June 1, 2022

Dear university community:

Nearly two years ago, at a time of intense strife across our country, the President's Advisory Council on Race was formed to ensure that UB is equitable in its policies, programs, activities and traditions. In March 2021, the council presented their recommendations to the university community. Subsequently, a committee was formed and charged with developing an implementation strategy for the recommendations, a timeline for this process and specific milestones for anticipated progress.

Today, we are pleased to share the Implementation Committee's final report—a pathway to supporting and amplifying equity in our research, teaching, education and engagement with the broader region. As you will read, the committee's recommendations are ambitious but realistic. Moreover, they have been developed with the intention of not only cultivating an inclusive environment at UB but sustaining it for generations to come.

The importance of our collective work cannot be overstated. Together, we have seen in our own Buffalo community how racial hatred and white supremacy have destroyed lives, created uncertainty, fear, anguish. At UB, we work to make meaningful change within the context of our mission. And that is what the committee has sought to do.

As we translate our values into actions, we will keep the university community updated on the overall progress we are making in implementing these recommendations. In the meantime, we would like to offer our sincerest thanks to the Implementation Steering Committee Co-Chairs, Suzanne Rosenblith and Mark Alnutt, and the more-than 150 faculty, students and staff who have brought their thoughtful approach and focused energy to this significant undertaking.

We would also like to extend our appreciation to every member of our university community for your work in this regard. Achieving social justice is a collective ideal that calls on each of us to uphold UB's mission of excellence for the greater good. Every day, we see proof that you are doing just that.

Sincerely,

Satish K. Tripathi
President

A. Scott Weber
Provost and Executive Vice President for Academic Affairs

University at Buffalo The State University of New York

President's Advisory Council on Race Implementation Committee Final Report

Final Report and Key Documents:
Implementation Committee

April 15, 2022

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University at Buffalo The State University of New York

President's Advisory Council on Race Implementation Committee Final Report

Executive Summary

April 15, 2022

Steering Committee Co-Chairs:

Mark Alnutt
Vice President and Director of Athletics

Suzanne Rosenblith
Dean of the Graduate School of Education

Executive Summary

In June of 2020, President Satish Tripathi convened The President's Advisory Council on Race (PACOR). In constituting this committee, President Tripathi stated that PACOR "will address issues of race, culture and higher education to guide and shape our university's programs, policies, activities, traditions. In addition, this council's work will inform how we can harness our education, research and engagement mission to combat racism and dismantle structural barriers to equality." In the Spring of 2021, the PACOR submitted its report to the President, highlighting a series of recommendations, which led to a campus-wide community dialogue to garner more feedback on the recommendations.

In the Summer of 2021, Provost A. Scott Weber, created a [university-wide implementation committee](). The PACOR implementation committee was charged with reviewing and discussing the original PACOR recommendations to determine how best to implement them, develop a timeline for the implementation, and establish measurable milestones for anticipated progress. The PACOR implementation committee, composed of 135 UB faculty and staff, as well as a student advisory committee, was provided a semester to complete their work. In charging the committee, Provost Weber asked that members work diligently and expeditiously and bring "their own unique expertise and experience to help the University harness its education, research and engagement mission to combat racism, dismantle structural barriers to equality, and make UB a more inclusive place to live, learn and work."

The implementation committee comprised seven subcommittees, each co-led. The seven subcommittee areas reflect the PACOR recommendations:

- Faculty Recruitment, Mentoring & Retention – Dr. Lorraine Collins & Dr. Luis Colón
- Scholarship, Tenure & Recognition – Dr. Patricia Diaz & Dr. Robert Granfield
- Staff Recruitment, Mentoring & Advancement – Mark Coldren & Jacqueline Hollins
- Curriculum & Pedagogy – Dr. Ann Bisantz & Dr. Raechele Pope
- Student Experience & Programs – Brian Hamluk & Lee Melvin
- Inclusive Space – Tonga Pham & Dr. Korydon Smith
- Community Engagement – Dr. Beth Del Genio & Dr. David Milling

In addition to these seven subcommittees, a student advisory group, made up of undergraduate and graduate students met regularly with Dr. Cheryl Taplin and provided insight and advice to the implementation committee. Overall guidance to the implementation committee was coordinated by the Implementation Steering Committee, led by Dean Suzanne Rosenblith and Vice President and Athletic Director Mark Alnutt, and composed of the subcommittee co-chairs and other selected members of the university community.

Guided by principles of fairness and mutual respect, the implementation committee engaged in many conversations related to implementation. While there was recognition that resources

would be needed to achieve some of the recommendations, it was widely acknowledged that this was first and foremost an ethical task, requiring the implementation committee members to reflect on their values and commitments, rather than mainly on resources. To this end, subcommittees approached the recommendations in this vein.

The recommendations reflected in this report provide a road map for UB to realize its commitment to racial equity. Building on UB's longstanding commitment to equity, diversity, and inclusion, what follows is an ambitious, but realistic, set of recommendations meant to ensure that racial equity is supported, valued, and amplified in the course of our research, teaching, community outreach, and student experiences. However, for UB to realize its commitment to racial equity, we believe it is important for UB, as an institution, to shift its perspective on DEI work from a worthwhile, but discrete, initiative to a core value that is embedded in and helps define all that we do. Viewing DEI as a thread woven through all of UB's strategic priorities enables us to widen our understanding of what constitutes research excellence, disciplinary excellence, and excellent student experiences. In so doing, UB's stated aspiration can become a reality. Structurally, this amounts to a need to ensure that representatives from all parts of the campus– academic affairs, student affairs, and business affairs– take on this shared opportunity and responsibility. We therefore propose the establishment of a university-wide DEI advisory board. This entity will work iteratively and collaboratively to ensure that as an institution we are doing our level best to create and sustain an inclusive and welcoming environment. Creating a university-wide advisory group will provide the necessary organizational structure to provide collaboration, continuity, and accountability for UB's efforts.

In addition to this new organizational structure, we hope that there will be ongoing transparency and accountability. Deans, Vice Provosts, and Vice Presidents should report annually on their progress toward DEI action items (detailed within the report). Such reports not only mark successes and milestones, but provide an opportunity to discuss challenges and roadblocks that may be alleviated through such reporting. Further, we recommend an annual presidential and/or provostal DEI report to the University.

As we look across the country, we feel very fortunate to be at an institution and in a state that values the tenets of diversity, equity, and inclusion. We believe the work done to date is a reflection of the commitment by the faculty and staff at UB to translate our values into actions. We hope you will join us in working to ensure that these recommendations are actualized and that UB is a place where all are welcome and feel included.

We would like to extend an enormous note of gratitude to the subcommittees for the dedication, commitment, and tireless effort in developing these recommendations for implementation. UB is indeed indebted to each of you for your service and contribution.

President's Advisory Council on Race Implementation Committee Final Report

Summary Documents: Subcommittee Recommendations

April 15, 2022

Subcommittee Co-Chairs

NOTE: Drafts of these recommendations were shared with the campus community at town halls held in March 2022.

