, it is not feasible to change the structure of the Frederick Douglass Institute to make it a department. However, the students make an excellent point about the adequacy of course offerings to complete the major/minor.

Therefore, Gloria Culver, Dean of Arts and Sciences, is taking several steps to address the student concerns about the vibrancy of the Frederick Douglass Institute. The Executive Committee of the Frederick Douglass Institute will complete a review of the curriculum this semester, to ensure that the Institute continues to offer a robust selection of courses for students interested in AAS. In parallel, FDI, the Deans office and a faculty-led group will undertake a review of course offerings pertaining to race to ensure that we have full representation of courses that are related to AAS. Finally, the Dean will complete a full examination of the FDI course offerings and enrollments over the past three years. Once these reviews have been completed, Dean Culver will work with Cilas Kemedjio, Professor of French and Francophone Studies, Frederick Douglass Professor, Director Frederick Douglass Institute for African and African American Studies, to determine what actions are needed.

Cilas Kemedjio has recently prepared a statement charting a sustainable future for the Frederick Douglass Institute. The statement outlines the addition of new Fellows, the funding of research and implementation of a study abroad program aligned with African and African-American studies. There will also be lectures that will significantly strengthen the Institute as it continues, within the School of Arts and Sciences strategic objectives, to carry out its mandate in the promotion of the scholarship and teaching of African and African-American

Studies. This statement is available in its entirety in Appendix E. A provisional list of courses pertaining to African American Studies is available as Appendix D.

The School of Arts and Sciences has an open tenure track faculty position that is dedicated to an FDI associate. Additionally, FDI currently has two post-doctoral fellows; one will transition to the tenure track in July 2016.

Student Demand

We demand the establishment of the Douglass Leadership House as a permanent part of our community with funding. DLH is one of the few safe spaces for students to convene and discuss various issues around race. The Douglass Leadership House serves as a vital resource for ALL students, especially minority students and needs to become a permanent landmark at the University of Rochester. This will provide DLH the ability to become a permanent space for students to feel safe, learn, and dialogue around issues of race and culture.

College Response

The Douglass Leadership House is one of three Academic Living Centers (ALCs). ALCs offer student groups with a specific theme or focus the opportunity to create a living and learning environment in a freestanding house on the Fraternity Quadrangle. Under our current system, student organizations are awarded ALCs on a competitive basis for up to three-year terms. Organizations have the opportunity to compete for a renewal, as DLH did last year.

The College supports and over the coming weeks will develop a plan under which ALCs will remain in their houses provided they have a sufficient number of students living in their house and their organization continues to contribute to the campus community.

The College supports and over the coming weeks will develop a plan under which ALCs will remain in their houses provided they have a sufficient number of students living in their house and their organization continues to contribute to the campus community.

Under this new plan, an organization need not compete periodically to maintain its space; it need only continue to operate successfully. Dean Feldman has asked the committee that oversees ALCs with the task of developing the details of this new plan, focusing on three aspects of the ALC process: 1. Are the goals and focus of the house with its current occupants consistent with long term College goals and its Communal Principles? 2. What parameters should be in

place to grant longstanding occupancy of the house (e.g., occupancy expectations, conduct expectations, programming expectations). 3. Should occupants of a house fail to meet these parameters, what is that process for losing the house and reassigning it?

The success of DLH, its outstanding reapplication last spring and the College's commitment to diversity and inclusion make it appropriate to begin transition to this new system with DLH. It is clear that DLH will meet whatever specific conditions are identified for transition to this new, ongoing status.

IX. Future Plans

In the coming months, the Commission will continue to gather information as it works toward formulating responses to its charges. This will include surveys, focus groups, and collection of additional data. To date, the work of the Commission has been focused on students. The group's first actions were to collect data, develop inventories and to gather information about the campus climate for students through town hall meetings. The Commission will also expand their scope to include faculty and staff. The Commission will collect information to develop an understanding of the climate for this group, and to inform a recommendation about university-wide training on race for all students, staff and faculty. Some of these future plans are outlined in further detail below.

Student Code of Conduct

Chief Counsel Norris will review the Student Code of Conduct to determine whether additional provisions should be added to address hate speech.

Inventory Assessment

Commission subgroups will be identified to assess and analyze the inventories produced for this report. In addition to reviewing the effectiveness of programs, and initiatives, the subgroups will look for opportunities for cross promotion and the expansion of activities to additional units.

Yik Yak Follow Up

President Seligman and Chief Counsel Norris will be responsible for the University's interactions with Yik Yak's leadership. The Commission will identify a subgroup to implement any efforts to mobilize the campus community's responses to objectionable postings on Yik Yak.

Surveys

As shared in President Seligman's statement on November 23, 2015, the Diversity Engagement survey will be administered to staff, faculty and graduate students in some units. The survey will be opened in mid-February and results will be available beginning in May. There are also plans in place to survey undergraduate students and some graduate students (groups not participating in the Diversity Engagement survey). Undergraduate and graduate students in AS&E and ESM will take the Diverse Learning Environments Survey (DLE) which is administrated by the Higher Education Research Institute at UCLA: <http://www.heri.ucla.edu/dleoverview.php>.

DLE is designed to capture student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations.

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. DLE provides a snapshot of the campus climate, institutional practices, and student outcomes that can be used for campus diversity improvement efforts. Institutions can use the DLE as a tool for strategic planning and benchmarking.

Focus Groups

Commission members, Nancy Ares, Myra Henry and Nick Bigelow are developing the framework for student focus groups on the topic of campus climate. The Commission will engage students from a number of campus groups, in order to hear from unique voices that don't often engage. Focus groups for faculty and staff will also be planned in the spring semester. The focus groups will be used to inform the Commission on the nature of our

campus climate around issues of race, and to collect information that will help guide our recommendations around professional development and training on issues of race and implicit bias.

Faculty and Staff Data

Demographic data on faculty and staff will be collected and assembled. These data, in combination with results from the Diversity Engagement survey and focus groups, will be used in assessing the campus climate for staff and faculty, and will be considered in the Commission's recommendations.

Microaggression Inventory

A subgroup will be tasked with compiling an inventory of incidents of microaggressions. These will be culled from town hall transcripts, focus group feedback, and survey data.

X. Appendices

Appendix A

President Joel Seligman's Response to the Student Petition

November 23, 2015

Ten years ago, I began my service here, emphasizing that diversity is a core value of our University. I meant by that respect for all students, faculty and staff regardless of race, gender, nationality, religion, sexual orientation or beliefs. Our aspiration is to create a University that is welcoming and supportive of all in our community.

During the past ten years, we have made progress. More remains to be done. It is clear to me that the climate on our campus is not all that it should be. Some of our students, faculty and staff have experienced instances of hostility, notably recently because of their race.

I cannot ignore evidence that our campus climate can be improved.

In recent months, there have been a number of racist postings in social media, most notably in Yik Yak, which provides anonymity to its users in their communications. In one instance, there was encouragement of sexual assault against a specific individual. Earlier this year, when a decision was made to extend the right of Douglass Leadership House to continue to operate in our Fraternity Quadrangle, statements were communicated that were racist and threatened violence.

This is a part of a broader story which also involves faculty, administrators and staff. Separately, some weeks ago, after receiving reports of some faculty and staff believing that our campus was not sufficiently supportive, I approved administering a campus-wide survey of faculty and staff to assess our campus climate. This survey will be administered throughout our University beginning early next semester. Results are anticipated to be available by May.

On November 20th, I received a petition from the Minority Student Advisory Board, the Spanish and Latino Students' Association, the Douglass Leadership House and the Black Students' Union requesting that I and the University administration "implement immediate and lasting changes that will reduce intolerable acts of racism that students of color endure at our university." Let me commend the students for the order and seriousness of this effort. The students presented me in my office a list of proposals, each of which will

be thoughtfully reviewed. A march with approximately 150 students around campus was peaceful and entirely consistent with our tradition of academic freedom.

Because the desire for improvement in our racial climate is fully congruent with University's commitment to diversity and inclusion, I am today announcing a series of specific steps to address the right of all in our community to be part of a community that is safe and supportive. These steps will address the concerns of minority students, but are intended to be supportive of all in our community, regardless of race, gender, sexual orientation, national origin, religion or beliefs.

Commission on Race and Diversity at the University of Rochester

I am today announcing the formation of a Presidential Commission on Race and Diversity at the University of Rochester and charging this Commission by the end of January to conduct town hall meetings and provide an initial assessment of four topics:

1. What is the state of our campus climate for all races today?
2. What programs have strengthened this climate?
3. What elements of campus life are not consistent with the healthiest campus climate?
4. What are the Commission's recommendations to improve our community?

These town hall meetings will be scheduled for the River Campus, the Medical Center and the Eastman School of Music. These town hall meetings will be open to the public. The initial and subsequent reports will be made available to the public after initial presentation to me and the University Board of Trustees.

The Commission may base its findings and recommendations on written submissions or oral testimony from our students, faculty, staff, alumni, Board of Trustees and our community.

The Commission's work will continue throughout the spring semester and include preparation of a final report taking into account the faculty and staff survey that separately will be administered during the spring semester.

I am appointing Paul Burgett, Vice President, Senior Advisor to the President, and University Dean, and Richard Feldman, Dean of the College, as Co-Chairs of this Commission. The Commission will be composed of administrators and staff, faculty and students. Specifically, today I am appointing the following administrators and staff to the Commission: Linda

Chaudron, Associate Vice President and Senior Associate Dean for Inclusion and Culture Development at the Medical Center; Myra Henry, Director of Administrative Services for River Campus Libraries; Vivian Lewis, Deputy to the President and Vice Provost for Faculty Development and Diversity; Anthony Kinslow, Associate Vice President for Human Resources; and Gail Norris, Vice President and General Counsel. The Commission will include faculty members, one of whom will be a Co-Chair or a designee of the Faculty Senate and one of whom will be the Chair or a designee of the Medical Faculty Council. I also will ask the Faculty Senate in consultation with the Medical Faculty Council to recommend two other faculty members. The Commission will include students, one of whom will be Grant Dever, the President of the Students' Association; one student identified by the College minority student leadership; one student identified by student leadership in the Medical Center; and one student identified by student leadership in the Eastman School of Music. I will participate in the Commission as an ex officio member, attending town hall meetings and the organizational meeting of the Commission.

An announcement of the full membership of the Commission will be made within the next few days.

An initial organizational meeting will be held no later than December 4.

On YIKYAK

At our campus and elsewhere throughout the country, anonymous social media such as Yik Yak frequently have been controversial. On many occasions, the messages sent through these media are innocent or helpful. On some occasions, here and elsewhere, the anonymity of the messaging system has emboldened senders to disseminate hateful messages that they would not circulate in person or if their identities were known.

Yik Yak itself is aware of this potential and voluntarily has agreed to "geo-fence" or disable its apps around 90 percent of the nation's high schools and middle schools.

Yik Yak also has created filters to prevent full names from being posted and to request that senders reconsider messages which contain specific key words before they are sent.

I am not satisfied that Yik Yak has been sufficiently responsible in working with our university and other universities and colleges to address hate speech.

I today am charging the University Commission on Race and Diversity to recommend by January 31st whether we should bar Yik Yak from use over University facilities.

While no step that we can take to bar Yik Yak from use over University wireless networks will prevent users from sending or receiving messages through alternative means, our participation in the dissemination of hate speech is not required by the First Amendment.

A university or college has a responsibility to create a safe and welcoming community for all of its members. The challenge here is to harmonize that responsibility with modern technology and freedom of expression.

The Underlying Issues

The fundamental purpose of the creation of the Commission on Race and Diversity is to address the broader questions of how we best can create an environment that is safe, supportive and welcoming for all in our community. We cannot be blind to the reality that certain members of our community because of their race are the object of unacceptable hate speech on our campus and elsewhere. I have charged the Commission with an aggressive schedule precisely because I believe these issues are serious and deserve our focused attention. At the same time, decisions which bear upon our entire community and also implicate the core value of academic freedom must take into account the views of all at our University and not be made in undue haste.

Nonetheless, even before the Commission's initial report, there are specific steps that now can be taken that and that I am directing to be implemented:

First, for some time, the undergraduate College has been working to develop a Bias Related Incident reporting system, similar to our CARE system, which provides reports about students who may need emotional or academic support. This system was scheduled to become operative in the near future. I today am directing David Lewis, Vice President for Information Technology and Chief Information Officer, and Gail Norris to work with the College to implement this system no later than the beginning of the next academic semester in January 2016.

Second, last year, after a formal launch at the White House, "It's on Us," a national campaign of public awareness and education to prevent campus sexual assault, was the focus of student efforts on our campus, including a notable video. I today am directing Norman Burnett, Assistant Dean and Director of our Office of Minority Student Affairs, and Beth Olivares, Dean for Diversity Initiatives and Director of our David T. Kearns Center, to support efforts by the Students' Association, students at the Eastman School of Music and others to create a comparable effort to address hate speech based on race. Racism has no place at the University of

Rochester. We should take the lead in creating a national model in fighting racism and championing respect for all in our community.

Third, I today am directing Gail Norris to review our Student Code of Conduct to determine whether additional provisions should be added to address hate speech. The Office of General Counsel recently completed a review of our Sexual Misconduct Policy. A review of our Discrimination and Harassment Policy is now in order.

Fourth, I am directing Richard Feldman to review Part 3 of the November 20 student petition and discuss with the students who presented to me this petition what steps the College now can take to address these concerns.

These are initial steps. I look forward to the Commission on Race and Diversity addressing further initiatives that can strengthen our community.

I would be remiss if I did not articulate the profound disappointment that I and so many associated with our University feel when we see or read the ugly and mean-spirited statements that have been posted through Yik Yak and other means on our campus. Words matter. They can wound. I urge those who are inclined to send this type of message in a public medium to bear in mind that ugliness begets more ugliness. This is not the climate in which we want to live. Mutual respect and mutual pride is what all of us should most want to strengthen at the University of Rochester and at each institution in our lives. Working together we can further strengthen a University that is welcoming and supportive of all in our community.

Appendix B

Statement of Student Demands

On Behalf of the Underrepresented Minority Students at the University of Rochester,

We and our allies come together to demand that President Joel Seligman and the University of Rochester's administration implement immediate and lasting changes that will reduce intolerable acts of racism that students of color endure at our university. It is no longer sufficient for the university to solely acknowledge racial issues. We demand that the university partakes as a whole in fostering a community that addresses the needs and safety concerns of minority students. We can't be Ever Better if we're not together.

We, University of Rochester minority students, intend to discuss these demands with President Joel Seligman over the next two weeks and expect a commitment to specific and mutually agreed upon next steps by Friday, December 4th, 2015. Our list of demands is provided below:

1. Provide a Safe and Productive Learning Environment

- a. WE DEMAND the immediate blocking and/or removal of anonymous social media applications such as YikYak from the University of Rochester server.
- b. WE DEMAND that the University create and enforce comprehensive racial awareness and inclusion curriculum and training throughout all campus departments and units, mandatory for all faculty, staff, students and administrators. This curriculum must be vetted, maintained, and overseen by a board comprised of students, staff, and faculty of color and allies. It must include, but not be limited to addressing the effects of implicit and explicit bias, racism, prejudice, and bigotry, and how these things negatively impact our campus community. This commitment should start during freshman orientation for students.
- c. WE DEMAND the University put as much emphasis and funding in promoting the "Bias Related Incidents" reporting program as they have the CARE Program. The lack of focus on this important tool sends the wrong message about the University's commitment to combating racial injustice.
- d. WE DEMAND that the University create and implement a campaign to combat racial injustice at our

university similar to signing onto the national campaign to combat sexual misconduct, "It's On Us."

e. WE DEMAND a statement of recognition from President Seligman, the Dean of the College, and the Dean of Students to many current and former students of color for the hostile and exclusionary climate.

f. WE DEMAND the protection of faculty and staff members who voice solidarity with students and/or express their concerns and experiences with the administration.

g. WE DEMAND President Seligman hold a Town Hall Meeting focusing on issues specific to race. This issue has not received the recognition and attention it requires.