FACULTY RECRUITMENT, MENTORING & RETENTION

April 15, 2022

Co-Chairs:

R. Lorraine Collins, *Associate Dean for Research, Professor of Community Health and Health Behavior, School of Public Health and Health Professions*

Luis A. Colón, *Associate Dean for Inclusive Excellence, A. Conger Goodyear Professor of Chemistry, College of Arts and Sciences*

University at Buffalo The State University of New York

Subcommittee members:

- **Craig Abbey,** *Vice Provost for Institutional Analysis and Planning*
- **Robert Adelman,** *Chair and Professor of Sociology, College of Arts and Sciences*
- **Tilman Baumstark,** *Associate Vice Provost for Faculty Affairs*
- **Sharon Beckford,** *Associate Professor of Africana and American Studies, College of Arts and Sciences*
- **Javier Blanco,** *Professor of Pharmaceutical Sciences, School of Pharmacy and Pharmaceutical Sciences*
- **Carrie Bramen,** *Professor of English, College of Arts and Sciences; Director, UB Gender Institute*
- **Margarita Dubocovich,** *Senior Associate Dean for Diversity and Inclusion; SUNY Distinguished Professor, Pharmacology and Toxicology, Jacobs School of Medicine and Biomedical Sciences*
- **Amy Graves Monroe,** *Chair and Associate Professor of Romance Languages and Literatures, College of Arts and Sciences*
- **Nojin Kwak,** *Vice Provost for International Education*
- **Ellen McGrath,** *Continuing Resources Cataloger, University Libraries*
- **Marilyn Morris,** *SUNY Distinguished Professor and Chair of Pharmaceutical Sciences, School of Pharmacy and Pharmaceutical Sciences*
- **Nadine Shaanta Murshid,** *Associate Professor, School of Social Work*

- ***Staff Support:*** Susan Klein and Bruce Acker*, College of Arts and Sciences*

Background: Observations and Assumptions

- Diversity, equity, and inclusion are critical to create the rich environment necessary for academic excellence in teaching, research, and service.

- The faculty of a diverse campus is more productive and innovative than a homogeneous one.

- UB faculty diversity is below our peer institutions in the AAU.

- Diversity among the student population currently is not matched to diversity among the faculty.

- A campus with an inclusive culture enables the recruiting of diverse students and increases their success at all levels.

- Diversity, equity, and inclusion practices must be attained at all ranks, removing systemic impediments in ways that allow underrepresented faculty to excel. This starts with unbiased recruitment and hiring process and continues to a supportive system that leads to retention, promotion and tenure of diverse faculty that is representative of UB's student body and the broader community.

- Faculty diversity is augmented by having unambiguous policies, structures, and a reward system that ensure fair advancement and recognition.

Charge Summary

- The Faculty Recruitment, Mentoring, and Retention subcommittee was tasked to make recommendations on matters impacting underrepresented (UR) faculty at UB.

  o Review the hiring processes for faculty to create a system of accountability for ensuring diversity and following best practices for searches.

  o Review mentoring practices for faculty, assess their efficacy, and consider how they can be re-designed to support and promote diversity.

  o Review faculty retention strategies currently in place throughout UB and assess their efficacy.

  o Explore what additional supports and resources are needed to further promote diversity, equity and inclusion within UB's faculty recruitment, mentoring and retention efforts.

KEY RECOMMENDATIONS

Key Recommendations – Hiring

- Create a guidebook with specific pre-search, implementation, and post-search (including onboarding) guidelines and best practices for search committees.

- Search committee's plan should describe the process, strategies, and goals that ensure a diverse candidate pool. Human Resources (HR) and the decanal Unit Diversity Officer (UDO) must approve plan.

- All members of search committees must undergo anti-bias education and learn best practices for search.

- Search committees are expected to:
  - Have knowledge of the diversity in the discipline and strive to have a pool of candidates that represents the discipline's diversity.
  - Have a composition that is diverse in outlook and expertise and works closely with HR and a UDO to ensure best practices at all stages of the process.
  - Evaluate and report at different stages as to whether the hiring plan goals have been met (check points).
  - Stop and re-start searches that show no evidence of a concerted effort to meet the goals of the plan.

- Establish and prioritize opportunity "cluster hires" across related disciplines over a period of time (e.g., 3 years) to develop a cohort and community of scholars. Hires should be made at the department level with university-wide support and direction.

Key Recommendations - Mentoring

- Develop, expand, and/or improve current UB signature initiatives around underrepresented (UR) scholars with improved coordination and communication (e.g., VITAL, iSEED, DVS) across campus.

- Use these programs to enhance recruitment and establish networks with universities with UR scholar populations (e.g., Historically Black Colleges and Universities).

- Develop and fund a program to hire and mentor UR postdoctoral fellows and research assistant professors in departments, as part of a cluster hire, providing a pathway to hire in tenure track lines.

- Assure resources to develop new and/or expand flexible mentorship initiatives
  - (e.g., a dynamic Mentoring & Networking Platform for a variety of faculty-driven mentoring relationships, under development in Faculty Affairs).

- Establish a program that provides opportunities for leadership development and career strengthening options for established faculty.

Key Recommendations - Retention

- Improve UB salary structure, relative to peer institutions, and accord greater importance to service as part of annual salary reviews. Continue to solve discrepancies of salary where UR faculty seems to be compensated lower than other faculty with similar performance/credentials.

- Recognize "invisible work" and efforts to increase diversity, equity, and inclusion by faculty as part of scholarly activities that are considered for promotion and tenure.

- Examine processes/procedures for recognizing faculty (e.g., SUNY and UB Excellence Awards and Distinguished Professors), to identify biases and establish consistent practices across decanal units.
    - Guidelines should include bias and cultural competence education of different committees.

- Develop opportunities to highlight and celebrate UR faculty achievements more prominently, outside of current formats that celebrate faculty success in general.

- Create mechanisms that specifically address issues/gaps identified through periodic surveys (e.g., COACHE)

Key Recommendations - Retention

- Review the policies and resources for sabbatical and research leave and how they might be reframed to better support UR faculty scholarship.

- Create UB internal research funding opportunities and tailored support for external funding applications with focus on scholarship, research, and creative expression that is of broader interest to UR faculty.

- Develop a proactive faculty retention strategy including with a preemptive retention program, having a standing committee (Faculty Affairs Office) focused on the retention of UR faculty with a well-coordinated effort from Chairs and Deans.

- Provide support for identity-based affinity groups (e.g., Minority Faculty and Staff Association) that facilitate/enhance faculty experience and connection within UB.

- Create a system (at the Provost level) for rewarding entire units to recognize creative and impactful approaches in hiring, mentoring, and retaining faculty.

IMPLEMENTATION

Implementation

- Each decanal unit should form a task force to start implementation of most recommendations immediately.

- Representatives of HR, decanal Unit Diversity Officers, and VP for Inclusive Excellence Office, must coordinate the guidelines and best practices for search committees.

- Monitor and document mentoring practices by decanal units in coordination with VP Faculty Affairs.

- Institutional accountability must be achieved with intentionality, coordinated with the VP for Inclusive Excellence.

- The VP for Inclusive Excellence Office and Unit Diversity Officers should have sufficient resources to manage accountability across all units and guarantee that the procedures are adjusted accordingly.

- Establish oversight committee/office that can provide guidance and periodically report on the different practices and progress across campus (e.g., track faculty hiring, demographics, progress through ranks, success in leadership positions).

- Each organizational unit (school, college, department, centers/institutes, etc.) should report on the status of diversity and inclusion in their annual presentation/report or town hall and have it publicly available.