2. Improve Inclusion and Representation

a. WE DEMAND transparency in the recruitment processes utilized by the Office of Faculty Development and Diversity to increase the number of faculty members from underrepresented minority backgrounds. In addition, we would like undergraduate minority students included in the process by speaking with candidates and attending job talks. Studies show that students that are taught by teachers that look like them generally do better academically. It is important that race is not confused with diversity and it is imperative that we focus on growing the number of faculty members from minority backgrounds specifically.

b. WE DEMAND the revision of the Student Code of Conduct. The Discrimination and Harassment Policy needs to be expanded to further protect students. In comparison, the Sexual Misconduct Policy is more detailed than the Discrimination and Harassment Policy. Revisions to the Student Code of Conduct should address hate speech both in person and through social media. We demand the university follow harassment policies consistently to protect students from hostility.

3. Increase Funding and Support of Underrepresented Minority Students and Departments

a. WE DEMAND the creation of a fund to support cultural groups served by the Minority Student Advisory Board (MSAB). These funds will allow our organizations to develop programming without barriers. These funds should be managed by the Office of Minority Student Affairs (OMSA).

b. WE DEMAND OMSA be provided with their own office space separate from the Center for Education Abroad in order to efficiently serve their students. We, as

students, do not have adequate space to receive the proper resources, support, and open environment that we need.

c. WE DEMAND that the David T. Kearns Center and Minority Student Affairs be provided additional funding to provide enrichment programming and support to minority students. Also, that the Paul Burgett Intercultural Center have adequate staffing to address the needs of students on campus.

d. WE DEMAND the Frederick Douglass Institute be established as its own department by 2018. For several years students majoring in African American Studies have had limited course options, which has affected their ability to fulfill their major; this is unacceptable. If the Frederick Douglass Institute is made into its own department this will give the administration a chance to hire more diverse faculty. In 1999, students fought to have this department supported and expanded.

The fact that FDI has been underfunded and received minimal support for the last ten years sends the wrong message about our University's commitment to the legacy and history of Frederick Douglass.

e. WE DEMAND the establishment of the Douglass Leadership House as a permanent part of our community with funding. DLH is one of the few safe spaces for students to convene and discuss various issues around race. The Douglass Leadership House serves as a vital resource for ALL students, especially minority students and needs to become a permanent landmark at the University of Rochester. This will provide DLH the ability to become a permanent space for students to feel safe, learn, and dialogue around issues of race and culture.

Appendix C

Prior communications to the campus community on Yik Yak

- Weekly Buzz (March 8, 2015)
<http://www.rochester.edu/weeklybuzz/archive/issue.php?iss=3384>
- Grads@Rochester (March 8, 2015)
<http://us1.campaign-archive1.com/?u=2bd323cc3cebb3aa0e433f243&id=e93ec90b61>
- @Rochester (March 9, 2015)
<http://www.rochester.edu/@rochester/archive/issue.php?iss=3381>
- Rich's letter to parents (March 13, 2015)
<http://us1.campaign-archive2.com/?u=2bd323cc3cebb3aa0e433f243&id=1d59754b61>
- @Rochester (April 2, 2015)
<http://www.rochester.edu/@rochester/archive/issue.php?iss=3418>
- Parents Buzz (November 2015)
<http://us1.campaign-archive2.com/?u=2bd323cc3cebb3aa0e433f243&id=d8128c73e3>
- @Rochester (November 24, 2015)
<http://www.rochester.edu/@rochester/archive/issue.php?iss=3732>
- Grads@Rochester (November 29, 2015)
<http://us1.campaign-archive1.com/?u=2bd323cc3cebb3aa0e433f243&id=9e89b12bb6>
- Weekly Buzz (November 29, 2015)
<http://rochester.edu/weeklybuzz/archive/issue.php?iss=3738>
- Weekly Buzz (special edition, December 10, 2015):
<http://rochester.edu/weeklybuzz/archive/issue.php?iss=3759>
- @Rochester (December 10, 2015):
<http://www.rochester.edu/@rochester/archive/issue.php?iss=3753>
- Parents Buzz (December 2015):
<http://us1.campaign-archive1.com/?u=2bd323cc3cebb3aa0e433f243&id=fa93613fa6>

Irrespective of the Banning Decision

- Send letter to Yik Yak urging it to be a leader among social media apps in taking swift action to deny user privileges to those abusing the anonymity of the app to post offensive things. Letter could be sent by University signed by its President and a number of student groups.
- Send letter to Apple and other app stores encouraging them to work with Yik Yak and other social media apps to enable more effective monitoring of posts.
- Racist posts are “teachable moments” that could be valuable. We could respond to any future posts with a standard statement that says something like “this comment is contrary to our core values as a community.”
- We can deploy resources to police posts and ensure a down-voting of offensive posts.
- When offensive posts are reported, we can contact Yik Yak immediately to ask that user privileges be banned.
- Where posts potentially cross the line into potential criminal activity, we will work with the District Attorney's office to pursue prosecution of the user.
- Student groups can initiate an action to take Yik Yak off their phones.

Pros for Banning Yik Yak, or why Banning Yik Yak may be an Effective Action

- Symbolic gesture that some students feel will show the University's support for the injury caused by Yik Yak posts that are racist, misogynistic, disparaging of specific religions or otherwise highly offensive.
- Disables any University technology from supporting Yik Yak.
- Geographic nature of the Yaks adds a different level of distress to those attacked; creates feelings of being physically unsafe.
- Puts some pressure on Yik Yak to take more aggressive action against inappropriate posts.
- The anonymity of the posts is not an attribute we should support in an academic environment that invites dialogue. Effective dialogue cannot occur when a communicator is unidentified.
- Announcement of a block of Yik Yak from our servers can be accompanied by a statement that the University does not condone offensive anonymous speech; some of the anonymous posts on Yik Yak are in clear violation of our community values.
- Other Universities have blocked Yik Yak.

Cons for Banning Yik Yak, or why Banning Yik Yak may be an Ineffective Action

- Does not prevent racist, misogynistic, disparaging of religions or otherwise highly offensive posts from appearing on phones.
- Diverts attention from person responsible for the post and the attitudes expressed to the app itself; targets the means not the expression.
- Very small percentage of YAKs are offensive, so restricts use for the vast majority of yaks that are not inappropriate.
- Likely to be many more apps after Yik Yak that are means for bad comments to be disseminated. Hard to police all.
- Some Yaks have been used to do good and make students feel connected to others in important ways.
- Are many other ways to post anonymously through fake accounts on other social media apps.
- Yik Yak has a number of tools that allows offensive posts to disappear. Yik Yak has done more to acknowledge social media problems with bullying and harassment than other social media companies.
- Likely to be a backlash publicly from organizations that purport to protect freedom of expression and will not like the restricted access that our ban causes. Even though a ban targets the means not the expression, banning could be viewed as a form of censorship that may be (1) at odds with the university's foundational commitment to freedom of expression, and (2) troubling to other minority communities (e.g. international students) who come from societies or groups where means of communications are regularly monitored and/or banned.

Appendix D

Courses relating to African American Studies at the University of Rochester

List Prepared by Thomas Gibson, Professor of Anthropology

Anthropology	Kristin Doughty	<ul style="list-style-type: none"> • ANT 230 War, Genocide and Justice
	Thomas Gibson	<ul style="list-style-type: none"> • ANT 104 Contemporary Issues (Race and Class in the US) • ANT 232 Indigenous Rights Movement • ANT 264 Islam and Global Politics
Art and Art History	Sharon Willis	<ul style="list-style-type: none"> • AH 213 Race & Gender in Popular Film
	William Gblerkpor	<ul style="list-style-type: none"> • AH 243 Early Civilization Africa
Arts and Sciences	Samira Abdur-Rahman	<ul style="list-style-type: none"> • AAS 229 Representations of Black Childhood
	Kathryn Mariner	<ul style="list-style-type: none"> • AAS 230 The Black Body: Intersecting Intimacies
	Julie Papaioannou	<ul style="list-style-type: none"> • AAS 267 French in Film: Africa, Caribbean, Quebec
	William Gblerkpor	<ul style="list-style-type: none"> • AAS 302 Archaeology of Africa
	Cilas Kemedjio	<ul style="list-style-type: none"> • AAS 380 Senior Seminar
Dance	Kathryn Bangoura	<ul style="list-style-type: none"> • DAN181 West African Dance Forms I
Economics	Michael Wolkoff	<ul style="list-style-type: none"> • ECO 253 Economics of Discrimination
English	John Michael	<ul style="list-style-type: none"> • ENG 115 American Literature
	Erin Pearson	<ul style="list-style-type: none"> • ENG 242 Narratives of Slavery
	Ezra Tawil	<ul style="list-style-type: none"> • ENG 116 Introduction to African-American Literature
	Russell Sbriglia	<ul style="list-style-type: none"> • ENG 228 African-American Drama
	Jeffrey Tucker	<ul style="list-style-type: none"> • ENG 230 "Race" in American Writing • ENG 380 Slavery & 20th Century African-American Novel
French	Cilas Kemedjio	<ul style="list-style-type: none"> • FR247 Black Paris
History	Larry Hudson	<ul style="list-style-type: none"> • HIS 100 Gateway to History: Abraham Lincoln's America • HIS 170 African-American History I to 1900 • HIS 268 History of the American South, 1896-1946 • HIS 269 The Civil War • HIS 356 The Black Family in Slavery and Freedom
	Joseph Inikori	<ul style="list-style-type: none"> • HIS 209 Corruption and the Global Economy in Historical Perspective • HIS 212 Africa's Sleeping Giant: Nigeria Since Islam Rev 1804 • HIS 250 Economies and Societies in Latin America and the Caribbean since 1492 • HIS 281 State Role in Global Historical Perspective
	Elias Mandala	<ul style="list-style-type: none"> • HIS 100 Gateway to History: Rise and Fall of Apartheid • HIS 110 The Making of Modern Africa • HIS 210 Africa Welcomes China in a New Global Economy • HIS 110 The Making of Modern Africa • HIS 201 New Perspectives in Global History
	Pablo Sierra	<ul style="list-style-type: none"> • HIS 150 Colonial Latin America • HIS 251 African Diaspora in Latin America

Linguistics	Sasha Eloi	<ul style="list-style-type: none"> • LIN 162 Modern African-American English
Modern Languages and Cultures	Cilas Kemedjo	<ul style="list-style-type: none"> • CLT 221 Mutilated Bodies, Mutilated Discourse
Music	Paul Burgett	<ul style="list-style-type: none"> • MUR 122A History of Jazz • MUR 123 The Music of Black Americans, Paul Burgett
	Glenn West	<ul style="list-style-type: none"> • MUR 165 Mbira Ensemble
	Kerfala Bangoura	<ul style="list-style-type: none"> • MUR 168 West African Drumming Intro • MUR 168B West African Drumming Advanced
	Jennifer Kyker	<ul style="list-style-type: none"> • MUR 210 Ngoma: Drumming, Dance and Ritual in Southern Africa
Political Science	Gerald Gamm	<ul style="list-style-type: none"> • PSC 242 Urban change and City Politics
Religion	Daniel Beaumont	<ul style="list-style-type: none"> • REL 151 The Blues
	Curt Cadorette	<ul style="list-style-type: none"> • REL 234 Cry Freedom
	Josh Dubler	<ul style="list-style-type: none"> • REL 153 Islam in America • REL 155 Religion in America
	Emil Homerin	<ul style="list-style-type: none"> • REL 107 History of Islam • REL 239 Spiritualism in America • REL 240W Muhammad & the Qur'an
	Margarita Guillory	<ul style="list-style-type: none"> • REL 156 Religions of the African Diaspora • REL 170 Religion and Hip Hop Culture • REL 157 African-American Religious History
	Nora Rubel	<ul style="list-style-type: none"> • REL 125 Religion, Race and Ethnicity in America
Womens Studies	Tanya Bakhmetyeva	<ul style="list-style-type: none"> • WST 219 The Politics of Sport

Appendix E

The Frederick Douglass Institute for African and African-American Studies: Charting A Sustainable the Future Within the Strategic Plan of the School of Arts and Sciences

Thursday, January 28, 2016

In their petition to the University leadership, students demanded an “increase in Funding and Support of Underrepresented Minority Students and Departments.” With regard to the Frederick Douglass Institute for African and African-American Studies, they wrote:

WE DEMAND the Frederick Douglass Institute be established as its own department by 2018. For several years students majoring in African American Studies have had limited course options, which has affected their ability to fulfill their major; this is unacceptable. If the Frederick Douglass Institute is made into its own department this will give the administration a chance to hire more diverse faculty. In 1999, students fought to have this department supported and expanded. The fact that FDI has been underfunded and received minimal support for the last ten years sends the wrong message about our University's commitment to the legacy and history of Frederick Douglass. (emphasis added)

On behalf of the FDI Executive Committee, I want to thank students for their interest and attachment to the FDI. I further want to acknowledge their critical intervention in the relaunching of the Institute in 1999. I want to convey to this Commission that in 1999, members of the Dean's Commission, in 1999, recognized the students' vital role. This recognition was translated into the creation of an undergraduate major and minor in African and African-American Studies. A Frederick Douglass Prize recognizing outstanding scholarship by an Undergraduate student was also instituted and has been awarded yearly since that date. The Executive Committee has also made the undergraduate Conference a yearly event. Some of the students who have presented at this conference have gone out to pursue their graduate studies at the University of California, Berkeley, Harvard University, the University of Iowa, the University of California, Los Angeles, or the University of Rochester (Medical School). I am stressing all these opportunities to impress upon the members of this Presidential Commission our achievements in and our steadfast commitment to educating and mentoring undergraduate students in the Institute.

When I assumed the directorship of the Institute, I stated that the FDI has been and would continue to be part of the solution in the face of challenges regarding intellectual diversity. To this end, we have intensified our mentoring of our Fellows, linking them, before and during their arrival on campus, to available networks that can contribute to their formation as outstanding scholars in the field. After they leave the Institute, we keep in touch with them, inviting the most outstanding Fellows to come back and share the results of their research and mentor current Fellows. One of our Fellows came to the University of Rochester as a pre-doctoral Fellow in the Department of Music. I invited him to present a paper and subsequently encouraged him to apply for the FDI postdoctoral Fellowship. During his tenure at FDI, I and other colleagues the Susan B. Anthony Institute for Women, Sexual and Gender Studies, mentored him and organized a mock job talk for him. He is now teaching at the University of Minnesota. We have established a Graduate Certificate along with our Symposium on “New Directions on African and African-American Studies,” a yearly conference that brings together graduate students and junior scholars to explore groundbreaking research in the field.

We therefore take these concerns expressed by our students very seriously. I want to assure you that the FDI, its staff and associates, have been working every day to fulfill our mandate, consistent with the highest expectations that students should expect and receive from this great institution of higher learning. I am happy to report that the office of the Dean of the School of Arts and Sciences, under the leadership of Dean Lennie, has been a constant and dedicated ally in this journey. Deans Joanne Olmsted, Thomas DiPiero, and Gloria Culver have been very attentive and supportive in helping FDI carried its mission.

Students' frustration is a result of many factors, including issues related to faculty hiring, retention, and leaves. Within the last couple of years, FDI has been negatively impacted by faculty departures (History, English, Political Science). Some core FDI faculty have been either on leave or have seen their courses reduced because of administrative responsibilities. I attribute the frustration experienced by students to the direct consequence of these fluctuations that are, fortunately or unfortunately, part of the routine of our profession.

My personal approach has been to align FDI with the strategic objectives of the School of Arts, Sciences, & Engineering. I strongly believe that in order for FDI to be sustainable in the long term, it would have to become an ordinary part of the ASE landscape. To use another formulation, I do not want FDI to remain an exception, or to be in state of exceptionality. Being in a state of exceptionality may bring attention from time

to time, but it's not a sustainable approach to building the long-lasting infrastructure that would ensure sustainable intellectual diversity at the University of Rochester. The current situation, as unfortunate as it may be, is not exceptional. It has been part of the University for a very long time. The solutions I am proposing for your consideration are therefore designed to achieve sustainable results within the strategic plan of the School of Arts and Sciences that focuses on striving to make the University a beacon of excellence in research within a global context.

Increasing the number of Fellows in the Institute

Expanding the number of Postdoctoral Fellows in the Institute will create a dynamic intellectual atmosphere, give the Institute and the University more visibility in the field, and add at least one course. We are studying the possibility of creating a new course designed around our Film Series. This would more likely be a two-credit course designed by the Institute and taught by Fellows. I must add that the film series is already part of the Fellows' responsibilities. In discussions with Chairs, we are also working to align, whenever possible, the recruitment of Fellows with potential hiring.

Fellows should be realigned with hiring potentials within the School of Arts and Sciences. Priority should be given to fellows with academic credentials that may match the needs of departments that are considering hiring within AAS. This would require more leadership from the Dean to alert departments about this possibility. Departments with hiring potential would be consulted before final decisions are made on Fellows. While there's no guarantee that this process will lead to hires, it provides another opportunity for departments to take a look at potential candidates.

The Fellow option is a solution that will meet the urgency expressed by students while a more sustainable solution, namely the addition of more faculty, is considered and hopefully implemented. We are concerned that the normal process of approving new faculty lines, and successfully hiring in them may take a very long time. This may be—wrongly I recognize--perceived by students as sign of inaction.

To summarize my case: Post-doctoral Fellows will raise the visibility of the Institute, the search is easy to conduct, and they will teach courses for FDI and create a vibrant and dynamic intellectual atmosphere at the Institute. In other to address the lack of courses in the long term, the FDI Executive strongly believes that it may be time to rethink or revisit the current hiring model that depends almost entirely on the good faith of departments. We recommend that a cluster hire be strongly considered at this time. We further recommend that some

basic mechanism, other than the good will of department, be instituted to insure a sustainable future in the hiring, retention, and replacement of FDI core Faculty.

Study Abroad in Ghana: Diversifying the Education Abroad Offer

The School of Arts and Sciences and Engineering, under the leadership of Dean Lennie, has instituted a partnership with the University of Ghana at Legon. Within the framework of this partnership, I have been, for about three years, in constant discussions with the Kwame Nkrumah Institute of African Studies with the view of exploring options for establishing a UR Summer Study Abroad in Ghana. Professor Adomako Ampofo, the Director, has indicated to me that we could count on the Faculty of her Institute and also on their material support to run the program. The program will be between 4-6 weeks, and could follow the model of Summer programs of the Department of Modern Languages and Cultures. This model has been working for the last three decades or more and it may offer a roadmap for a sustainable program.

The program will be run by FDI and staffed by FDI Associates with additional staffing (teaching) provided by the University of Ghana. I strongly believe it would add courses (some MLC programs offer two courses in the Summer), and more importantly, diversify the Education Abroad program. In order for the program to start, we need a team of FDI Associates (the Director and at least three Associates from different departments) and representatives of the Education Abroad Office, the Dean of Students, and the Provost Office of Global Engagement to assess its feasibility. This assessment will include a trip to Ghana (Accra and potential cultural sites such as the Elmina and Cape Coast Slave Castles, the Kente Village in Kumasi, etc.). The study would consider the form it would take (summer abroad, short stays during breaks) and potential sources of funding, from tuition to scholarship. Based on the MLC model, your Commission may consider grants or an endowment (that's the MLC model) to support the program (to help students who want to go there but are financially stressed). The program would eventually have to be financial viable, but at the beginning, it would require a lot of help.

Endowing the FDI Annual Lecture and the Two Icons Lecture

Dean Gloria Culver, within her short tenure, has already allocated resources to support two lectures that are part of the drive toward exceptionality and sustainability for the Institute: the Two Icons Lecture (presented annually with the Susan B. Anthony Institute for Gender, Sexuality and Women's Studies) and the FDI Annual Lecture. We suggest that your Commission consider looking for ways to provide endowments

for these lectures. The endowment is a powerful message that communicates to both the University community and the outside world the institutional commitment. The endowment is a major statement of institutional support that will enshrine these two lectures as permanent fixtures of the academic landscape.

To sum up, the addition of new Fellows, the funding of research and implementation of a study abroad program aligned with African and African-American studies, the endowed lectures will significantly strengthen the Institute as it continues, within the School of Arts and Sciences strategic objectives, to carry out its mandate in the promotion of the scholarship and teaching of African and African-American Studies.

Written by Cilas Kemedjio, *Frederick Douglass Professor, Professor of Modern Languages and Cultures, Director Frederick Douglass Institute for African and African-American Studies, and Professor of French and Francophone Studies*

Appendix F

Inventories

Commission members, grouped by unit, provided inventories of offices, programs and activities that support an inclusive campus community within their unit. These inventories serve as a starting point to gain understanding of the programs and initiatives that are currently in place at the University of Rochester. These inventories will be assessed to identify needs and gaps in services, programming and support. They will also be shared broadly to allow for collaboration between units and to foster the sharing of approaches, initiatives and programs.

Arts, Sciences, and Engineering Inventory

The College offers a wide variety of support programs designed to ease students' transition to college life and to strengthen their academic performance. This section describes these programs and the offices that manage them.

Some resources that are helpful are services offered to all students in the College. The Center for Advising Services (CCAS) is staffed by professional advisors who are available to help provide guidance and resolve academic issues. Students also may seek assistance from the Center for Excellence in Teaching and Learning (CETL), which supports undergraduate students with services that promote academic success, including course-specific collaborative workshops and study groups, study skills support, a study skills course, disability support, and the College Tutoring Program. The Writing, Speaking, and Argument Program leads the effort to build a strong community of writers, readers, and researchers, guided by advice from an interdisciplinary faculty committee.” The program also collaborates with the Office of Minority Student Affairs (OMSA) to support the writing needs of HEOP and ECO Program students.

Office of Minority Student Affairs

The Office of Minority Student Affairs (OMSA) provides counseling, disseminates information, initiates programs and serves to enhance the environment in which minority students live and learn.

Higher Education Opportunity Program (HEOP)

Situated within The College of Arts, Sciences and Engineering since 1969, HEOP provides comprehensive and structured educational and financial support services to 100+ students. Support includes substantial need-based financial assistance, student-centered counseling/advising, tutorial support, and numerous co-curricular activities. The program attracts students from diverse racial, ethnic, and cultural backgrounds. During the 2014-15 academic year, the ethnic/racial diversity of the 103 students in the program was 41% African-American, 47% Hispanic, 9% Asian, and 3% Caucasian; 44% male and 56% female.

While HEOP students enter the University academically and financially disadvantaged, and are often the first in their family to attend college, the vast majority graduate. The most recent five-year cohort graduation rate for HEOP students within the past funding cycle is 90%. Also, over the past cycle the program has served over 100 students per year, with 27% of our graduates enrolling in graduate and/or professional school and 48% finding full-time employment immediately upon graduation.

The Early Connection Opportunity Program (ECO)

ECO is a pre-freshman summer academic program designed to introduce students to the distinctive Rochester Curriculum, and to help students acquire the skills, attitudes, and social connections necessary to become successful UR students. The program is mandatory for all HEOP freshmen and other first-year students who are identified as academically at-risk, and is designed to provide students with the necessary tools to make a successful transition from high school to college. Services extend throughout the first year via the Early Connection Opportunity Scholars Program (ESP). ESP is designed to assist first-year students through continued advising and mentoring, as well as academic and social programming.

Emerging Leaders Program (ELP)

The mission of ELP is to facilitate the development of leadership skills, promote excellence, individuality and group cohesiveness among current and emerging leaders affiliated with OMSA. The program consists of eight workshops to be completed in one semester.

Study Groups

In partnership with the Kearns Center, OMSA provides small study groups in introductory level science courses that are essential for continuing in STEM majors -- general chemistry, organic chemistry, calculus, and biology.

David T. Kearns Center for Leadership and Diversity

The mission of the David T. Kearns Center for Leadership and Diversity in Arts, Sciences and Engineering at UR is to expand the educational pipeline through the doctoral degree for low-income, first-generation college, and underrepresented minority students. More specifically, the Center supports first-generation college and low-income undergraduate students through a number of initiatives:

Ronald E. McNair Post-Baccalaureate Achievement Program

This program's goal is to increase the numbers of LI/FG and URM students who pursue Ph.D. degrees. Each McNair Scholar completes a mentored research experience and attends seminars from sophomore through senior year; they meet and network with faculty, prepare for the General Record Exam, learn about life in the academy, and apply to graduate schools. Since the program's inception in 1992, over 80% of our graduates have enrolled in graduate school, and over 100 have already earned doctoral degrees.

Kearns Scholars Seminar

This is a non-credit bearing course designed to provide LI/FG freshmen a safe space to discuss their shared experiences. Topics during the weekly meetings include: being low-income at a prestigious university, academic resiliency and sense of belonging, first-generation student experiences, and stress management.

Study Groups

The Kearns Center, in partnership with OMSA, and the departments of Chemistry and Biology, provides small, graduate student-led study groups in general chemistry, organic chemistry, calculus, and biology—all introductory level science courses that are essential for continuing in STEM majors. The number of students who have passed these courses has increased substantially since the inception of these study groups. In one case, CHM 131, the failure rate dropped by over 50% as a result of student participation in study groups.

Advising and Other Support

The Kearns Center offers advising and other forms of support. An intensive academic advising model was developed specifically to address the unique complexities of the lives of LI/FG students. A textbook lending library is available, providing students with the option of borrowing their course textbooks for the semester or year. This can be especially helpful for students, as purchasing books each semester—

particularly for science and engineering classes where individual textbooks can exceed \$350 each, a substantial percentage of the \$1,300 allocated in financial aid packages for books and supplies—can be an unmanageable financial burden. The Center offers workshops that cover such topics as time management, financial literacy, handling family crises, and academic honesty. The Kearns Center also hosts a number of social events aimed at building community: welcome back parties, stress busters, study breaks, senior celebrations, and more.

Paul J. Burgett Intercultural Center

The Paul J. Burgett Intercultural Center works with students, staff and faculty to foster a collaborative environment that celebrates the range of cultures represented on campus while also providing opportunities for education and dialog on different topics. The ICC works with other campus offices to develop resources that complement and supplement curricular offerings, build intercultural competency and promote and encourage cultural understanding and appreciation on campus.

One Community Program & Dialogue Series

The One Community program engages students in a panel discussion followed by small group and peer facilitated discussions that explore the way the University of Rochester community is shaped by all of our intersecting identities. The program takes place at orientation and all new students participate. Throughout the academic year we continue the One Community Dialogues by offering various conversations about topics that interest our campus community.

Intersectional Discussion Groups

Discussion groups that serve to better support members of our community based on the intersections of their identity. The following groups are offered: Graduate Students of Color, Non-traditional Undergrads at UR, Queer Students of Color, Surviving Crisis Abroad, UR DREAMers, UR Trans Support Network, and the Women of Color Circle.

Intercultural Workshops/Class Offering

- **Intercultural Communication:** This workshop explores the interplay of language, communication, and culture in interpersonal interactions, providing participants with an overview of the basic principles of intercultural communication. Engaging with case studies and cultural frameworks, participants will arrive upon a guided understanding of cultural dimensions of communication, which can help inform future interactions.

- **Intercultural Competence:** This workshop explores the cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction with others in various contexts. Engaging with case studies, small and large group activities, and self-reflection, participants will gain a set of skills that will allow them to heighten their awareness of differences in communication styles across cultures, reflect on assumptions about communication, and hopefully interact more confidently with those who are different from them.
- **CAS 120: Exploring Intercultural Competence:** Preparation for the Global Citizen What is intercultural competence? What is intercultural communication? How does one become interculturally competent in their increasingly globalized lives? Intercultural competence provides the tools needed to interact with other cultures, socioeconomic statuses, political beliefs, racial and ethnic backgrounds, sexual orientations, gender expressions, gender identities, abilities, and religious affiliations. Learning with and by people of different backgrounds encourages collaboration and fosters innovation and creativity, thereby benefitting the entire community. This course will be interactive and discussion based. Discussions will include guest speakers, reading personal narratives, as well as using popular media. Assignments will encourage students to conduct research, create an intercultural activity, and interact with people by conducting interviews. This course culminates with a group project, allowing for integration of theory and practice.

College Diversity Roundtable (CDR)

The College Diversity Roundtable is a committee appointed by the Dean of the College, charged with establishing an educational forum/exchange by which diversity in all its complexity and multi-faceted dimensions can be supported and affirmed. The Committee consists of faculty, staff and students.

International Roundtable

A monthly meeting of staff from across the College that gathers to discuss trends and issues related to international students.

Student Support Network (SSN)

The Student Support Network (SSN) consists of a comprehensive array of campus offices and departments. Its purpose is to identify students and issues that may need

attention, support, or other intervention. The SSN meets formally on a regular basis. Its members hold themselves to the very highest ethical standards, sharing information confidentially among University staff and faculty on a “need-to-know” basis only. The SSN is not a decision-making body, but provides an opportunity for College staff to communicate effectively toward developing strategies in accordance with the communal principles of the College.

Bias-Related Incident Report

As an expanded and more comprehensive aspect of the CARE Network, the Bias-Related Incident Report allows members of our community to submit a report if they know of an incident motivated by age, disability, ethnicity, gender, gender identity, gender expression, national origin, race, religion, or sexual orientation of the targeted person or group.

Communal Principles Project

This project aims to promote the communal principles of fairness, freedom, honesty, inclusion, respect, and responsibility. As an initiative of the College coordinated by the Office of the Dean of Students, students are invited to apply for mini grants to develop a program or activity that exemplifies the spirit and purpose of the highlighted principle of that year. Grants are awarded in the amount of \$200 or \$500 and reviewed by members of the Communal Principles Project Committee.

Religious and Spiritual Life

The Interfaith Chapel provides students of many faiths traditions a place to meet, meditate and mingle. Chaplain Denise Yarbrough and several faith leaders talk about their place at the chapel and on campus. The Interfaith Chapel is the center for religious and spiritual life on campus serving students who claim religious affiliation and those who do not. The chapel supports various religious groups as they serve their particular constituency and also fosters and encourages interfaith and intercultural engagement. The chapel has six full time and three part time chaplains who offer spiritual and emotional support and guidance to students from their religious group and to any student seeking support and counsel in times of stress or crisis. The individual religious groups offer programming that supports the educational and spiritual and religious development of students. The chapel offers interfaith and intercultural programming and opportunities for interaction, education and community service.

Student groups affiliated with the chapel include:

- Protestant Chapel Community
- Newman Roman Catholic Community
- Hillel
- Chabad
- University of Rochester Christian Fellowship
- Cru
- Muslim Students Association
- Hindu Students Association
- Student Association for Interfaith Cooperation
- Agape
- Basic
- Fellowship of Christian Athletes
- Zen Buddhist Meditation Group
- Orthodox Christian Fellowship

Wilson Commons Student Activities

Cultural Student Organizations

- American Sign Language Club (ASL Club)
- Association for Development of Interest in the Indian subcontinent (ADITI)
- Black Students' Union (BSU)
 - Indulgence Dance Team
 - No Disclaimers (ND)
 - Student Organization for Caribbean Awareness (SOCA)
 - Xclusive Step Team
- Celtic
- Chinese Students' Association (CSA)
- Chinese Student & Scholar Association
- Filipino American Students' Association (FASA)
- Hong Kong Students Association (URHK)
- Israel Council (URIC)
- Japanese Students' Association (JSA)
- Korean American Student Association (KASA)
 - Liberty in North Korea (LiNK)
 - RICE Crew
- Minority Association of Pre-Medical Students (MAPS)
- Pan-African Students Association (PASA)

- Axum
- Slavic Society
- Spanish and Latino Students' Association (SALSA)
 - SALSEROS
- Student Association for the Development of Arab Cultural Awareness (SADACA)
- Student Organization for Caribbean Awareness (SOCA)
- Taiwanese American Students' Association (TASA)
- Awareness Student Organizations
- Asian American Alliance (AAA)
- Pride Network
- SATSANG: Meditation Club
- She's The First - Rochester

Religious Student Organizations

Agape Christian Fellowship

- Campus Crusade for Christ
- Catholic Newman Community
- Chabad House
- Hillel
- Hindu Student Association
- Muslim Students' Association
- Orthodox Christian Fellowship
- Protestant Chapel Community
- Students' Association for Interfaith Cooperation (SAIC)
- UR Christian Fellowship

Academic and Pre-Professional

- Charles Drew Pre-Health Society
- National Society of Black Engineers (NSBE)
- Society of Hispanic Professional Engineers (SHPE)
- Society of Women Engineers
- Douglass Leadership House

Networks

- Interfraternity Council (IFC)
- Minority Student Advisory Board (MSAB)
- Multicultural Greek Council (MGC)
 - Multicultural Sororities
- Alpha Kappa Alpha
- Delta Phi Omega

- Delta Sigma Theta
- Lambda Pi Chi
- Omega Phi Beta
- Sigma Lambda Upsilon
- Sigma Psi Zeta
- Zeta Phi Beta
 - Multicultural Fraternities
- Lambda Upsilon Lambda
- Omega Psi Phi
- Phi Iota Alpha
- Sigma Beta Rho
- Panhellenic Association (Panhel)

Office of Human Resources – Organizational Development and Staff Diversity (ODSD)

Affinity and Networking Groups

Latino Professional Alliance, Minority Male Leadership Association, Pride Alliance, Sankofa, South Asian Professional Networking Association, Veterans Alliance @ UR, and Young Leaders @UR.