- Progress should be part of the President's address on the state of the university.

SCHOLARSHIP, TENURE & RECOGNITION SUBCOMMITTEE

April 15, 2022

Co-Chairs:

Patricia Diaz, Empire Innovation Professor & Director of UB Microbiome Center

Robert Granfield, Vice Provost for Faculty Affairs

University at Buffalo The State University of New York

Subcommittee members:

- **Patricia Diaz,** Co-Chair, *Empire Innovation Professor of Oral Biology, Director of UB Microbiome Center, School of Dental Medicine*
- **Robert Granfield,** Co-Chair, *Vice Provost for Faculty Affairs*
- **Diana Aga,** *Henry M. Woodburn Professor of Chemistry, College of Arts and Sciences; Director of UB RENEW Institute*
- **Rajan Batta,** *Associate Dean for Faculty Affairs and Diversity, SUNY Distinguished Professor of Industrial and Systems Engineering, School of Engineering and Applied Sciences*
- **Laina Bay-Cheng**, *Associate Dean for Faculty Development, Professor, School of Social Work*
- **Suzanne Dickerson**, *Division Chair – Biobehavioral Health and Clinical Sciences, Professor, School of Nursing*
- **Cecil Foster,** *Professor and Director of Graduate Studies, Africana and American Studies, College of Arts and Sciences*
- **Joseph Gardella,** *SUNY Distinguished Professor of Chemistry, College of Arts and Sciences*
- **Yoly Gonzalez-Stucker,** *Interim Department Chair and Associate Professor of Oral Diagnostic Sciences, School of Dental Medicine*
- **Fabiola Henri,** *Assistant Professor of Linguistics, Romance Languages and Literatures, College of Arts and Sciences*
- **Makau Mutua**, *SUNY Distinguished Professor, Margaret W. Wong Professor, School of Law*
- **Krishna Rajan,** *Erich Bloch Chair, Professor of Empire Innovation, Materials Design and Innovation, School of Engineering and Applied Sciences/ College of Arts and Sciences*
- **William Solomon,** *Interim Department Chair and Professor of English, College of Arts and Sciences*
- **Henry Louis Taylor, Jr.,** *Professor of Urban and Regional Planning, Director of Center for Urban Studies, School of Architecture and Planning*
- **Miriam Thaggert,** *Associate Professor of English, College of Arts and Sciences*

CHARGE AND BACKGROUND

Charge summary

- Subcommittee was tasked with:
  - o Reviewing tenure and promotion (T&P) processes and policies to determine whether they could lead to racial inequities and whether they recognize all kinds of scholarship, and to suggest ways to address those issues based on best practices
  - o Examining procedures for recognizing faculty and nominating faculty for awards to identify potential for bias

Background: assumptions

- While the subcommittee recognizes the importance of diversity writ large, it focused on the lived experiences of faculty from historically underrepresented minority (URM) backgrounds.

- This subcommittee is working on issues and questions that are at the heart of UB's mission and vision as a public research university; the recommendations will positively impact all UB faculty.

- The subcommittee is dedicated to making changes to T&P and recognition guidelines/processes to make them more equitable and inclusive, not less rigorous.

- The success of the implementation of the recommendations requires broad support and commitment across the university, as well as monitoring to ensure that changes are implemented/maintained and to hold leadership accountable.

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Background: observations

- Unlike many of our AAU peers, UB's T&P guidelines do not address diversity, equity, inclusion and justice.

- The subcommittee identified the following kinds of research/scholarship as being undervalued and overlooked at the university and within T&P guidelines:
  - Publically engaged research
  - Public scholarship
  - Scholarship focused on issues of racial and social injustice

- Service generally is also undervalued, which is particularly problematic as faculty of color and women at UB and nationally perform more and often invisible service.

- Student evaluations have been shown to be biased against women and people of color, but they are the primary way of assessing teaching in T&P.

- The 2017 COACHE survey of faculty career satisfaction at UB showed that URM faculty express greater dissatisfaction around the clarity of process and standards for promotion to full professor.

- Currently, there is little diversity within the most distinguished internal UB and SUNY awards.

- There are a range of practices to nominate faculty for awards across UB. In departments that do not have a systematic practice for nominating faculty, the process is opaque and seems to be based on favoritism/bias.

KEY RECOMMENDATIONS

Key recommendations

- Add a vision and research statement to preamble of UB T&P guidelines that directly connects faculty contributions to the university's mission and acknowledges the myriad kinds of scholarly work faculty undertake. Subcommittee drafted a statement.

- Better recognize and support civic engagement and service activities:
  - Add a statement to the service section of the university T&P guidelines that clearly states that service is important and that faculty are expected to engage in service.
  - Evaluate civic engagement activities as research when they entail applying one's scholarly expertise/skills to positively impact communities.
  - Change the word "service" to "engagement" to destigmatize engagement activities.

- For T&P dossiers, broaden the groups from which letters of recommendation are solicited beyond AAU to ensure the most appropriate evaluators are assessing faculty contributions.

- Provide faculty members with more power in choosing how to present teaching and demonstrate effectiveness in the classroom.

- T&P materials should address contributions to advancing racial equity and social justice to assure accountability for advancing UB's goals.

- Ensure that T&P guidelines/standards at all levels are clear, written out, and well defined to help clarify processes.

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Key recommendations (cont.)

- To advance UB's research and engagement missions, provide university-wide support for public engagement, particularly that which addresses racial and social justice (e.g., civic engagement grant, research institute, endowed chairs, etc).

- Ensure that all departments/schools have an equitable system (i.e., a faculty awards committee) and sufficient resources for faculty award nominations to assure that departments are equitably and actively pursuing awards for faculty, and particularly those faculty members who have historically been overlooked.
  - For smaller departments, this may require working with faculty in other departments to broaden representation.

- Require chairs/deans to equitably and transparently assign service and create a process for faculty to report when they are undertaking unassigned service such as mentoring or community engagement.

- Require each unit to develop policies of accountability and training to prevent abuse of power and bias at the department, school and university level for faculty T&P and recognition. Ensure that faculty who serve on tenure/promotion/awards committees and/or as internal reviewers are committed to upholding equity.

- Include contributions to diversity, equity, inclusion and justice in the 5-year decanal review and chair review procedures. Require chairs and deans to describe the contributions they have made and plan to make moving forward, and also ask for constituent feedback, where appropriate.

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IMPLEMENTATION

Mechanisms for implementation

- Hold a series of town halls in Spring 2022 to introduce and build wide support for the proposed changes.

- Changes not requiring Faculty Senate approval can and should be implemented before Fall 2022 to align with new faculty joining UB.

- Changes to university T&P guidelines will require approval from Faculty Senate and can be made in 2022-23 for Fall 2023 implementation.

- The subcommittee recommends that the President/Provost communicate and endorse recommendations and changes to T&P to deans and chairs who should hold conversations with their faculty about the changes being made.

- The subcommittee recommends that the Provost meets with departments to set expectations, talk about why changes are being made, and ensure that departments are following changes.

- Create a special university-level oversight committee with responsibility for shepherding and reporting progress on the actions we are recommending and making sure that changes are being made, particularly within departments and schools. Committee members should also work with Faculty Senate to make changes to university T&P. Associate deans tasked with overseeing T&P may be most appropriate to serve on committee.