M. K. Gandhi Institute for Nonviolence

As a nonprofit and partner with the University of Rochester, the M. K. Gandhi Institute offers groups and individuals training in skills such as Nonviolent Communication, meditation, and experiential interconnectedness, and fosters responses to systemic violence in the Rochester area through projects focused on urban agriculture, racial healing work, race dialogues, and restorative approaches to conflict.

Office of Parent and Family Relations (Office of the Dean of Students)

The Office of Parent and Family Relations works to help parents understand and support the student experience, learning and growth. The office helps orient families to the University of Rochester, and serves as a resource for parents through their student's undergraduate career.

First-Generation Students and Families Luncheon

The luncheon is designed to create a welcoming environment for freshmen FG college students and their families during

Orientation. The program is celebratory and promotes the importance of connecting to University resources.

First-Generation Students and Families Committee

The First-Generation Students and Families Committee is an initiative of the College, coordinated by Parent & Family Relations. The committee initiated the 1ST ONE Campus Campaign. Students, faculty, and staff can show support to FG college students by displaying 1ST ONE decals and stickers. The 1ST ONE decals indicate that individuals were FG college students and identify with the experiences of current students, or simply that those individuals support FG students.

Recent Enhancements

Summer Courses/MTH 143

Supporting students through tuition, housing, and a meal stipend provides flexibility, particularly for students who faced obstacles during their transition to college and have fallen behind in their program of study. Math 143 is offered over the summer, tuition-free. This course is essential for engineering-intended students in the 140 math series. Taking the course over the summer allows students to complete calculus prior to their sophomore year, ensures that they do not fall behind in their engineering curriculum.

A Model for Additional Support: the Bruno Fund

The Elizabeth P. (Pungello) Bruno Student Support Fund provides support for LI, FG or underrepresented minority students. The fund provides support for all four years of undergraduate studies, thereby eliminating some obstacles to academic success. The fund can: eliminate work study or summer income expectations, cover room, board, or tuition for summer sessions, assist with study abroad expenses and/or provide small grants for the purchase of books or other supplies essential for academic success. In addition, students receive enhanced advising and counseling services through ECO, OMSA and the Kearns Center. Students supported by the (Pungello) Bruno Fund have been very successful at the University; they are retained at a higher rate than the overall undergraduate student population and a considerably higher rate than their peers in ECO. This program began in the fall of 2011.

Academic Programs

Frederick Douglass Institute

The Frederick Douglass Institute for African and African-American Studies was established in 1986 to promote the

development of African and African-American studies in undergraduate and graduate education and through advanced research at the University of Rochester. The Institute has developed an interdisciplinary major which, though not excluding natural sciences, will focus primarily on the social sciences and humanities. A broad range of undergraduate courses in African and African-American Studies are offered in collaboration with several departments within the University. We offer undergraduate internship, a series of distinguished outside speakers; a bi-weekly video & film series to discuss in a relaxed environment video and documentaries capturing Africa's past and present and to become acquainted with, and debate, issues relating to the continent; a Work-in-Progress Seminar Series to graduates and faculty who have the opportunity to present and discuss their ongoing research in the broad area of African and African-American Studies.

Susan B. Anthony Institute for Gender and Women's Studies

The Susan B. Anthony Institute for Gender and Women's Studies is named to honor Susan B. Anthony, the nineteenth-century suffragist who led a successful campaign to have women admitted to the University of Rochester in 1900. The Institute is dedicated to addressing curricular and scholarly issues important for understanding the role of women and gender throughout history and in contemporary society. The Institute is supported by over one hundred faculty associates who represent a broad range of disciplines in the humanities, social sciences, and sciences.

Faculty

In Arts, Sciences and Engineering, the Faculty Development and Diversity Officers work with each faculty search committee to educate and ensure that the committees engage in specific efforts to attract and recruit underrepresented minority and women faculty. We highly encourage search committees to invite undergraduate and graduate students to candidate job talks, or to meet with them at different times during their visits; we see this as a positive experience for both the candidates and for our students. AS&E's Faculty Development and Diversity Officers, Jeff Runner and Beth Olivares, are available to meet with student groups at any time, to share data and discuss our on-going efforts

Access

- Upward Bound
- Pre-College Programs
- Financial Aid

- Multi-Cultural Visitation Program
- Scholarships
- Ahora Scholarship
- CollegeBound Scholarship
- Haudenosaunee Nations Scholarship
- Hillside Work Scholarship
- Jesse Moore Urban League Scholarship
- Lorenzo de Zavala Scholarship
- Native Peoples Scholarship
- Rochester Promise Scholarship
- Say Yes to Education
- TRIO Scholarship
- Wilson IB Scholarship

Eastman School of Music Inventory

Mission Statement

The full mission statement can be found online at <http://www.esm.rochester.edu/about/mission/>. The Eastman School of Music strives:

- To create a musical community that is rich with cultural, social, and intellectual diversity.
- To give the student an intensive professional education in his or her musical discipline.
- To prepare each student with a solid foundation in music and an expansive education in the liberal arts.
- To develop an informed and inquiring mind that enables each graduate to engage the fundamental issues of his or her art and to become an effective cultural leader in society.
- And, through its community and continuing education programs, to offer the highest quality music instruction and performance opportunities for students of all ages.

Diversity Recognition for Eastman Faculty and Programs

Faculty and programs at the Eastman School were recognized recently for efforts to address diversity in the Rochester community.

University Presidential Diversity Award (2012) Presented to Dr. John Fetter

John Fetter, Ph.D., is Assistant Professor of Music Education at the Eastman School of Music. His research interests include identity development, alternative styles in string music education, music in urban schools, and string pedagogy. Actively engaged with music teaching in the urban community, he is the coordinator of the Urban Strings partnership between Eastman and the Rochester City School District. While teaching elements of all of his classes in the urban schools, Dr. Fetter works to forge mutually beneficial partnerships for students, music educators, and musicians, and to provide engaging opportunities for music teaching and learning. For these efforts, he received the University of Rochester's Presidential Diversity Award in 2012. Dr. Fetter also was honored by the Rochester Education Foundation for his investment in the Rochester City School District music programs: <http://www.esm.rochester.edu/news/2013/09/john-fetter-honored-by-rochester-education-foundation/>.

University Presidential Diversity Award (2015) Presented to Eastman Community Music School Pathways

Eastman Pathways is a unique program sponsored by the Eastman School of Music that provides outstanding Rochester City School District (RCSD) students with generous scholarship aid to pursue music studies at Eastman. Pathways students showing exceptional musical ability and commitment may be interested in pursuing a rigorous course of study leading to the Eastman Community Music School Pre-College diploma. The Pathways program is a component of the William Warfield Partnership between the Eastman School and the Rochester City School District. Named in honor of the world-renowned bass-baritone and graduate of both the RCSD and Eastman School, the William Warfield Partnership provides diverse music opportunities for students and teachers in the Rochester City Schools. Pathways lessons and course offerings are meant to enrich and not replace what is being taught in the RCSD. Students begin instrumental instruction in their city school and are eligible for Pathways as they advance. Up to 70 students participate each year in Pathways. An enrollment goal for Eastman Pathways is to achieve a student population that reflects the ethnic mix of the Rochester City Schools. Learn more by visiting <http://www.esm.rochester.edu/blog/2015/02/pathways-to-diversity/>.

Events and Presentations:

Examples of recent and upcoming concerts/recitals include:

- Eastman Presents The Underground Railroad, A Spiritual Journey (with Kathleen Battle): <http://eastmantheatre.org/events/underground-railroad-a-spiritual-journey/>
- William Warfield Scholarship Concert, annual event in January, featuring an African-American student and community music organizations: <http://eastmantheatre.org/events/william-warfield-scholarship-concert/>
- Links Scholar Recital, annual event in April, featuring an African-American student: <http://www.esm.rochester.edu/news/2015/04/pianist-leonard-o-hayes-performs-links-scholarship-concert/>
- World Music Series, multiple events throughout the year, featuring instruments, voices, and dancers from around the globe: http://eastmantheatre.org/events/?criteria=event_series&series=World%20Music%20Series

Committees and Formal Groups

Eastman Diversity Committee

Two Faculty Diversity Officers co-chair the Diversity Committee and meet regularly with University FDO's and Dr. Vivian Lewis; recommend strategies for faculty searches to identify and recruit underrepresented minority applicants.

To learn more about the Eastman Diversity Committee (faculty, staff, students), visit <http://www.esm.rochester.edu/diversity/>.

As a full group or in working groups, this committee meets monthly or bi-weekly to plan and support diversity initiatives. The DC sponsored a brief climate survey in spring of 2015 that informs current planning. They have sponsored several presentations within a recently created program called "Identities at Eastman," to address diversity concerns in our community.

This committee monitors the ongoing activity of the Eastman Departmental Diversity Initiative (EDDI), a grant project to support campus visitors who will present and meet with the community on topics of diversity. The requests come directly to the committee from departments. An example of an EDDI-sponsored visitor to the Musicology Department can be found online here: <http://www.esm.rochester.edu/musicology/files/Musicology-Newsletter-2015.pdf>.

To learn more about the goals of the EDDI visitors, please visit <http://www.esm.rochester.edu/diversity/2015/11/eddi-visitors/>. Information regarding application procedures can be found at <http://www.esm.rochester.edu/academic-affairs/diversity-eddi/>.

Office of Student Life—Student Groups

- A new student Committee on Diversity at Eastman (CODE) was recently formed by student request (organized and supported through Student Life).
- Spectrum: This group formed in fall of 2014, to address concerns of LGBTQi students
- Chinese Student Association: This group was formed recently to encourage more awareness of our many Chinese music students and their cultural heritage (supported by Student Life).

Orientation Program

The Office of Student Life developed a new Identities at Eastman program for fall 2015 orientation, based on the OneCommunity program from the College. Sessions included panels and small-group discussions for all freshmen at Eastman.

A final shared performance event with River Campus groups was presented to all freshmen from the College and Eastman freshmen in Kodak Hall on the last night of orientation week.

Opportunities for Community Participation

ROCmusic

ROCmusic program was created to offer after-school music instruction to students in the Rochester City Schools. To learn more, visit <http://www.esm.rochester.edu/rocmusic/>.

Urban Practicum

This course is directed by Dr. John Fetter, and is open to both performance majors and music education majors, who meet weekly to support string players in elementary school settings in the city.

East High School Collaboration

The Music Education Department is collaborating within the University of Rochester partnership, to support teaching staff and students in the music program at East High School.

If Music be the Food of Love, Play On (community concerts in support of Foodlink)

Originated by viola professor Carol Rodland, this program of varied concerts by faculty and students offers free events in the community, with donations to Foodlink: <http://www.esm.rochester.edu/news/2016/01/musicians-unite-to-benefit-rochesters-foodlink-on-january-24/>

Curriculum Connections

Musicology/Music History

- MUY 502 Introduction to Ethnomusicology
- MHS 414 History of Jazz Styles
- MHS 590 Bali: Bali/Global Negotiation
- MHS 590 Strayhorn's Contribution (Duke Ellington Orchestra)

Jazz Studies & Contemporary Media

- JCM 241 History of Jazz

Humanities

- HIS 232 International Human Rights
- PSC 282 Feminist Political Theory

Chamber Music

- The Music for All program sends chamber music groups out into the greater Rochester community for free presentations in schools and other settings; a requirement of the curriculum

Music Education

- MUE 290 Urban Practicum in String Teaching
- MUE 216/416 Music for Special Learners

World Music Ensembles

- ENS 215/415 Gamelan
- ENS 216/416 Introductory Mbira
- ENS 217/417 Advanced Mbira
- ENS 215/MUR West African Drumming (intro)
- ENS 215/MUR West African Drumming (advanced)

River Campus Libraries Inventory

Outreach, Learning, and Research Services

Summer Programs

Librarians host workshops on research and citation management for students in Early Connection Opportunity, International Immersion Summer Program, Admissions Pre-College Courses, Upward Bound

International Students

The River Campus Libraries' UR International Community

(URIC) hosts activities and events for international students

- **ISO Conversation program:** The librarian offers workshops to the ISO Conversation groups on library services, resources, and research tips.
- **International Student Library Orientation:** Librarians work with International Student Engagement and held two sessions of the orientation for the incoming international freshmen in August 2015. Through watching a video and game play, the students learned about library resources and services as well as the outreach librarians' roles and subject expertise.
- **Celebrations around the World:** This is URIC Holiday Series. Through the activities of the Holiday series, URIC aims to acknowledge the different cultures among us and bring awareness of these cultures that enrich our lives in so many way.
- **International Summer Immersion Program:** This early arrival program is a four-week summer writing program, which provides an opportunity to jump-start incoming international freshmen students' college adventure. The enrolled freshmen from outside the United States arrived in Rochester earlier than most other students to experience Rochester and U.S. culture in addition to developing skills and learning about resources to become successful at UR.

First Generation Students

Librarians host fall and spring citation management workshops

Greater Rochester Community

- **Saturday Study Sessions at Carlson Library - Outreach to Refugee Students:** Saturday study sessions build, a structure of constant, coordinated activities, revolving around real, concrete, clearly defined, and agreed upon educational goals. Furthermore, we try to encourage our students to learn how to learn, to develop good study skills and habits, to have an understanding of their own personal academic strengths and weaknesses; develop critical thinking skills, information literacy, and other metacognitive skills. Students are Rochester City School students from a diverse group of refugee and immigrant populations, originating from various corners of the world.

Rare Books, Special Collections and Preservation

Projects, student internships and curriculum engagements

- Frances Worden Chesebro (1826 - 1909), "Recollections of the Underground Railroad. Writing in the 1890s or

early 1900s, Mrs. Chesebro recalls her knowledge of the underground railroad in upstate New York and, more especially, the African-Americans she knew during her lifetime" was completed as part of an internship, transcribed by a student, who was one of the founders of the Douglass Leadership House.

- "Seward Family Digital Archive:" Letters from the extended family of William Henry Seward (1801 - 1872) show tension within a family with abolitionist values facing the realities of political life. Letters included discuss the impact of slavery and abolitionism on a prominent anti-slavery family through a private, personal lens over the course of four decades.
- "Frederick Douglass Project," and "Lincoln and His Circle" website projects: Collaborations with Assoc. Professor of History Larry E. Hudson on his African American history courses, and on his "Lincoln, Douglass, and Black Freedom" course to involve students in transcribing and annotating President Lincoln and Frederick Douglass documents: <http://rbscp.lib.rochester.edu/2494> and <http://rbscp.lib.rochester.edu/lincoln/search>.
- "Rochester Black Freedom Struggle" oral history project: Many student assistants participated in transcribing and footnoting these interviews of 2008-2009, and in so doing learned a great deal in the process about race relations in Rochester both before and following Rochester's '64 race riots. Learn more at <http://www.library.rochester.edu/rbscp/572>.

Exhibitions with Student Curators and Contributors

- "Writings of Consequence: The Art of John A. Williams," John A. Williams (1928 - 2015), African-American novelist, journalist, and academic exhibit in 2003 with student involvement, including a website built by a student: <http://rbscp.lib.rochester.edu/2972>.
- "Facing Other Ways: Herbert Gentry & African American Abstraction," Herbert Alexander Gentry (1919 - 2003) exhibition, curated by grad students in 2008: <http://www.rochester.edu/news/show.php?id=3081>.
- "Theatres of Memory: New Perspectives on Edward Curtis's The North American Indian," Edward S. Curtis (1868 - 1952) exhibit curated by and with programming by grad students in 2011: https://www.rochester.edu/pr/Review/V73N5/0304_curtis.html.
- "Beyond Rochester's '64 Riots: 50 Years Seeking to Make One City Out of Two," exhibition from April - Sept. 2014 with student involvement: <http://www.library.rochester.edu/node/34708>. UR Urban Fellows students summarized their city internships as testimonials to the "recovery" efforts

in progress since the '64 Rochester riots.

- Sense of Place: Where I am from, and Where I am Now- Writing Projects done by the Students of the 2015 International Summer Immersion Program, from Aug. 20, 2015 to Sept. 11, 2015.
- “BOA Editions: 40 Years of Connecting Writers with Readers”: several UR student participants in the forthcoming Spring 2016 exhibit celebrating local independent non-profit publisher BOA Editions chose to write reaction statements to race-related BOA-published poetry, including Palestinian poet Naomi Shihab Nye’s poem “Call to Prayer” and African-American poet Lucille Clifton’s poem “In White America.”

Exhibitions with faculty contributions

- Samuel R. Delany exhibit as part of this African American novelist’s 2004 reading for the Plutzyk Reading Series, and in celebration of Assoc. Professor of English Jeffrey Allen Tucker’s new book, *A Sense of Wonder: Samuel R. Delany, Race, Identity and Difference*: <http://www.rochester.edu/news/show.php?id=1691>.
- Francophone Caribbean Literature exhibit co-curated by Prof. Cilas Kemedjio, and mounted to coincide with Frederick Douglass Institute programming.
- Collection development opportunities involving UR student assistants handling and describing race-relations-related materials, for the educational benefit of future users:
 - The Bishop Robert R. Spears, Jr. Papers (in process).
 - The BOA Editions Papers (in process).
 - The Ecumenical and Interfaith Archives of Rochester Papers: <http://rbscp.lib.rochester.edu/4915>.

School of Nursing Inventory

Diversity Council

The council was formed by Dean Chiverton in 2006 as a Dean appointed committee, and was titled Dean’s Advisory Council for Diversity and Inclusiveness. It changed to an elected Council on Diversity and Inclusiveness (CoDI) in 2012 with formal bylaws (see attached bylaws), chaired by two Faculty Diversity Officers (FDOs) and one Staff Diversity Officer.

A Spirituality Subcommittee was formed in 2012 in recognition that spiritual, religious and moral beliefs are

related to health, illness, healing, suffering and dying. We also recognize that understanding these relationships as diversity issues promote an environment of inclusiveness at the school of Nursing. The goal of the Spirituality Committee is to promote knowledge and understanding related to these topics and to facilitate the sharing of experiences and ideas related to spirituality and faith. To learn more, visit <http://son.rochester.edu/diversity/Spirituality-Subcommittee.html>.

- Diversity Welcome Board: installed a display board on entry to the SON in 2013 to highlight diversity awareness activities (e.g. transgender awareness month, Black History Month) and to highlight the CoDI members and planned activities (see picture attached)
- Annual goal setting: council sets goals, these are reviewed/ approved by Vivian Lewis (see attached 2015-16 goals)
- Budget: an annual budget of \$3,200 is provided by the Dean’s office to support diversity events since year 2012
- The “CoDI Diversity Events” section on the next page lists diversity events hosted or co-sponsored by the CoDI from 2008-2015.

Statement on Diversity and Inclusiveness

In 2006, President Seligman assembled a Task Force on Cultural Diversity and Inclusiveness that made 31 recommendations to the University that were all accepted for implementation. The full document can be found on Blackboard Academic Suite in the Faculty Organization documents. The School of Nursing (SON) is committed to the goal of creating and sustaining a welcoming environment that reflects and values increasing diversity of the faculty, staff, and students of the SON. The Dean’s Advisory Committee for Diversity and Inclusiveness was established in 2008, chaired by Dr. Mary Dombeck, and renamed as the Dean’s Advisory Council for Diversity and Inclusiveness in 2011. The Council consists of faculty, staff, and student representatives. Our goal is based on the following assumptions and beliefs that:

1. A welcoming environment in which all feel valued and respected as integral members of our SON community, holds the most promise for increasing diversity of faculty, staff, and students,
2. A diverse community of faculty, staff, and students holds the most promise for expanding the range and depth of ideas and perspectives central to the creation of an inclusive work environment, and

3. A welcoming, inclusive work environment is essential to our mission of educating nurses and other health professionals to meet the diverse health care need of the larger population.

Diversity Awards

These awards were established in 2007 and titled the Mary Dombeck Diversity Award, so named for Mary Dombeck, our first FDO and champion of diversity at SON. These awards are presented to a faculty member and a staff member at the Annual End of the Year Celebration:

Mary Dombeck Diversity Faculty Award

To recognize a faculty member who has demonstrated a significant commitment to enhance diversity and inclusiveness at the University of Rochester School of Nursing (SON), and thereby helps to advance the creation and implementation of University-wide Diversity and inclusiveness action plans. The winner should be someone who actively supports diversity and inclusiveness initiatives; exhibits respect, appreciation, and value for each individual; demonstrates leadership qualities that foster an inclusive environment; promotes educational programs that enhance diversity and inclusiveness.

Mary Dombeck Diversity Staff Award

The Mary Dombeck Diversity Enhancement Staff Award is designed to recognize individuals that have demonstrated a significant commitment to enhancing diversity at the University of Rochester School of Nursing, and thereby, helping to advance the creation and implementation of University-wide Diversity and Inclusiveness Action Plans.

Paul Burgett Nursing Student Life Award

Established by the School of Nursing in honor of Paul Burgett, vice president, senior advisor to the president, and University dean. This award is given to a graduating student who has enriched the School of Nursing environment regarding diversity, raised awareness of different cultural issues, actively participated in improving student life, has been a positive catalyst for change, and has the potential to influence nursing practice to be inclusive of all cultures. This award is presented to a graduating nursing student at the annual SON commencement.

Learn more at <http://son.rochester.edu/diversity/index.html>.

Note, in 2013 a Diversity “Tab” was relocated to our home page that includes our mission statement, how we solicit feedback, and the diversity resources available in the SON.

Surveys

Organizational Behavior Survey

Both faculty and staff are surveyed every fall with specific items included on Diversity beginning in 2010. The results of this survey are shared at All School Meetings with plans for improvement as needed.

CoDI Survey

CoDI sent a diversity survey to faculty/staff in 2011 to determine effectiveness of diversity programs throughout the year and obtain input into future programming. Plans to repeat this survey are under discussion for this year.

Robert Wood Johnson New Careers in Nursing Scholarship Program (RWJ/NCIN)

Purpose of the program was to enhance diversity of our nursing workforce (males and groups underrepresented in nursing. Awarded 7 years of funding (annual awards) – only one of five schools in country to receive all 7 years of funding due to our success with increasing diversity of students and faculty (see attached slides) and for supportive programing developed including:

- **Center for Academic and Professional Success (CAPS):** Developed by Round 1 and 2 scholars with the focus on providing academic support services for all students (math, writing, testing strategies, clinical support, career planning etc.). See the CAPS Section for program details. Learn more at <https://www.son.rochester.edu/CAPS>.
- **CLEAR Vision – Creating Leaders in Education, Advanced Practice and Research:** Pilot program to provide mentoring to RWJ scholars to assist them in decision making about continuing their graduate education.
- **LIFT Students Elevating Each Other:** a student-led initiative (with a budget of \$1,000 provided by the Dean’s office) developed by RWJ scholars in 2013 to provide a platform for students to enhance their learning in the areas of diversity, leadership and advocacy <https://www.son.rochester.edu/diversity/For-Students.html>. There are 3 faculty champions and 1 staff champion serving on the organizing committee (chaired by the student champion) and also includes the Dean – 2 of the faculty and the staff champion are African American. See LIFT events section.

Dean’s Pre-doctoral Faculty Award

As part of the commitment to RWJ, six RWJ/NCIN scholar graduates were selected to receive full financial funding to pursue doctoral education and mentoring as future faculty to develop a pipeline of faculty underrepresented in nursing (men

and URM groups). They meet three times a year with Dean Rideout and are provided teaching/academic experiences. Recent candidates have included:

- Asher Takoda: male, Native American, in PhD program, has served as a TA in several courses
- Luke Angel: male, Caucasian, in DNP program and teaching in the accelerated program (part-time)
- Floyd Hutchison: male, Native American, in DNP program, teaching in the accelerated program (full-time)
- Victor Hernandez: male, Hispanic, in DNP program, serving as a near-peer mentor in CAPS
- Kristian Vitu: male, Caucasian, recent immigrant to US with recent US citizenship, in DNP program and teaching in accelerated program (part-time)
- Kaydean Harris: female, African American, in DNP program, serving as a near-peer mentor in CAPS

CoDI Diversity Events

2015-2016

- November 17, 2015: *Conversation with Dr. Tassy Parker* (Native American Month Heritage Celebration)
- December 8, 2015: *Compassion (by Spiritual Subcommittee)*
- February 25, 2016: *Inequity in Access to Healthcare* Panel discussion in SON Auditorium
- In planning for 2016: *Conversations on the Muslim Faith (by Spiritual Subcommittee)*
- In planning for 2016: *Conversation on Diversity and Inclusiveness*
- October 8, 2015: *Susan B. Anthony Conference “Transforming Our Community: Meeting the Needs of At Risk Children,”* held at Rochester Academy of Medicine (1441 East Avenue). Learn more at: <http://www.rochester.edu/sba/susan-b-anthony-center-events-and-programs/conference-transforming-our-community-meeting-the-needs-of-at-risk-children/>. (Co-Sponsored)
- November 19, 2015: *Native American Month Heritage David Tuer Lecture*. (Co-Sponsored)

2014-2015

- April 10, 2015: *Diversity film viewing “Out in the Night”* followed with panel discussion, HWH Auditorium (1w304). Moderator: Karen Reifenshtein, PhD, RN
- October 23, 2014: *The Role of Religious Faith in the Healing Process: A Pastoral and Patient Perspective* with Dr. Marvin McMickle, President of Colgate Rochester Crozer Divinity

School, HWH Auditorium 1W304. (Co-Sponsored)

- November 19, 2014: *Engaging and becoming allies in advancing diversity at URMC*, a panel discussion of the diverse perspectives of the role of majority groups in diversity with panelists Linda Chaudron, MD, MS, Karen Reifenshtein, PhD, RN, and Ying Xue, DNSc, RN, Center for Experiential Learning room (2-7520). (Co-Sponsored)
- March 9, 2015: Collaborated with Stanley Byrd and hosted a shadow visit at the UR for Lydell Fortune, JD, SHRM-CP, PHR; Compliance & Diversity Coordinator and Tile IX Coordinator/Civil Rights Compliance Office for Trocaire College, on. (Co-Sponsored)
- April 24, 2015: *LGBTQI Healthcare Across the Generations Conference*. (Co-Sponsored)

2013-2014

- January 23, 2014: *Conversations on Disability with Holly Brown and Susan Blaakman*
- February 5, 2014: *Film viewing and discussion: Shoulders to Stand On with Evelyn Bailey, Executive Producer*

2012-2013

- Establish Diversity Display Case
- December 3, 2012: *SON Conversations on Inclusiveness Part I Workshop*
- February 6, 2013: *SON Conversations on Inclusiveness Part II Workshop*
- March 1, 2013: *Transgender Conference*
- April 25, 2013: *“Conversations on Religion and Faith” (by Spiritual Subcommittee) Workshop*

2011-2012

- November 1, 2011: *Safe Space Training*
- November 4, 2011: *Medicine and Native American Approaches to Patient/Family-Centered Care, Native American Heritage Month with Dr. Teresa Maresca*
- February 29, 2012: *Conversation about Privilege, Power, and Difference at the SON*
- March 28, 2012: *Safe Space Training*
- April 4, 2012: *Conversation about Privilege, Power, and Difference at the SON*
- January 19, 2012: *Department of Psychiatry Grand Rounds: “What we must do in order to work together across divides of privilege, power, and difference in the struggle for a more just society”* with speaker Dr. Allen Johnson, PhD, a sociologist and a writer who has worked on issues of gender inequality and patriarchy, SON Auditorium.

2010-2011

- February 14, 2011: *Diversity Winter Celebration: Display, Music and Dance*
- March 21, 2011: *Book club: "The Help" authored by Kathryn Stockett* with moderator Mary Dombeck, PhD, Dmin, RN, and online discussion facilitators Mike Fisher, MBA, Senior Analyst/web programmer, and Mary Wilde, PhD, RN.
- April 29, 2011: *At the 2011 UR Annual Diversity Conference* the SON council participated by facilitating a workshop/discussion on "Managing Adverse Organizational Events".
- May 9, 2011: *Movie night: "A Single Man"* with Mary Dombeck and other Dean's Advisory Council for Diversity and Inclusiveness (DACDI) members led the meaningful discussion

2009-2010

- October 5, 2009: *Praying with Lior*' DVD and discussion
- November 30, 2009: *My spirit took care of me*' video tape webinar by Karina L. Walters, MSW, PhD, William P. and Ruth Gerberdine Endowed University Professor at University of Washington Indigenous Wellness Research Institute. Her scientific presentation highlights historical trauma and health care risks and outcomes among Native Americans, including Gay and Lesbian persons.
- February 15, 2010: *Article Discussion: Creating an environment of inclusiveness* based on [Swanson, J. (2004). *Nursing Administration Quarterly*, 28(3). 207-211.]
- March 29, 2010: *DVD on health care* issues involving a panel of local nurses and University faculty, lead by Mattie Schmidt, PhD, RN, FAAN, FNAP and Mary Dombeck, PhD, Dmin, RN.
- March 15, 2010: *"Reclaiming Our Health Native Style"* focus on nutrition, food nutrients, and health. Followed by a Thanksgiving address with a panel and two videos. This was a 4 hour offering, it involved Mattie Schmidt and Members from Ganondagan, the New York State Native American Historic site, located in Fairport.
- May 3, 2010: *DVD 'Worlds apart'*

2008-2009

- February 2009: *"In sickness and in wealth"* DVD was circulated and reviewed.

Note: All CoDI events are open to faculty, staff, and students.

Center for Academic and Professional Success (CAPS)

CAPS assists students in the University of Rochester School of Nursing (SON) to develop the learning strategies, improved study habits, critical thinking skills, and career management skills required for successful academic performance and professional advancement. CAPS services promote a healthy balance between personal and professional goals and are based on a belief that academic success and professional growth occur within strong mutual connections with peers and faculty.

CAPS Goals

- Proactively provide academic assistance to students to help ensure future academic success.
- Promote development of learning strategies and study habits that facilitate understanding and mastery of specific course content.
- Provide individual and group faculty and peer instruction, tutoring, and mentoring to promote development of critical thinking and other essential skills.
- Foster development of test-taking, math, and writing skills to increase student confidence and success.
- Offer mentoring and career planning services to facilitate student identification of academic and professional goals, professional role transitions, and career advancement.
- Offer services to foster a balance between personal and professional goals, successfully manage academic and professional stressors, and facilitate personal and professional growth.

CAPS Services

- Academic and clinical support (Accelerated program for non-nurses only)
- Test-taking strategy development
- NCLEX preparation (Accelerated program for non-nurses only)
- Writing skills support
- Librarian consultation
- Math/Statistics skill support
- Mentoring (faculty and peer)
- Career coach
- Stress management and wellness support
- Pet assisted therapy

CAPS Events

- CAPS student celebration on April 12, 2013

- CAPS student celebration on November 19, 2013
- CAPS student celebration on April 7, 2014
- CAPS and U of R Alumni Relations student celebration on November 18, 2014
- CAPS student celebration on April 28, 2015
- CAPS and LIFT student celebration on December 1, 2015

Year	Individual requests by students per Year	Hours spent by faculty per Year
2012	267	439
2013	348	529
2014	389	538

Most frequently requested services are academic, clinical, writing, test taking, professional and career

Students Elevating Each Other (LIFT)

LIFT is a student-led initiative at the University of Rochester School of Nursing (URSON) designed to provide a platform for students to enhance their learning in the areas of diversity, advocacy and leadership. LIFT provides students with an opportunity to serve as Student Champions. This leadership team plans and coordinates events for each academic year related to diversity, advocacy and leadership. In doing so, these students are exposed to networking and leadership opportunities within and outside URSON.