STAFF RECRUITMENT, MENTORING & ADVANCEMENT SUBCOMMITTEE

April 15, 2022

Co-Chairs:
Mark Coldren, Associate Vice President, Human Resources

Jacqueline Hollins, Associate Vice Provost/Senior Executive Director, Student Success & Academic Support; Unit Diversity Officer, Academic Affairs

University at Buffalo The State University of New York

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Subcommittee members:

- **Mark Coldren,** Co-Chair, *Associate Vice President for Human Resources*
- **Jacqueline Hollins**, Co-Chair, *Associate Vice Provost/Senior Executive Director, Student Success and Academic Support; Unit Diversity Officer, Academic Affairs*
- **Freda Benton,** *Assistant Director for Internal Audit*
- **Ramelli Choates,** *President of the Minority Faculty Staff Association; Director of Student Programming, Cora P. Maloney Center*
- **Heather Cooper,** *Director of Human Resources, Athletics*
- **Kesha Foster,** *Associate Director; Deputy Title IX Coordinator, Office of Equity Diversity and Inclusion*
- **Nicole Hayden,** *HR Staff Specialist, College of Arts and Sciences*
- **Christina Hernandez,** *Senior Associate Vice President, Student Life*
- **Shannon Phillips,** *Senior Administrative Associate, Director of Operations, School of Engineering and Applied Sciences*
- **Christopher Putrino**, *Director of Employee Relations, Human Resources*
- **Chitra Rajan,** *Associate Vice President for Research Advancement, Research and Economic Development*
- **Letitia Thomas,** *Assistant Dean for Diversity, School of Engineering and Applied Sciences*
- **Brendan James Tom,** *Workforce Recruitment and Position Specialist, Human Resources*
- **Timothy Tryjankowski,** *Director of Honors College Research and Co-Curricular Activities; Chair, Professional Staff Senate*

CHARGE AND BACKGROUND

Charge summary

- The Staff Recruitment, Mentoring, & Advancement Subcommittee was tasked with:

  o Reviewing the hiring processes for professional and classified staff to create a system of accountability for ensuring diversity and following best practices for searches.

  o Reviewing advancement and permanent appointment processes and policies for staff to ensure that they foster the advancement of racial equity and follow best practices for inclusive excellence.

  o Reviewing mentoring practices for staff and assessing their efficacy.

  o Examining the procedures at UB used to recognize staff to identify biases and establish consistent practices across the university.

Background: assumptions

- The recommendations from this subcommittee will positively impact all staff across the university and help advance UB's research, education and engagement missions - - as a more diverse staff will allow for the inclusion of broader perspectives and more creative problem solving.

- By increasing the diversity of staff, the university will help to foster a more welcoming and inclusive environment for students.

- As recommendations are considered for implementation, campus leadership must take into account the various "staff" constituents (State Professional, State Classified, Research Foundation, and University Affiliates (which includes UB Foundation).

- To ensure that the university is making progress with the recruitment, retention and advancement of staff from diverse backgrounds, it will be necessary to continuously monitor, assess and report outcomes. As such, transparency and regular communications to the broad university community are critical.

Background: observations

- The current demographics for all staff positions identify a large opportunity to increase the overall diversity at UB – we have not had significant progress in recent years.

- The challenge to diversify staff is across all employee distinctions (State, RF, UBF).

- Area hiring manager/directors and search committees should be exposed to the UB demographics when building a position search plan – to see the data and challenge.

- All area workforce plans need to review their demographics when considering potential recruitments or promotions.

- Search committees need to try different strategies in order to build deeper and more diverse pools of candidates.

UB State Salary Grades, Summary by Race/Ethnicity

Classified Salary Grade By Race/Ethnicity
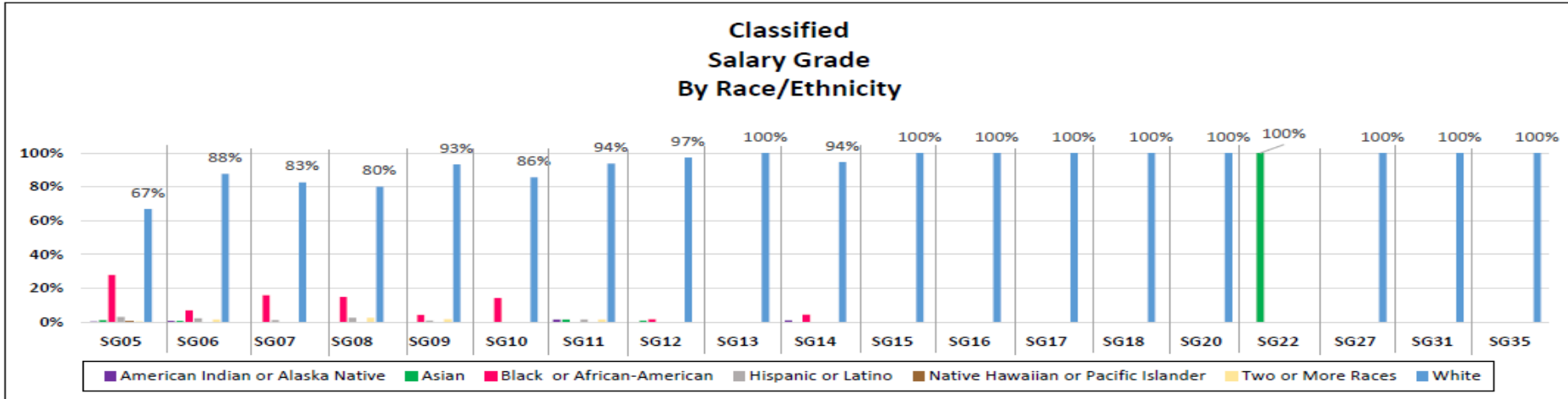
Total Employees--> 319, 129, 75, 40, 117, 7, 64, 111, 2, 90, 3, 4, 16, 1, 1, 1, 2, 1, 2

Professional Salary Grade By Race/Ethnicity
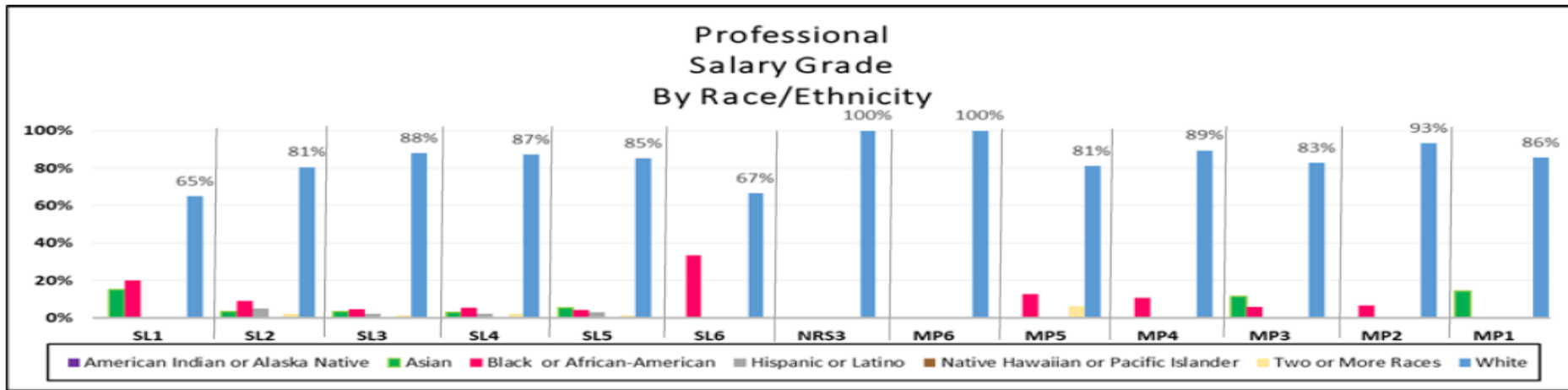
Total Employees--> 20, 447, 547, 491, 220, 21, 1, 1, 16, 19, 35, 15, 7

Souce Data: HR-Infosource as of 10/28/21

Recommendations

Action Item 1: Review the hiring processes for professional and classified staff to create a system of accountability for ensuring diversity and following best practices for searches.

- Create an HR Unit Diversity Officer (HR UDO) position
- Establish campus-wide guidelines for composition of Search Committees
- Develop "DEI Advocates" Certified Search Committee Volunteer Pool
- Refine "preferred qualifications" guidelines for job postings
- Require checkpoints throughout the search process to ensure the applicant/candidate pool remains reflective of the diversity of the labor pool/student population
- Establish funding for focused "diversity specific" advertising sources

Recommendations

Action Item 2: Review advancement and permanent appointment processes and policies for staff to ensure that they foster the advancement of racial equity and follow best practices for inclusive excellence.

- **Re-invest as a member of The SUNY Center for Professional Development (CPD)**
- **Identify online, on-the job training, and CSEA partnership collaborations to prepare custodial employees for advancement to higher grade positions**
- **Reduce recruitment barriers for Classified employees to advance within Classified salary grades**
- **Explore partnership opportunities to develop a UB/Buffalo Public Schools pipeline program to prepare high school students for trades careers at UB**
- **Host UB Career Days and provide career education services to employees**
- **Develop internal professional career pathways by employment affiliation and salary grades**
- **Advocate for alternative recruitment pathways for individuals to qualify for hire as University Police Officers and other higher grade UPD positions**
- **Create a UB Leadership Academy for employees of color**
- **Provide a relocation package as a tool to recruit qualified professional employees in designated salary grades who can contribute to the diversity of the UB workforce**
- **Educate and connect professional employees to opportunities that can help further the research enterprise – Top 25 ranking pursuits**

Recommendations

Action Item 3: Review mentoring practices for staff and assess their efficacy.
- **Develop both a formal and informal Mentoring Program**

Action Item 4: Examine the procedures at UB used to recognize staff to identify biases and establish consistent practices across the university.
- **Review demographic data for staff awarded SUNY Chancellor's Awards over the past 10 years**
- **Review demographic data for UUP professional staff awarded (non-compression) DSI during the current contract period**
- **Query existing staff awards (UB and external) and roster of awardees for the past 5 to 10 years**
- **Create and record workshops on "How to Nominate Staff for Awards" with an awareness of inclusion and diversity factors to consider**
- **Create internal staff awards**
- **Create a UB Staff Awardees display or "Wall of Distinction" to highlight staff award winners**
- **Strengthen the partnership between the Office of University Events and the Minority Faculty & Staff Association (MFSA), particularly in relation to the selection of Distinguished Speakers**
- **Distribute staff survey (similar to faculty COACHE survey) and include questions related to how staff wish to be recognized and rewarded for accomplishments**

Mechanisms for implementation

- Review feedback from Town Hall meetings and update list of recommendations as appropriate

- Keep the university community abreast of recommendations and progress on implementation; including communications to the various campus constituents

- Identify at least four recommendations that can be implemented immediately

Recommendations in-progress

- The university's central Human Resources Office has created an HR Unit Diversity Officer position

- "Checkpoints" along the Search process are being established

- UB will reestablish membership within The SUNY Center for Professional Development (CPD)

- The Professional Staff Senate (PSS) Awards Committee has received approval to include a "Diversity" statement on their website and award flyers

CURRICULUM AND PEDAGOGY

April 15, 2022

Co-Chairs:

Ann Bisantz, *Dean of Undergraduate Education*

Raechele Pope, *Senior Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, Graduate School of Education*

UB University at Buffalo The State University of New York

Subcommittee members:

- **Ann Bisantz,** Co-Chair, *Dean of Undergraduate Education*

- **Raechele L. Pope,** Co-Chair, *Senior Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, Associate Professor of Educational Leadership and Policy, Graduate School of Education*

- **Elizabeth Bartelt,** *Clinical Assistant Professor of Community Health and Health Behavior, School of Public Health and Health Professions*

- **Roseanne Berger,** *Senior Associate Dean for Graduate Medical Education, Jacobs School of Medicine and Biomedical Sciences*

- **Kevin Burke,** *Associate Professor of Teaching, Electrical Engineering, School of Engineering and Applied Sciences*

- **Michael Cowen,** *Professor of Mathematics, College of Arts and Sciences*

- **Filomena Critelli,** *Associate Professor, Undergraduate Studies Coordinator, School of Social Work*

Subcommittee members cont'd:

- **Katharine Darling,** *Associate Dean for Academic Services, Academic Affairs*

- **Jeffrey Errington,** *Associate Dean for Undergraduate Education, Professor of Chemical and Biological Engineering, School of Engineering and Applied Sciences*

- **Julie Gorlewski,** *Chair and Professor of Learning and Instruction, Graduate School of Education*

- **Erin Hatton,** *Associate Professor of Sociology, College of Arts and Sciences*

- **Lara Hutson,** *Clinical Associate Professor and Director of Undergraduate Studies, Biological Sciences, College of Arts and Sciences*

- **Vivian Jimenez,** *Director, Tutoring and Academic Support Services, Academic Affairs*

- **Danielle Johnson,** *Senior Advisor, Coordinator, Tutoring and Academic Success*

- **Kenneth Joseph,** *Assistant Professor of Computer Science and Engineering, School of Engineering and Applied Sciences*

Subcommittee members cont'd:

- **Danielle LaMarre-Smith,** *Director of UB Curriculum, Undergraduate Education*

- **Carl Lund,** *Chair of Engineering Education, SUNY Distinguished Teaching Professor of Chemical and Biological Engineering, School of Engineering and Applied Sciences*

- **Catherine Mann,** *Assistant Dean for Undergraduate Studies, Clinical Associate Professor, School of Nursing*

- **Ndubueze Mbah,** *Associate Professor of History, College of Arts and Sciences*

- **Jennifer Meka,** *Director of the Jacobs School's Medical Education and Educational Research Institute, Associate Dean for Medical Education, Assistant Professor of Medicine, Jacobs School of Medicine and Biomedical Sciences*

- **Heather Orom,** *Associate Dean for Equity, Diversity and Inclusion; Associate Professor of Community Health and Health Behavior; School of Public Health and Health Professions*

Subcommittee members cont'd :

- **Peter Pfordresher,** *Associate Dean for Academic Affairs, Professor and Chair of Psychology, College of Arts and Sciences*

- **Justin Read,** *Associate Professor of Romance Languages and Literatures, College of Arts and Sciences*

- **Chazz Robinson,** *PhD Student in Higher Education, Graduate School of Education; Presidential Fellow*