LIFT Goals

- Increase the number of graduates with a skill set that fosters sensitivity to underrepresented populations;
- Increase the number of graduates who have garnered skills necessary for leadership roles in the workplace;
- Teach students how to effectively advocate for themselves and ultimately, their patients; and
- Promote an environment of inclusion at the School of Nursing.

Collaboration with Sigma Theta Tau, Inc. - Epsilon Xi Chapter

This prestigious organization generously offered to collaborate with LIFT by embracing the “Each one, Teach one” philosophy and allowing SON students to tap into a pool of over 500 nurse professionals in our area. The goal of this collaboration is to help students explore various nursing roles and foster professional relationships. Sigma Theta Tau Epsilon XI, Honor Society of Nursing, is dedicated to improving the health of people worldwide and celebrating nursing excellence in scholarship, leadership,

and service. They offer three (3) types of memberships – undergraduate, graduate and community leadership.

SON Student Network

Designed to facilitate connections amongst University of Rochester School of Nursing students in various programs. The goal is to allow SON students to share their strategies for successful navigation of a rigorous nursing program with upcoming students; provide a means for connecting students with similar interests and hobbies; and provide a means to allow SON students to explore different pathways in the field of nursing.

LIFT Events

- **October 31, 2014: *Rebuilding the Team; From I to Us!***, presented by Yvette Conyers, MSN, RN, FNP, Instructor of Clinical Nursing; Orlando Harris, Ph.D., MS, RN, APRN, FNP, Assistant Professor of Clinical Nursing; Mitchell Wharton, Ph.D., RN, FNP, CNS, Assistant Professor of Clinical Nursing.
- **February 23, 2015: *Creating Connections and Demystifying Disabilities***, presented by Courtney Dolan, LMSW, Public Education Coordinator for The Advocacy Center; Christa Knaak, Parent Education Specialist for The Advocacy Center.
- **March 17, 2015: *Professional Coach and Leadership***, presented by Pamela C. Smith, EdD, RN, ANP, Adjunct Assistant Professor, School of Nursing
- **Summer 2015: *Incivility Student Discussion***, presented by Vivian Lewis, MD, Deputy to the president and vice provost for faculty development and diversity, Professor - Department of Obstetrics and Gynecology.
- **September 22, 2015: *Leadership in Nursing***, presented by Tommye Hinton, RN, MSN, CPHQ, NEA-BC and Pat Witzel, RN, MS, MBA, NEA-BC, FNAP.
- **October 20, 2015: *Understanding Transgender Health Care***, presented by Maria Lafaro-Kelly, DNP, RN, ANP-BC, Assistant Professor of Nursing.
- **November 17, 2015: *Managing Micro-aggressions***, presented by Karrah M. Hurd-Gantz, BA,BS, RN, MS-FNP.

Upcoming Events

- **January 2016: *How to be an Ally***
- **February 2016: *Intercultural Communications***
- **March 2016: *Demystifying Disabilities***
- **April 2016: *Speaking: Strategies for Diffusing Situations***
- **Summer 2016: *Exploring Our Hidden Self***

Simon Business School Inventory

The Simon Business School seeks to develop, support, and build community with our minority student body through the following initiatives.

The majority of our underrepresented minority applications and enrollments come through our longstanding relationship with the Consortium for Graduate Study in Management. The Simon Business School was a very early partner with The Consortium; joining as the fourth University in the fall of 1968. Our membership with the Consortium is a key selling point with prospective students and has been a driving factor in our growth in diverse enrollments in the past few years.

Current Diversity Initiatives in our Admissions Process

- School Member with the Consortium for Graduate Study in Management and attendance at all major recruiting events
- Partnership with Management Leadership for Tomorrow
- Partnership with Robert Toigo Foundation
- NSHMBA University Partnership Program
- Annual on-campus Diversity Recruiting event for prospective MBA students

Diversity-Related Student Services and Clubs

The Simon Business School utilizes clubs to provide ongoing programming and support to several affinity groups and build relationship across the student body.

Simon United

SimonUnited was created to bring the Simon community closer together: younger and older, domestic and international, female and male. Its purpose is to encourage Simon students to further their cultural awareness and attain a sense of tolerance and understanding; to foster unity within our diverse community and the greater global society; to help members appreciate and understand each other and our society's diversity, recognize unfairness if it exists, and take personal leadership in confronting bias. SimonUnited provides guidance and support in dealing with culture shock of business school, the US, or traveling overseas. SimonUnited events point out the great importance of curiosity, direct observation, contemplation and self-evaluation in the process of forming ourselves as future business leaders.

Simon National Black MBA

Simon National Black MBA Association (SNB) is a student chapter of the National Black MBA Association. This was a strategic move to align the club with a renowned national MBA organization, which would allow for greater depth and reach when implementing programs. The purpose of SNB is to provide a forum for students who are interested in the issues concerning the economic advancement of African Americans in the United States. Our members participate in activities designed to promote and enhance professional, academic, and personal achievement. Throughout the school year, SNB members strive to enrich each club member's MBA experience, Simon Business School, the University of Rochester, and the Rochester community.

Latin American Student Association of Simon (LASOS)

Latin American Student Organization of Simon (LASOS) will provide incoming and second-year students with business knowledge and network opportunities in the US and Latin American markets, as well as increase the exposure of the Simon students to the business environment. LASOS is currently developing many activities towards career development and information exchange in partnership with other Simon clubs, national Latin associations and top business schools. It's also our objective to assist Simon Business School in fulfilling the expectations and needs of Latin Americans and other international students. LASOS plays an important role in supporting incoming students to adapt and adjust to life in a new environment through a friendly and close environment based in small events. Their members include Latin and Hispanic American students and all Simon students interested in the Latin economy, culture, and diversity. Our diverse club has students not only from Latin America, but also from the USA, Eastern Europe, Germany, Spain and Japan.

Simon Women in Business

Simon Women in Business (SWiB) is a non-profit national organization dedicated to supporting businesswomen both during their tenure at graduate school and in the years that follow. SWiB is a professional organization that strives to enhance the Simon experience for all MBA women. The organization coordinates efforts in career services, professional development, and mentoring. In addition, SWiB fosters camaraderie throughout Simon's female community through a variety of social activities. SWiB has started a scholarship fund, which recognizes Simon's exceptional women leaders.

Simon Ascend NAAMBA

Ascend NAAMBA Rochester Chapter is a business school chapter affiliate with the Ascend National Association of Asian

MBA's (NAAMBA). We provide Simonites with networking opportunities, as well as jobs and internships. We also provide local and international businesses with ambitious and motivated Asian leaders.

Simon Gay-Straight Alliance

Our mission is two-fold: first, to create a forum amongst the LGBT community and straight allies at Simon to hold social and networking events, and second, to create a community of business leaders who are educated on LGBT issues related to the workplace

Events

In addition to ongoing club events and communication and participation in University wide opportunities, the following events were recently highlighted at the Simon School:

- Women's Leadership Conference (2015)
- Ally Campaign (2015)
- Simon National Black & Consortium Black History Month Celebration: Lunchtime event "Empowering the Dream" and then a network reception in the afternoon with notable Simon Alum & Diversity and Inclusion supporters. (2015)
- Ongoing Consortium coffee hours and networking (2015/16)
- Taste of Rochester that featured local Jamaican, Ethiopian, and Soul Food restaurants (2015)
- Simon National Black sponsored Alumni networking reception at the National Black Conference. (2015)
- There will be Black History Month week long series of events in February 2016

University of Rochester Medical Center (URMC) Inventory

URMC Offices and Committees

URMC Diversity Statement

Diversity and Inclusion at URMC - URMC cultivates a diverse and inclusive environment that guides and transforms our approaches to healthcare, education, research and

community partnerships. Learn more at <https://www.urmc.rochester.edu/inclusion-culture-development.aspx> (featuring an up to date calendar of events, current news, updates, and links to resources across the university).

Office for Inclusion and Culture Development

The Office for Inclusion and Culture Development provides the University of Rochester Medical Center community with a centralized office to access diversity resources, recruitment resources, and educational programs. It works closely with the medical center's senior leadership and the University's Vice Provost for Faculty Development and Diversity to facilitate diversity efforts across the medical center and the medical school educational continuum.

URMC Faculty Diversity Liaison Committee

Committee enhances communication between faculty and medical center leadership. Each department chair appoints a representative who has demonstrated commitment to diversity efforts in their department or nationally through their work with students/residents/faculty, in caring for their patients or in their academic and scholarly work. The audience is selected faculty members from the SON and URSMD who have achieved the rank of Assistant Professor or higher, and who have been a faculty member for no less than two years.

URMC Executive Committee for Diversity and Inclusion

Committee provides input, supports assessment of data, helps identify and prioritize URMC projects that enhance the culture of diversity and inclusion at the URMC. Students, staff, residents and faculty will have representation.

URMC Education Programs

Annual Diversity Seminar Series

Monthly 1-2 hour seminars/workshops conducted September through June offer continuing education credits on diverse topics such as LGBT health, working with deaf and hard-of-hearing colleagues, unconscious bias, weight bias, ageism and recruiting and retaining minority participants in research.

Annual Tana Grady-Weliky, MD, Lecture on Women and Diversity in Medicine

Annual one-hour lecture on topic related to diversity and/or inequities in medicine featuring nationally recognized speakers, often from underrepresented minority backgrounds.

Medical Education Conferences on Transgender and LGBT Health

All-day conferences (currently held every other year) offering continuing education credits. Aimed at All faculty, residents, fellows, physician assistants, nurses, social workers, staff, students and community physicians.

Celebrating Diversity poster event (in conjunction with YWCA's "Stand Against Racism")

Poster event with posters from throughout the medical center with a focus on diversity issues.

Developing from Within: Exploring and Enhancing Choices for Mid-Career Women in Academia

4-day program to develop women leaders in academia, spread throughout the academic year.

Cultural Awareness and Diversity Training

The Departments of Psychiatry and Neurology have set an expectation that all department employees will participate in a minimum of 3 hours of cultural awareness "trainings" per academic year. There are a variety of offerings in this course (currently residing on Blackboard and expected to migrate to MyPath in 2016) to help meet this expectation, which include articles to read, lectures to view, activities to attend and general local information to keep up on.

The Hoekelman Center

The Hoekelman Center, part of the URM Department of Pediatrics, seeks to inspire and enable health care professionals to participate in community-based partnerships, evidence-based programs, and advocacy to improve the health of children and families. It houses many activities, including the original Pediatric Links with the Community (PLC) which works to develop methods to train leaders in community health and advocacy.

URMC Surveys

Each constituency – staff, students, residents and faculty – have completed engagement surveys that have some questions about diversity and inclusion. These data are reviewed and interventions to improve specific areas are developed and implemented. All of URM will participate in the Diversity Engagement Survey in 2016.

SMD Awards

Annual Faculty Diversity Award

Given in recognition of exceptional contributions and accomplishments in fostering a diverse and inclusive medical school community.

SMD Conference Support

AAMC Conference support

\$1000 support to faculty members attending Women's Early Career, Women's Mid-Career, Minority Early Career and Minority Mid-Career Faculty Development Seminars (up to 8 per year).

The Student National Medical Association's (SNMA) national Annual Medical Education Conference (AMEC) support

Minority medical students from SNMA are selected to network with medical students and physicians of color from around the country to share ideas about successful diversity and inclusion initiatives at numerous medical institutions, and to serve as recruiters of pre-medical student attendees. Selected minority residents provide information and help recruit applicants to URSMD residency programs.

SMD Pipeline Programs

Summer undergraduate Research Fellowship (SURF)

Summer program with 8-10 participants per session who have demonstrated a vision and commitment to improving the health status of diverse patient populations via patient care, research and/or teaching. Open to Historically underrepresented in medicine and economically disadvantaged undergraduate students.

Mini Med School

Three-week summer intensive course for 14-20 academically gifted junior and senior high school students who have an interest in pursuing a career as a physician.

What's Up Doc?

One-week summer program with 15 participants per each of 6 sessions addresses questions such as 'what it's like to be a physician,' and 'what it takes to become a doctor.' Open to all high school students.

Medical Mysteries

Problem solving course introduces students to basic content in medical science and pathology; students solve a series of medical cases during sessions. Open to all high school students.

Science and Technology Entry Program (STEP)

Summer program with 20-24 participants per session targets historically underrepresented and economically disadvantaged students interested in clinical medicine or other allied health professions. A companion program during the academic year has 40-50 participants per session.

Pathology Information Technology Training Program

Co-sponsored by the Departments of Surgery and Pathology & Lab Medicine, a student-centered, skill-oriented program with primary goal of providing students with the opportunity to learn information technologies essential for future academic endeavors and careers regardless of their chosen fields. Focus is on specific skills and their application.

The Perry Initiative

Program (30-40 participants per session) is committed to inspiring young women to be leaders in the fields of Orthopaedic Surgery and Engineering. Open to High school and college female students.

Early Assurance Program

Program provides conditional acceptance to highly qualified college sophomores from 10 excellent feeder schools (1-4 students per session). Includes networking with pre-health advisors with the goal of matriculating these students into medical school.

Post baccalaureate Research Education Program (PREP)

Program to encourage underrepresented minorities who have a baccalaureate degree in biomedically-related sciences to pursue a research doctorate and to pursue careers in biomedical research.

Associated Medical Schools of New York Post-baccalaureate Program

URSMD is one of 10 participating schools working with the program that is administered by the University at Buffalo (UB) to expand pool of underrepresented minority, educationally and economically disadvantaged students in medicine (1-2 students annually) by interviewing and referring them to the post-baccalaureate program

Annual Pre-Medical Conference

Sponsored by the local URSMD chapter of the Student National Medical Association (SNMA). The conference highlights skills, enrichment opportunities, and academic requirement to prepare for a career in the health professions. Opportunities at the conference include surgical skills labs, anatomy labs, problem-based learning sessions, college/medical school admissions counseling, MCAT/SAT/ACT information, and lunch with local physicians and current medical students.

Summer Scholars Program

The Summer Scholars program is for undergraduate students interested in the PhD degree in the Biological or Biomedical Sciences and for students with a potential interest in attending graduate school at the University of Rochester. The School of Medicine and Dentistry offers a welcoming and inclusive environment that reflects and values the diversity of our faculty and students and strongly encourages students from groups under-represented in the sciences to apply to our program.

Minority Association of Pre-Medical Students (MAPS)

Local URSMD chapter of SNMA has two medical student executive board members who serve as associate members for the local University of Rochester River Campus chapter of MAPS. This close collaboration, with the assistance of the CACHED office, serves as a pipeline for UR pre-medical students by improving minority matriculation through developmental workshops, student mentorship, academic assistance, admissions criteria counseling, and early exposure to URMC and medical student life.

SMD Offices

SMD Advisory Dean System

Housed in SMD Student Services, provides individualized personal and professional development through career and academic counseling throughout the course of undergraduate medical education. Advisory deans monitor progress of students and assist them with obtaining supports necessary for success.

SMD Assistant Dean for Medical Education and Student Affairs

Facilitates medical student access to institutional resources and support services such as the Center for Excellence in Teaching and Learning, University Counseling Center and University Health Service. Works collaboratively with Advisory Deans

and Senior Director of CACHED to proactively identify and assist students who may be at risk and get them linked with resources to facilitate success.

Center for Advocacy, Community Health, Education and Diversity (CACHED)

CACHED serves as a resource to bridge the URSMD with local, national and international communities, creating cross-culturally competent physicians. Accomplishes this through educational programs, speakers' bureaus, special interest groups, cultural celebrations, newsletters, several pipeline program (all listed above), institutional partnerships and collaborations with Alumni Affairs to maintain and establish relationships with graduates with an emphasis on those from underrepresented groups. The office works closely with SMD affinity groups to aid in transition, inclusion, and retention of historically underrepresented minority medical students.

SMD Office of Admissions

- **Holistic applicant reviews and student outreach and support:** The URSMD seeks individuals with a demonstrated potential for success in a rigorous course of study who are comfortable in a learning environment that embraces diversity of perspectives, experiences and backgrounds, and are committed to an atmosphere that nurtures mutual respect. Each application is assessed to determine if the candidate is outstanding in one of the three missions (academic medicine, service to others and a demonstrated commitment to the medically underserved) specific to the School of Medicine.