- **Dorothy Siaw-Asamoah,** *Clinical Assistant Professor / Faculty Director of Global Programs, Organization and Human Resources, School of Management*

- **Satpal Singh,** *Professor of Pharmacy and Toxicology, Jacobs School of Medicine and Biomedical Sciences*

Subcommittee members cont'd :

- **Pedro Sotelo-Peryea,** *Director of Undergraduate Academic Advising Initiatives, School of Public Health and Health Professions*

- **Beth Tauke,** *Associate Professor of Architecture, School of Architecture and Planning*

- **Nicole Thomas,** *Undergraduate Education Librarian, University Libraries*

- **Lisa Tuyn,** *Director of Academic Advising, Exploratory and Pre-Professional Advising Center*

- **Jennifer Winikus,** *Assistant Professor of Teaching, Computer Science and Engineering, School of Engineering and Applied Sciences*

- **Ewa Ziarek,** *Associate Dean for Arts and Humanities, Julian Park Professor of Comparative Literature, College of Arts and Sciences*

CHARGE AND BACKGROUND

Curriculum and Pedagogy Values Statement

Our role as a public university is to provide an education that encourages critical thinking and is both inclusive and expansive in its intent and implementation. Transforming our curricula and pedagogy requires self-awareness and intentional practices that ultimately empower both students and faculty to co-create the learning space. **UB is dedicated to transforming our curricula and pedagogy using innovative and evidenced-based strategies and high impact practices to ensure equitable student outcomes.** By utilizing critical and anti-racist lenses, we can change both what we teach (curriculum) and how we teach (pedagogy) in profound ways that will allow UB to prepare the next generation of intentional and innovative leaders and thinkers who will advance equity, diversity, justice, and inclusion in education and society.

We believe that inclusive curricula and pedagogy are central to the success of a university. Such practices create classrooms where students feel seen and valued and ensure that faculty critically examine what and how they teach. Incorporating the work of scholars of color and other minoritized/marginalized groups and critical analysis is necessary if higher education is going to remain relevant. There is not a single course or faculty member on the UB campus who would not benefit from closely and critically evaluating how their course is designed, what readings and assignments they require, and whose voices and perspectives are centered. **This transformational effort will require intentional culture change across UB along with the infrastructure to provide resources and support to buttress the innovation and leadership necessary for change. Such efforts benefit all members of our community and contribute to a campus that prizes equity, diversity, justice, and inclusion.**

Curriculum and Pedagogy Values Statement

UB is dedicated to transforming our curricula and pedagogy using innovative and evidenced-based strategies and high impact practices to ensure equitable student outcomes.

We believe that inclusive curricula and pedagogy are central to the success of a university. Such practices create classrooms where students feel seen and valued and ensure that faculty critically examine what and how they teach.

This transformational effort will require intentional culture change across UB along with the infrastructure to provide resources and support to buttress the innovation and leadership necessary for change. Such efforts benefit all members of our community and contribute to a campus that prizes equity, diversity, justice, and inclusion.

Categories	Action Items	Academic Support	Pedagogy	Undergraduate Curriculum	Graduate Curriculum
Overall Goal	**Address curriculum, pedagogy, academic support, and co-curricular experiences at the undergraduate, graduate, as well as professional education-level.**	●	●	●	●
General Considerations	**Identify and consult with appropriate governance bodies (e.g., Faculty Senate, UB Curriculum Committees, Graduate School Executive Committee).**	●	●	●	●
	Identify resources required for successful implementation, including those related to professional development and instructional support.	●	●	●	●
	Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.	●	●	●	●
	Recommend roles and responsibilities for each strategy.	●	●	●	●
Group-specific Considerations	**Identify and consult with appropriate units on campus providing inclusive student support (e.g., Cora P Maloney College; Honors) and provide recommendations related to inclusive academic support (e.g., advising practices)**	●			
	Provide recommendations related to student teaching evaluations.		●		
	Provide recommendations regarding inclusive pedagogy, including best practices, and roles and responsibilities of campus units and offices in supporting these efforts.		●		
	Provide recommendations regarding assessment of student learning and continuous improvement processes.		●		
	Provide recommendations regarding general (university-wide) learning outcomes and requirements as well as those which could be considered within majors or programs.			●	●
	Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.			●	●

Recommendations were identified by each working group and synthesized across groups.

Twenty-seven recommendations aligned with the committee charge action items were categorized into six broad themes:

INFRASTRUCTURE

PROFESSIONAL DEVELOPMENT

CO-CURRICULAR PROGRAMS AND STUDENT SUPPORT

CURRICULAR MISSION AND GOALS

CURRICULAR REQUIREMENTS

COURSE AND CURRICULUM PROCESSES

INFRASTRUCTURE

- Create Inclusive Curriculum and Pedagogy Steering Committees to provide university wide and decanal unit prioritization and oversight
- Foster and support inclusive pedagogy expertise at the unit level
- Implement a Student Academic Support Equity, Advocacy, and Concerns committee; and an Academic Support Service Coalition (for collaboration and training across staff)
- Create a task force to address issues of DEI and anti-racism in course evaluation

PROFESSIONAL DEVELOPMENT

- Provide workshops, training, and resources in support of inclusive pedagogy & curriculum which address instructional faculty (at all levels); doctoral students and teaching assistants
- Provide training on inclusive mentoring of students
- Require annual anti-racist/diversity training for faculty and staff

CO-CURRICULAR PROGRAMS AND STUDENT SUPPORT

- Develop internship programs for graduate students to engage in DEI work at the decanal level
- Assess; enhance; and expand capacity, resources and access to programs such as Schomburg, iSEED
- Expand mentoring programs to reach more BIPOC and First-Generation students, including graduate students
- Establish graduate student forums for information exchange across programs and campuses

CURRICULAR MISSION AND GOALS

- Revise the UB-wide learning outcomes, undergraduate General Education diversity learning outcomes, and the Graduate School mission statement, in collaboration with appropriate governance, to explicitly address development of anti-racism competencies

CURRICULAR REQUIREMENTS

- Require a series of co-curricular modules for all undergraduate students that cover core knowledge and skills related to anti-racism, integrated within general education and at other critical points (e.g., orientation, first-year seminar, diversity learning requirement)
- Review and modify Responsible Conduct of Research requirements to ensure content and assessment addressing diversity, equity, inclusion, and anti-racism

COURSE AND CURRICULUM PROCESSES

- Develop and implement program processes which evaluate DEI and anti-racism in objectives, learning outcomes, curriculum, and assessment of student learning
- Develop recommendations regarding inclusive and anti-racist syllabi, in concert with shared governance
- Modify course and curriculum review processes to support intentional consideration of diversity, equity, inclusion, and anti-racism

IMPLEMENTATION

Considerations and Next Steps

- Establishing sufficient infrastructure including building competencies and processes across campus is necessary to effect sustainable change

- Oversight committees (university-wide, and in units) should be established to prioritize recommendations and understand resource needs

- Some recommendations (revising graduate school and general education learning outcomes; curricular approval processes) can begin sooner while others require infrastructure and development of unit faculty & staff expertise

Subcommittee members:

- **Kevin Ahuna,** *Director of Intercultural and Diversity Center, Student Life*

- **Thikriat Al-Jewair,** *Assistant Dean for Diversity and Inclusion, Associate Professor of Orthodontics, School of Dental Medicine*

- **Matthew Ardila-Weigand,** *Director of Orientation, Transition, and Parent Programs, Student Life*

- **Kelly Cruttenden,** *Associate Athletic Director for Compliance, Division of Athletics*

- **Janessa Givens-Daniels,** *Senior Associate Director, Financial Aid*

- **Benjamin Fabian,** *Assistant Director for Student Support, Conduct and Advocacy & Head of LGBTQ + FSA, Student Conduct and Advocacy*

- **Keith Griffler,** *Associate Professor and Director of Undergraduate Studies, Africana and American Studies, College of Arts and Sciences*

- **Jennifer Harris,** *Senior Counselor, Educational Opportunity Center*

- **Anyango Kamina,** *Assistant Dean for Student Development and Academic Enhancement, iSEED Scientific Workforce Specialist, Jacobs School of Medicine and Biomedical Sciences*

- **Arlene Kaukus,** *Director of Career Design Center*

- **Sung Eun Kim-Kubiak,** *Psychologist, Assistant Director/Training Director, Counseling Services*

Subcommittee members:

- **Jennifer Mdurvwa,** *Graduate Enrollment Coordinator, College of Arts and Sciences*

- **Sharon Mitchell,** *Senior Director Student Wellness; Director, Counseling Services, Student Life*

- **Erin O'Brien,** *Assistant Dean, Chief Marketing & Enrollment Officer, School of Management*

- **Amy Reynolds,** *Professor of Counseling, School and Educational Psychology, Graduate School of Education*

- **Barbara Ricotta,** *Dean of Students, Associate Vice President, Student Life*

- **Betsy Rodriguez,** *Director of UB's Arthur O. Eve Education Opportunity Program*

- **Amanda Sauter,** *Senior Pre-health Academic Advisor, Coordinator, Exploratory and Pre-Professional Advising Center*

- **Tom Tiberi,** *Director of Campus Living*

- **Camilo Trumper,** *Associate Professor of History, College of Arts and Sciences*

- **Katie Tudini,** *Assistant Vice Provost and Director, International Student Services*

CHARGE AND BACKGROUND

Charge and Background:

The President's Advisory Council on Race was established to help guide the university's progress in realizing the ideals of equity, diversity, inclusion, and social justice in its educational, research, and engagement missions. The Advisory Council, Student Recruitment, Admissions, Retention and Graduation Committee, made ten recommendations related to improving pipeline programs, student recruitment, admissions, retention, and graduation that are intended to combat racism and dismantle structural barriers to inequality. These recommendations were based on student feedback, input from key stakeholder offices, institutional data, and research on best practices and successful programming at peer AAU, APLU, and MAC institutions.

Charge and Background:

The subcommittee on Student Experience and Programs is charged with reviewing these ten recommendations for successful implementation. Specifically, the subcommittee will:

- engage stakeholders to identify offices and units that will be responsible for implementation;
- develop an understanding of initiatives currently underway that address the goals of particular recommendations;
- identify critical barriers (including cultural barriers) to successful implementation, assess the nature of those barriers, and propose solutions; and
- propose measures and data necessary to assess whether desired improvements are being made.

In reviewing these recommendations, the subcommittee should attend to both the particular and shared needs of undergraduate, graduate, and professional students. The subcommittee may decide to propose supplemental recommendations that would advance the broader goals of the President's Advisory Council on Race.

KEY RECOMMENDATIONS

Pipeline/Admissions/Recruitment Strategies

- Increase our BIPOC and other minority undergraduate and graduate student enrollment.

- Implement a campus-wide holistic admissions.

- Invest in institutional grant-funding to ensure admitted students can pursue a UB degree.

- Reduce BIPOC low-income student apprehension about covering the cost of their education.

- Strengthen, reimagine, grow and better coordinate pipeline programs for students of color.

- Identify and recruitment from Buffalo Public and WNY Schools Enrollment Pipelines. (Originally recommended by the Community Engagement Committee)

- Articulate strategic diversity plans for recruiting, retaining, and graduating BIPOC and other minority students at the school and academic support department levels.

- Conduct annual assessment of outcomes on articulated diversity plans.

Academic Support/DEI Student Success

- Identify academic support programs successfully retaining and graduating BIPOC students.

- Commit Investments to support at scale programs across the campus.

- Increase resources and funding to offices and initiatives that promote student diversity programs and services representative of a SUNY flagship and comparable to other AAU institutions.

Data/Transparency

- Provide transparent, regularly updated and easily accessed data on the President, Provost and University websites regarding race/ethnicity trends of Black, Indigenous and people of color (BIPOC) and other minority students, faculty, and staff as well as current programs and services.

- Enhance University Police arrest data collection protocols to provide more clarity and granularity on the demographic details.

Programs/Initiatives/Belonging

- Institutionalize annual celebrations of our diverse community in an ongoing manner such as awards, events, festivals, heritage months, etc.

- Organize and involve a broad spectrum of students in identifying needs and envisioning future diversity and social justice initiatives.

- Better coordinate, promote and increase programs designed to create a more welcoming and supportive environment for current UB students in order to improve retention and graduation rates.

IMPLEMENTATION

IMPLEMENTATION: NEXT STEPS & CONSIDERATIONS

- Identify key stakeholders accountable to advance identified recommendations.

- Identify, strengthen and advance partnership areas.

- Identify and compile necessary data and information required.

- Identify recurring resources needed, both financial and staffing.

- Obligation: make this a sustainable approach that will be ongoing and not a one-time effort.

INCLUSIVE SPACES

April 15, 2022

Co-Chairs:

Tonga Pham
Associate Vice President, University Facilities

Korydon Smith
Professor and Chair, Department of Architecture

University at Buffalo The State University of New York

Equity + the Built Environment

The built environment impacts health, human performance, and sense of belonging. Where we live, work, socialize, and play can mediate or exacerbate disparities between groups.

As such, this committee recommended policies, processes, funding, and other strategies to provide direct and meaningful action to create inclusive environments for all university community members.

Drama Theatre, Douglas Levere, 2019.

Subcommittee Members:

- **Darryl Barnes,** *Senior Counselor, Educational Opportunity Center*
- **Sambandamurthy Ganapathy,** *Professor and Chair of Physics, College of Arts and Sciences*
- **Brian Haggerty,** *Senior Associate Director of Residential Life, Student Life*
- **Kelly Hayes-McAlonie,** *Director of Campus Planning*
- **Damien Keane,** *Associate Professor and Associate Chair of English, College of Arts and Sciences*
- **Theresa McCarthy,** *Associate Dean for Inclusive Excellence, College of Arts and Sciences; Associate Professor, Africana and American Studies, and Indigenous Studies*
- **William McDonnell,** *Associate Vice Provost for Academic Planning & Resource Management*
- **Ryan McPherson,** *Chief Sustainability Officer, Office of Sustainability*
- **James Ponzo,** *Clinical Assistant Professor of Africana and American Studies, College of Arts and Sciences*
- **Sujata Rawal,** *Assistant Dean and Director of Facilities Planning and Management, School of Engineering and Applied Sciences*
- **Sharon Sanford,** *Associate Athletic Director for Recreation and Sport Management*
- **Brian Swartz,** *Facilities Planning and Management Officer, College of Arts and Sciences*
- **Victoria Udonian,** *Visiting Associate Professor of Art, College of Arts and Sciences*
- **Evviva Weinraub Lajoie,** *Vice Provost for University Libraries*
- **Faren Gault Wilson,** *EEO specialist, Office of Equity, Diversity, and Inclusion*
- **John Wood,** *Senior Associate Vice Provost, International Education*

CHARGE AND BACKGROUND

The subcommittee on inclusive spaces focused on the spatial and visual dimensions of the university's mission to be a more welcoming place for all. The subcommittee sought strategies/processes to:

1. Assess how the spatial and visual characteristics of spaces on UB's campuses foster a sense of belonging or exclusion.
2. Survey spaces at UB that are specifically dedicated to social justice, diversity and inclusion initiatives and programs and assess the shortcomings/strengths of these spaces as well as existing gaps and opportunities for growth.
3. Assess how to create inclusive spaces that promote and support inclusive and anti-racist practices and interactions.
4. Review the current naming of buildings/spaces on campus to assess whether further name changes are necessary.
5. Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.
6. Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.
7. Recommend roles and responsibilities for each recommendation.