As part of their commitment to diversifying the incoming medical classes, the Office of Admissions works closely with SNMA to increase the recruitment of students of color who have received interview invitations by promoting early contact of these students with SNMA members, thereby providing prospective students with a strong sense of community and support before they even arrive on campus for their interviews.

- **Second Look Weekend:** This weekend provides an opportunity for accepted applicants to return to Rochester without the pressures of the interview day and gain insight into genuine student life as well as give them a chance to meet future classmates. A laid-back, fun weekend is planned. In addition to actual classroom experiences, accepted applicants have many social and informal opportunities to interact with students and each other. These include an activities fair to learn about some of our extracurricular opportunities, a reception hosted by

SNMA, APAMSA, LMSA and Spectrum (our LGBTQI organization), dinner hosted by medical students, and exploration of Rochester's night life.

Graduate Studies and Postdoctoral Center for Professional Development

Offers tuition support for SMD courses, individual career coaching and writing support, a newsletter, self-study materials, and many seminars on a variety of topics including transferable and supplemental skills development, career exploration and planning, fellowships and grants, writing, and research ethics.

UR Best

The URBEST program seeks to better prepare graduate students and postdoctoral trainees for careers outside of academia, encouraging career exploration and personal growth. It funds instruction in leadership and professionalism and provides six training pathways to all biomedical and health science PhD graduate students at all stages in their training. The program also fosters new opportunities for experiential learning through internships and shadowing.

Postdoctoral Association

UR Postdoctoral Association provides career development and networking opportunities, as well as professional recognition specifically for postdoctoral appointees.

Medical School Diversity Curriculum

Medical School Diversity Theme Committee

Committee meets monthly to discuss how to ensure that diversity issues are interwoven into the curriculum across the four years of medical school. Examples within the curriculum include: "What Would You Do: A Behavioral Approach to Teaching and Learning Anti-Racism," "African American History Seminar Series: Indelible Impressions... African American Experiences and Resilience." Open to medical students, faculty, and community leaders.

Research

There are multiple opportunities for students to work with faculty whose research focuses on topics related to diversity, including but not limited to: healthcare disparities, the National Center for Deaf Health Research, the CTSI, and the Center for Community Health.

Affinity Groups

Medical Student Affinity Groups

The Student National Medical Association (SNMA), the Latino Medical Student Association (LMSA), and the Asian Pacific American Medical Student Association (APAMSA), and SPECTRUM (LGBT students and allies) are committed to building and maintaining an environment of inclusion and acceptance and to promote growth and professional development, for underrepresented medical students through networking, mentoring, educational and professional programs, community service, multicultural events, and diversity awareness. There are many other active student groups that contribute to the diversity and inclusiveness of the medical student community but are not designated affinity groups.

Graduate Women in Science (GWIS)

Provides mentoring for the professional and personal development of all graduate women at the University of Rochester Medical Center and College of Arts and Sciences. Meetings tap into expertise and experience available at the Medical Center and College, and they also include presentations from outside guest speakers.

Resident Affinity Groups FRAME: Fellows and Residents Association of Minorities

Provides opportunities for networking with other residents, students and faculty; provides opportunities for visiting resident applicants to learn about the URMC from other residents.

Warner School of Education Inventory

The following is an inventory of programs that improve racial climate of the Warner School of Education at the University of Rochester. This list was compiled with the Spring of 2016 in mind.

Faculty

Faculty Professional Development

Faculty Diversity Officers offer regular yearly or biannual 1.5 hour-long sessions on issues of diversity and inclusion in curriculum and pedagogy, as well as in larger society.

FDOs attend the Dean's Cabinet meeting once each semester to devote the Cabinet's meeting to discussions of diversity and inclusion.

Faculty Searches and Hires

Whenever we have open faculty positions, Faculty Diversity Officers offer 1.5 hour-long sessions on issues of diversity and inclusion in searches and hires. The whole Warner faculty provides discussion and recommendations to the Dean for each faculty hire, so the support is offered school-wide.

Faculty Diversity Officers serve as search committee members or ad hoc members to support committees' recruiting a broadly diverse candidate pool, their screening of applicants, and final selection decisions of the faculty and the Dean.

Warner Activities Focused on Retention and Promotion of Faculty of Color

We continue to work to support scholarly and professional success, as well as retention, of underrepresented faculty

Support for research and publication:

For the past 4-5 years, we have held writing groups to support manuscript publications and research: Ongoing twice-a-week writing sessions are sponsored by senior faculty.

Lessons learned from the tenure and promotion process:

- Pre-tenure challenges (junior faculty trusting feedback; establishing professional connections; balancing service and publication considerations)
- External reviewer considerations (we select from among reviewers in the professional journals candidates publish in, or those relevant to a candidate's areas of expertise; important to ensure familiarity with the methods as well as related content).
- Discussion among senior faculty about research pointing to common assumptions that undermine equitable evaluations that reflect current, often "alternative" research agendas and methodologies.
- Discussion among senior faculty about common patterns found in research literature about course evaluations being harsher for faculty of color, especially women faculty of color.
- Warner's Diversity and Inclusion committee spent the 2011-2012 academic year leading school-wide work to examine Warner's racial climate and identify actions to improve the culture.

Professional Development

Faculty Diversity Officers provide ongoing professional development to staff, faculty and students on issues of diversity and inclusion. We also coordinate events and collaborate with other units to heighten attention to these issues. Below are topics we have covered over the past several years:

Professional Development Offerings Over the 2007-2011 academic years:

- The Diversity and Inclusion committee has conducted twelve professional development sessions for faculty over the 2007-2011 academic years. We began with sessions focused on issues of diversity and inclusion in hiring new faculty, including making explicit the assumptions individual faculty bring to the hiring process; examining specific issues and instances that faculty found problematic in the past few years in our hiring process; and uncovering bias in judgments in hiring decisions about tenurability.
- Shifting our attention to Warner culture and climate, our thinking in subsequent years was that we had spent considerable time considering faculty hires, but that we hadn't considered structural and climate issues and practices that are also important in increasing and supporting the diversity of our community. We hosted sessions addressing issues of whiteness and privilege in our work at Warner, including three faculty/staff/student information meetings at Warner's Wednesday Lunch Hours (for example, one discussion regarded whether racism is no longer exists as a result of Obama's election; another addressed effects of hate speech, both with an accompanying reading).
- We continued to build on prior efforts during the 2010-2011 academic year by turning our attention to curriculum and pedagogy, including the role of micro-aggressions in classrooms and our school, and ways that instructors can manage emotional responses to difficult issues that often arise when issues of diversity and inclusion are addressed explicitly.
- Over the years, our approach to professional development has been to draw on resources within Warner to promote continuous growth and learning around these important issues.

Additional professional development offerings:

- February 2011: Unpacking Identity(ies), (De)constructing Difference -- a workshop discussion related to social constructions of difference and identity. We explored intersections of differences and identities rather than singular traits of individuals to celebrate the richness of diversity.

- 2012: Warner co-sponsored a daylong workshop with Allan Johnson, PhD., author of "Power, Privilege, and Difference" on issues of white privilege operating in our schools and University. Units from both the Medical Center and the River Campus co-hosted.
- 2011-2012 Academic Year: Sponsored Faculty Forums, Wednesday Lunch Hours, the Warner Perspectives Blog and school-wide faculty meetings as opportunities for "unpacking" structural and climate issues important for increasing and supporting diversity and inclusivity of our community.

Retention

We continue to work toward institutionalizing efforts to retain faculty from underrepresented groups:

- FDOs attend at least one meeting of the Dean's Cabinet a semester devoted to discussions of issues of diversity and inclusion.
- FDOs are ad-hoc members of all search committees to support attention to broadening the applicant pool and screening applicants.

Curriculum

Analysis of Warner syllabi indicates race and other related issues are addressed in core courses in all major programs.

Instructors include specific language around racial climate, diversity and inclusion in course syllabi. A sample:

Warner's Diversity and Inclusion Goals and Values

The following statement of goals and values, and the declaration of our dedication to productive classroom dialogues, were developed through a collective writing process by staff, students, and faculty. They are included in course syllabi to communicate the Warner community's commitment to diversity and inclusion.

The Warner Graduate School of Education and Human Development is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community (<http://www.rochester.edu/warner/warneratagance/diversity.html>). See <http://www.>

rochester.edu/diversity/philosophy.html for the University of Rochester's statements about diversity.

Safety and Speech

This course is designed to facilitate students' examination of many issues, including some that may challenge assumptions, norms, and beliefs. Such issues demand a good deal of reflection and action, as educational change is a goal of our class. Some class discussions may be difficult or uncomfortable. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Given the important work of leading social change, we need to have these discussions in a safe environment. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on other's ideas. We will negotiate other guidelines about classroom discussions throughout the course.

Urban Teaching and Leadership program

Teacher preparation program designed to prepare educators for high-needs content areas in urban schools (e.g., men in elementary education; underrepresented minority group members in English, science, mathematics). Directed by a tenure-track faculty member, and housed in Teaching and Curriculum department.

Courses

The following list of Warner Courses address issues of diversity and inclusion:

- ED403 Disability and Early Childhood
- ED404 Teaching, Curriculum, and Change
- EDU404 School Leadership in Diverse Settings
- EDF405 Field Experiences in Inclusive Elementary School Settings
- EDF407 Student Teaching in Inclusive Elementary School Settings A
- ED415 Adolescent Development and Youth Culture
- ED425 Minority Youth Development in Urban Contexts
- ED428 Ethics and Education
- EDE434A Literacy Teaching: Urban Settings
- EDE435 Service-Learning, Higher Education, and the Public Good
- EDE436 Diversity and Equity in Education
- ED437 Diversity and Equity in Higher Education
- EDE437 Diversity and Equity in Higher Education and Healthcare Settings
- EDE 436 Diversity and Equity in Education in a Global Context
- EDE440 LGBTQ Issues in Education and Human Development
- ED441 Urban Teaching and Leadership Seminar
- EDU442 Race, Class, Gender, and Disability in American Education
- EDE437 Diversity and Equity in Higher Education and Healthcare Settings
- ED440 Urban Teaching & Leadership Seminar 1A
- EDE440 LGBTQ Issues in Education and Human Development
- EDU442 Race, Class, Gender, and Disability in American Education
- ED446 Collaborative Teaching Partnerships in Inclusive Classrooms
- EDE446 Introduction to Urban Education
- ED447 Disability and Schools
- ED451 Teaching and Learning in Inclusive Classrooms
- EDE453 Post-Secondary Transition for Youth with Significant Disabilities
- ED456 Leadership and Special Education
- ED461 The Politics of Education
- ED468 Leadership in Urban Schools
- ED403 Disability and Early Childhood
- ED404 Teaching, Curriculum, and Change
- EDU404 School Leadership in Diverse Settings
- ED409 Language and Literacy in Education
- ED415 Adolescent Development and Youth Culture
- ED421 Reform in Public Schools
- ED428 Ethics and Education
- EDE430 Global Issues in Higher Education
- EDE434A Literacy Teaching: Urban Settings
- ED434 Student Affairs Administration: Minority Student Affairs
- EDE435 Service-Learning, Higher Education, and the Public Good
- EDE436 Diversity and Equity in Education
- EDU436 Theory and Practice in Teaching and Learning Mathematics
- ED437 Diversity and Equity in Higher Education
- EDE437 Diversity and Equity in Higher Education and Healthcare Settings
- EDE 436 Diversity and Equity in Education in a Global Context
- EDE440 LGBTQ Issues in Education and Human Development
- ED441 Urban Teaching and Leadership Seminar
- EDU442 Race, Class, Gender, and Disability in American Education

- ED446 Collaborative Teaching Partnerships in Inclusive Classrooms
- EDE446 Introduction to Urban Education
- ED447 Disability and Schools
- ED456 Leadership and Special Education
- ED461 The Politics of Education
- ED468 Leadership in Urban Schools
- EDU470 Multicultural Perspectives in Counseling
- EDE476 Teaching English Learners in Content Classrooms
- ED480 Second Language Acquisition and Bilingualism

East High Partnership

At the request of the Rochester City School Board and approved by the New York State Board of Education, Warner is the Educational Organization Partner for East High School. The East High Partnership improves the racial climate at the U of R by making explicit connections between the two institutions: Placements for our teacher and counselor preparation students and research partnerships with East High community members provide relationships that influence both Warner and East. Warner is excited to be working with Rochester educators, families, students and the community to ensure the success of East and its students. The plan is designed to support a shift in the school culture, enhance the academic program, and increase supports for students and staff at East to succeed.

See <https://www.warner.rochester.edu/researchprojects/projects/EastHigh> for more detailed information.

Get Real! Science program

This science teacher preparation program recruits students from the City of Rochester to participate in two major programs:

Get Real! Environmental Action Camp

As part of the Integrating Science and Technology course, students organize and lead a week-long summer camp for middle school students. The students become scientists and investigate the serious water-quality issues at Rochester's Charlotte Beach. Campers work to collect water samples at the lakeshore and then test them use scientific equipment and analysis to assess the situation and make recommendations.

Science STARS

In the fall, students support a science club of middle-school girls at Rochester's East High. The Science STARS—Students Tackling Authentic and Relevant Science—meet each week and design their own experiments to find answers to real science questions that they are curious about.

See <https://www.warner.rochester.edu/researchprojects/projects/getreal> for more detailed information.

Horizons At Warner

Horizons at Warner is a six-week, full-day summer enrichment program on the University of Rochester Campus. Our primary focus is to engage K-8 Rochester City School District students in meaningful and authentic learning experiences in a non-traditional school setting. The program is designed to allow our new entering kindergarten class each summer to attend for nine successive summers of high-quality academics blended with arts, sports, cultural enrichment, field trips, and confidence-building activities.

See <https://www.warner.rochester.edu/researchprojects/projects/Horizon> for more detailed information.

Center for Innovative Transition

The Institute provides support to community members in the Finger Lakes Region to effectively address transition issues for individuals with developmental disabilities, ages 12 and older. Community members include young adults with developmental disabilities, family members, local education institutions and agencies who provide service to individuals with developmental disabilities.

See <http://www.nytransition.org/about/> for more information.

Admissions Office

We are a member of the IRT (Institute for the Recruitment of Teachers) that identifies and supports people of color interested in attending graduate school in education. We attend their annual summer conference where we have the opportunity to meet one on one with potential students.

We also participate in CStep and McNair conferences, where we participate in their graduate school fairs. We have participated in minority recruiting events when available on campuses, including SUNY-Oswego, RIT and the University of Buffalo.

Student Orientation

Inclusion of significant time and attention to diversity and inclusion at mandatory Student Orientation meetings.

Safe Zone Participation

Two faculty have completed the training, four others have participated.

Campus-Wide Diversity Resources Inventory

This summary outlines the resources that support diversity and inclusion at the University of Rochester, as reported in an original document last updated in January of 2016. All entities listed support diversity and inclusion at the University for faculty, staff/trainees, alumni, students and the Greater Rochester Community.

Office for Faculty Development and Diversity

The Office for Faculty Development and Diversity (OFDD) envisions an inclusive University community that reflects and celebrates the richness of diversity and the opportunities it creates. To achieve this, OFDD works with a broad network to build career development programs and develop strategies to promote social justice and foster the hiring and promotion of a more diverse faculty.

The rationale of focusing on faculty is that a diverse faculty has the greatest potential and power to transform the campus climate by providing a rich variety of perspectives that will enable students to be global thinkers and actors, to respect diverse values, and to attain a competitive edge as distinguished leaders in their fields.

Intercessors

The goal of the Intercessor is to promote a respectful, inclusive university for all members of the community by resolving disputes, challenging perceptions, and advocating for fairness at the University.

Interfaith Chapel

The Interfaith Chapel is both a place for people to worship in their particular faith tradition and a place where the people of different faith traditions, or no religious tradition at all, may

encounter one another in various ways by sharing in dialogue, worship and interfaith education.

Susan B. Anthony Center

We are inspired by Susan B. Anthony's vision and passion, and seek to continue that work by translating research into policy and practice to improve lives. The Susan B. Anthony Center works to overcome remaining barriers to equality, including social justice issues and violence against women. We recognize that empowerment comes through education and safety.

**This entity does not work with alumni/Rochester community*

***College of Arts, Sciences & Engineering Only*

Affinity Groups

- Latino Professional Alliance
- Minority Male Leadership Association
- Pride Alliance @ UR
- Sankofa
- Veterans Alliance @UR
- Young Leaders @ UR
- International Services Office*
- Learn more at <http://www.rochester.edu/diversity/staff/affinity/>

Campus-Wide Resources

Diversity and Inclusion Committee

- Stanley Byrd
Co-chair of Committee and Human Resources Director-Organizational Development and Staff Diversity
- Maggie Cousin
Co-chair of Committee and Assistant Provost for the Office of Faculty Development and Diversity
- Learn more at <http://www.rochester.edu/diversity/resources/dicommittee/>

Libraries

- Mary Ann Mavrinac
Vice Provost & Andrew H. and Janet Dayton Neilly Dean of the River Campus Libraries
- Learn more at <https://www.rochester.edu/libraries/>

Equal Opportunity & Compliance*

- Morgan Levy
Director of Equal Opportunity Compliance and Title IX Coordinator

- Tasia McCullough
Affirmative Action Specialist
- Learn more at <http://www.rochester.edu/eoc/>

Office of Global Engagement

- Jane Gatewood
Associate Provost for Global Engagement
- Learn more at <https://www.rochester.edu/global/index.html>

Employee Assistance Program

- Beth Danehy
Director of Employee Assistance Program
- Learn more at <https://www.urmc.rochester.edu/eap.aspx>

Paul J. Burgett Intercultural Center**

- Jessica Guzman-Rea
Director of Paul J. Burgett Intercultural Center
- Learn more at <http://www.rochester.edu/college/bic/>

Intercessors

- Lynnett Van Slyke
University Intercessor and Director of Disability Compliance
- Frederick Jefferson
University Intercessor and Professor Emeritus in Warner School of Education
- Learn more at <https://www.rochester.edu/intercessor/>

Susan B. Anthony Center

- Catherine Cerulli
Director of Susan B. Anthony Center
- Learn more at <http://www.rochester.edu/sba/>

Interfaith Chapel

- Rev. Dr. C. Denise Yarbrough
Director of Religious and Spiritual Life
- Learn more at <https://www.rochester.edu/chapel/>

University Committee for Interdisciplinary Studies

- Jeff Hayes
Chair of Committee
- Joan Shelley Rubin
Chair of Committee
- Learn more at <https://www.rochester.edu/UCIS/>

Faculty Resources

Central Administration

- Joel Seligman
Chief Diversity Officer
- Vivian Lewis
Vice Provost for Faculty Development and Diversity and Deputy to the President
- Catherine Cerulli
Director of Susan B. Anthony Center
- Cary Jensen
University Senior Counsel

Advancement and Alumni Relations

- Felicia Garcia-Hartstein
Interim Executive Director of Presidential Advancement and Volunteer Management

Memorial Art Gallery

- Art and Healthcare
- Interdisciplinary Academic Bridge

College of Arts, Sciences, and Engineering

- Beth Olivares
Dean of Diversity Initiatives and Faculty Development and Diversity Officer
- Jeffrey Runner
Chair and Professor, Linguistics & Faculty Development and Diversity Officer
- Cilas Kemedjio
Director of Frederick Douglass Institute and ex officio Faculty Diversity Officer

Eastman School of Music

- Katherine Ciesinski
Professor, Voice and Faculty Diversity Officer
- Caterina Falli
Director of the Eastman Writing Center and Associate Professor of English as a Second Language & Faculty Diversity Officer

Simon School of Business

- Ron Goettler, Sr.
Associate Dean for Faculty and Research, and Professor of Economics, Marketing, and Entrepreneurship
- Joanna Wu
Susanna and Evans Y. Lam Professor of Business Administration

Warner Graduate School of Education

- Nancy Ares
Associate Professor, Teaching and Curriculum Diversity Officer
- Dena Swanson
Associate Professor, Counseling and Human Development & Faculty Diversity Officer

University of Rochester Medical Center

School of Nursing

- Ying Xue
Associate Professor, Nursing & Faculty Diversity Officer
- Karen Reifenstein
Assistant Professor, Nursing & Faculty Diversity Officer

School of Medicine and Dentistry

- Linda Chaudron
Associate Vice President and Senior Associate Dean for Inclusion and Culture Development & Faculty Diversity Officer
- Jeffrey Alexis
Associate Professor, Cardiology, Chair of URM Faculty Diversity Liaison Committee & Faculty Diversity Officer

Staff Resources

Central Administration

- Tony Kinslow
Associate Vice President of Human Resources
- Stanley Byrd
Human Resources Director of Organizational Development and Staff Diversity

Eastman School of Music

- Eastman Diversity Committee*

Warner Graduate School of Education

- Diversity and Inclusion Committee*

School of Nursing

- Council for Diversity and Inclusiveness
- Learn more at <https://www.son.rochester.edu/diversity/index.html>

University of Rochester Medical Center

- Mark B. Taubman
Chief Executive Officer and Dean of the School of Medicine and Dentistry

- Peter Robinson
URMC Vice President and Chief Operating Officer, Office of Government and Community Relations
- Patricia Witzel
URMC Chief Nursing Officer
- Linda Chaudron
Office of Inclusion and Culture Development

Community Resources

Central Administration

- Janice Holland
Senior Human Resources Representative for Diversity, Inclusion and Community Engagement
- Josh Farrelman
Associate Vice President, Office of Government and Community Relations

Advancement and Alumni Relations

- Cris Monahan
Assistant Director of Affinity and Multicultural Engagement

Memorial Art Gallery

- Multicultural and Inclusive Programming
- School Tours
 - Learn more at <http://mag.rochester.edu/teachers/school-tours/>
- Creative Workshop
 - Learn more at <http://mag.rochester.edu/education/creativeworkshop/>

Arts, Sciences, & Engineering

- Undergraduate Community Service Network
- Learn more at <https://ccc.rochester.edu/organization/communityservicenetwork/about>
- Rochester Center for Community Leadership
 - Glenn Cerosaletti
Assistant Dean of Students and Director, Rochester Center for Community Leadership
 - Learn more at <https://www.rochester.edu/college/rccl/>

Eastman School of Music

- Undergraduate Community Service Network
 - Learn more at <https://ccc.rochester.edu/organization/communityservicenetwork/about>

- Eastman Community Music School
 - Howard Potter
Associate Dean for Community and Education,
Director of the Eastman Community Music School
 - Learn more at <http://www.esm.rochester.edu/community/>
- Women in Music Festival
 - Sylvie Beaudette
Artistic Director, Women in Music Festival
 - Learn more at <http://www.esm.rochester.edu/wmf/>
- Gateways Music Festival
 - Paul Burgett
Vice President & Special Advisor to the President and
Board of Directors for Gateways Music Festival
 - Learn more at <http://gatewaysmusicfestival.org/>
- ROC Music in the 2nd City
- Strings for Success
 - Learn more at <http://centerforyouth.net/programs/strings-for-success/>

Warner Graduate School of Education

- Project CELLS: Western New York Collaboration for English Language Learner Success
 - Mary Jane Curry
Associate Professor, Teaching & Curriculum
 - Learn more at <https://www.warner.rochester.edu/researchprojects/projects/CELLS>
- Creative Workshop
 - Learn more at <http://mag.rochester.edu/education/creativeworkshop/>
- East High School
 - Shaun Nelms
Deputy Superintendent of East High School
 - Learn more at <https://www.warner.rochester.edu/researchprojects/projects/EastHigh>
- Horizons
 - Lynn Gatto
Executive Director of Horizons at Warner School
 - Learn more at <https://www.warner.rochester.edu/researchprojects/projects/Horizon>
- Institute for Innovative Transition Annual Institute
 - Mary Judge
Assistant Director of the Institute for Innovative Transition

- Learn more at <https://www.warner.rochester.edu/content/facultystaff/?who=staff&dept=IIT>
- North East Area Development (NEAD)
 - Learn more at <https://www.warner.rochester.edu/newsevents/storytag/North+East+Area+Development/>
- Science STARS
 - April Luehmann
Associate Professor, Teaching and Curriculum
 - Learn more at <https://www.warner.rochester.edu/programs/science/>
- *Various faculty also participate in community-based participatory research*

University of Rochester Medical Center

School of Nursing

- Community Outreach
- School based clinics

School of Medicine and Dentistry

- Center for Community Health
 - Learn more at <https://www.warner.rochester.edu/programs/science/>
- Teen Health & Success Partnership Program
 - Learn more at <https://www.urmc.rochester.edu/community-health/programs-services/teen-health-success-partnerships.aspx>
- National Center for Deaf Health Research & Deaf Wellness Center
 - Learn more at <https://www.urmc.rochester.edu/ncdhr/>
- Student Run Volunteer Clinics
- Individual Department Links with Community

Graduate Student Diversity Resources Inventory

This reference captures cultural groups and resources available to graduate students throughout the University of Rochester. This document is maintained by the Office of Faculty Development and Diversity via Ashley N. Anderson, Director of Diversity Programming.

School of Arts, Sciences, and Engineering

Association for Development of Interest in the Indian Subcontinent (ADITI)

ADITI's purpose is to promote greater awareness of social, cultural and political issues concerning South Asia. In addition, ADITI reaches out to all members of the UR community, encouraging a true cultural unity by celebrating our differences. Founded in 1985.

Black Students' Union (BSU)

BSU serves to promote social and cultural awareness while fostering diversification within the University of Rochester. Their goal as a student organization is to improve community relations within the university arena. Founded in 1968.

Chinese Students' Association (CSA)

CSA serves as a vehicle and forum for expressing the interests of its members. The Chinese Students' Association actively attempts to coordinate its activities with those of many other on-campus and off-campus organizations. The CSA places heavy emphasis on diversity and as such, all of our events can be easily understood, enjoyed, and appreciated by everyone and anyone regardless of ethnicity.

Graduate Students of Color (GSOC)

In affiliation in the David T. Kearns Center for Leadership and Diversity within the School of Arts, Sciences, and Engineering, the Graduate Students of Color provides an opportunity for graduate students to come together. GSOC offers professional and social programming on topics addressing racial and ethnic diversity of the UR graduate student population.

Korean American Students Association (KASA)

KASA strives to expand the interest of Korean culture to the campus community and the greater Rochester area. KASA members represent the diverse multicultural community at the University of Rochester. From Korean Americans, Korean international students, adopted Koreans, to non-Koreans, they share a common interest in Korean culture. KASA hosts and co-sponsors many events with other cultural and non-cultural university organizations. Founded in 1980.

Minority Student Advisory Board (MSAB)

MSAB recognizes the need for a coordinating mechanism that would serve as a political, cultural and resource base of the interest of historically underrepresented minorities.

Spanish and Latino Students' Association (S.A.L.S.A.)

The Spanish and Latino Students' Association desires to bring a cultural, social, and educational awareness to its members. S.A.L.S.A. aims to enlighten the university community about its rich heritage and past; all while sharing Spanish and Latino culture at its best. Founded in 1987.

Taiwanese American Students' Association (TASA)

TASA is dedicated to increasing the awareness of Taiwanese culture and heritage within the University of Rochester campus as well as to the outside community. We encourage members to learn about Taiwanese traditions through a variety of social and cultural activities that we host. Founded in 2008.

Eastman School of Music

- Chinese Cultural Association
- Spectrum

School of Medicine and Dentistry

Student National Medical Association (SNMA)

The Student National Medical Association (SNMA) is an organization committed to supporting current and future underrepresented minority medical students, addressing the needs of underserved communities, and increasing the number of clinically excellent, culturally competent and socially conscious physicians. SNMA programs are designed to serve the health needs of underserved communities and communities of color. Founded in 1964.

School of Nursing

LIFT

A student-led initiative designed to provide a platform for students to enhance their learning in the areas of diversity, leadership and advocacy. The goal is to increase the number of graduates with a skill set that fosters sensitivity to underrepresented population; increase the number of graduates who have garnered skills necessary for leadership roles in the workplace; teach students how to effectively advocate for themselves and, ultimately, their patients; and promote an environment of inclusion at the School of Nursing.

Simon Business School

Please refer to the Simon Inventory for the full list of student clubs at Simon Business School.

Latin American Student Organization of Simon (LASOS)

LASOS is currently developing many activities towards career development and information exchange in partnership with other Simon clubs, national Latin associations and top business schools. It's also our objective to assist Simon Business School in fulfilling the expectations and needs of Latin Americans and other international students.

Simon National Black MBA Association (SNB)

SNB is a student chapter of the National Black MBA Association. This was a strategic move to align the club with a renowned national MBA organization, which would allow for greater depth and reach when implementing programs. The purpose of SNB is to provide a forum for students who are interested in the issues concerning the economic advancement of African Americans in the United States.

Warner School of Education

Students of the African Diaspora in Education (SADE)

The purpose of SADE is to enhance the quality of life for Warner graduate students of African, Caribbean, Latin American, Latino, and Hispanic descent, and those of any race or ethnicity that support issues related to students of the African Diaspora through a unified departmental organizational structure that addresses their academic, social, political, and cultural needs and concerns through programming, services, and advocacy.

University-Wide

Minority Male Leadership Association

Minority Male Leadership Association is an affinity group composed of students, faculty and staff from across the University of Rochester that focuses on advancing the achievements of men of color in Rochester, NY. Specifically, MMLA is dedicated to exploring the characteristics of successful minority male leaders in order to build a community of young, driven, successful minority men by providing role models, mentorship and promoting excellence. Founded in 2013.

Women of Color Circle

Over two years ago the Women of Color Circle (WOCC) grew out of an unfathomable circumstance and provided a safe environment for women of all backgrounds, but especially the black women and Latinas who were deeply affected, to begin the healing process. WOCC story sharing helped get students moving on the idea for Douglass Leadership House (DLH), took students out to plays, and gave them opportunities to attend and present at conferences. WOCC's mission is to support the growth, leadership, and awareness of women of color at the UR, with a particular focus on the experiences of black women and Latinas.

Greater Rochester Cultural Organizations

Cultural Networks for Mothers

- Jack and Jill of America, Inc., Rochester, NY Chapter

National/International Sororities

- Alpha Kappa Alpha Sorority, Inc., Delta Nu Omega Chapter
- Chi Eta Phi Sorority, Inc., Beta Chi Chi Chapter
- Delta Sigma Theta Sorority, Inc., Rochester Alumnae Chapter
- Lambda Pi Chi Sorority, Inc., Pi Epsilon Chapter
- Omega Phi Beta Sorority, Inc., Alpha Delta Chapter
- Sigma Gamma Rho Sorority, Inc., Theta Omega Sigma Chapter
- Sigma Lambda Upsilon Sorority, Inc., Theta Xi Chapter
- Zeta Phi Beta Sorority, Inc., Psi Omega Zeta Chapter
- Zeta Phi Beta Sorority, Inc., Theta Alpha Zeta Chapter

National/International Fraternities

- Alpha Phi Alpha Fraternity, Inc., Eta Rho Lambda Chapter
- Kappa Alpha Psi Fraternity, Inc., Rochester Alumni Chapter
- Lambda Upsilon Lambda Fraternity, Inc., Omega Chapter (undergrad)
- Omega Psi Phi Fraternity, Inc., Theta Omicron Chapter
- Phi Beta Sigma Fraternity, Inc., Theta Upsilon Sigma Chapter
- Sigma Pi Phi Boule, Gamma Iota

Other Societies and Organizations

- Free & Accepted Masons, Prince Hall Affiliated, Eureka Lodge No. 36
- Order of the Eastern Stars, Prince Hall Affiliated , Estella Chapter No. 7
- The Links, Inc., Rochester Chapter

Social Justice Organizations

- Action for a Better Community
- IBERO-American Action League
- National Council of Negro Women
- Rochester Victory Alliance
- Urban League of Rochester, NY, Inc.
- Wilson Commencement

Other Professional Organizations

- Black Physicians Network
- Rochester Black Bar Association
- True Networking Thursdays (TNT)
- Young Black Professionals, Urban League for Rochester

Prepared By
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University of Rochester

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