KEY RECOMMENDATIONS

Action Items:

1. Deepen our understanding about equity in the built environment at UB.

2. Define design standards, processes, and policies for new construction and renovation projects.

3. Seek annual funding for public art, contemplative sites and enhancement to the public realm.

4. Integrate stakeholder feedback and anticipate unintended project impacts.

5. Communicate with project contributors and stakeholders before, during, and after project implementation.

6. "Close the loop"; i.e., define a timeline and assign responsibility for carrying out routine assessments.

IMPLEMENTATION

Initial Steps:

1. Integrate inclusive design processes into the work of existing entities, such as the Public Art Committee, Pedagogy and Design Committee, and Contemplative Sites Committee.

2. Develop a process for filling knowledge gaps and assessing campus spaces related to: (a) health equity, (b) achievement equity, and (c) perceptions of belonging.

3. Develop inclusive design standards, best practices, and aspirations for spaces across campus.

Subcommittee members:

- **Beth Del Genio,** Co-Chair**,** *Chief of Staff to the President*

- **David A. Milling,** Co-Chair**,** *Senior Associate Dean for Student and Academic Affairs, Associate Professor of Medicine, Jacobs School of Medicine and Biomedical Sciences*

- **Hadar Borden,** *Director of Blackstone LaunchPad*

- **Meelin Chin Kit-Wells,** *Clinical Assistant Professor of Pediatric and Community Dentistry, School of Dental Medicine*

- **Nathan Daun-Barnett,** *Associate Professor and Chair of Educational Leadership and Policy, Graduate School of Education*

- **D'Ann Keller,** *Senior Associate Athletic Director, Senior Women's Administrator*

- **Ophelia Morey,** *Coordinator, Community Outreach Services, University Libraries*

- **Tess Morrissey,** *Former Director of Community Relations, Deputy Director of State Relations, Government and Community Relations*

- **Kyria Stephens,** *Director of Inclusion and Community Initiatives, Buffalo Niagara Medical Campus*

- **Lillian Williams,** *Associate Professor of Africana and American Studies, College of Arts and Sciences*

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CHARGE AND BACKGROUND

Subcommittee Charge

"The subcommittee on community engagement will address UB's community engagement mission by seeking ways to further collaborate with university partners and neighbors in the community to promote and support diversity, equity and inclusion."

Freedom Walk during the Igniting Hope conference in August 2021 presented by the African American Health Equity Task Force, the Buffalo Center for Health Equity and UB's Community Health Equity Research Institute.

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Statement of Values

As a university community, we commit to deepening our engagement in the region by further partnering with our local community to contribute to the social, cultural and economic vitality of Western New York. To be successful in these endeavors, our engagement efforts must be grounded in the principles of inclusion, diversity and social justice and conducted ethically through mutual collaboration with our partners.

Principles to guide our work

- *Collaborative*
- *Inclusive*
- *Educational*

- *Active Listening*
- *Trust Building*
- *Partnering*

- *Adding Value*
- *Impactful*
- *Sustainable*

Background Observations

- UB has a range of community focused programs and initiatives that addresses social and racial justice, but broader visibility of those efforts may be lacking.

- Community engagement efforts may lack the supporting infrastructure for meaningful and sustainable community engagement work.

- Successful community engagement is grounded in a culture of trust between the university and communities we serve, especially historically marginalized communities.

Jacobs' School students work with the Community Health Fair at Hopewell Baptist Church.

KEY RECOMMENDATIONS

Key recommendations

1. **Enhancing Visibility and Coordination; Assessing our Progress**

   - **Enhancing Visibility and Coordination**

     - University's central digital hub

     - Consistent language when talking about "community engagement"

     - Facilitation and organization of community engagement-centric learning opportunities

     - Community Engagement Advisory Board

     - Community Engagement Annual Report

     - Encourage external community voices

   - **Meaningful Assessment**

     - Comprehensive assessment tool to determine efficacy

UB's Archaeological Survey co-sponsors Community Archaeological Days where attendees can observe an archaeological excavation and learn about the history of Buffalo's Michigan Street Baptist Church.

Key recommendations

2. Support Structures; Resources and Recognition

- **Support Structures**

  - Community engagement micro-credential

  - Community engagement orientation

- **Resources and Recognition**

  - Community engagement grant program and award

  - Consider engaged scholarship in promotion and tenure

UB's School of Dental Medicine hosts the annual Give Kids a Smile Day where children ages 2-18 receive free dental care.

Key recommendations

3. Building a culture of trust between UB and the community

- Re-establish the community's "front-door" with the renovation of Allen Hall

- Support and encourage the expansion of K-12 pipeline programs for traditionally underrepresented students

Allen Hall on UB's South Campus

IMPLEMENTATION

Mechanisms for Implementation

1. **Enhancing Visibility and Coordination; Assessing our Progress**

   - **Enhancing Visibility and Coordination (responsible entity in parentheses)**

     - University's central digital hub (Community Relations)

     - Using standardized language for "community engagement" (University Communication official standardized language)

     - Facilitation and organization of community engagement-centric learning opportunities (Community Relations, Office of Micro-Credentials)

     - Community Engagement Advisory Board (Community Relations)

     - Community Engagement Annual Report (Community Relations)

     - Encourage external community voices (Community Relations, Academic Deans)

   - **Meaningful Assessment**

     - Comprehensive assessment tool to determine efficacy (Office of Institutional Analysis)

Mechanisms for Implementation

2. Support Structures; Resources and Recognition

- **Support Structures**
  - Community engagement micro-credential (Community Relations, Office of Micro-Credentials)
  - Community engagement orientation (Community Relations)
- **Resources and Recognition**
  - Community engagement grant program and award (Office of the Provost)
  - Consider engaged scholarship in promotion and tenure (Office of the Provost, President's Review Board)

UB medical students with UB HEALS (Homeless health, Education, Awareness and Leadership in Street medicine) hold a foot clinic at Holy Cross Shelter in downtown Buffalo.

Mechanisms for Implementation

3. Building a culture of trust between UB and the community

- Re-establish the community's "front-door" with the renovation of Allen Hall (Office of the President and Capital Planning)

- Support and encourage the expansion of K-12 pipeline programs for traditionally underrepresented students (Decanal Units)

Dr. Henry Louis Taylor Jr., Dr. Tim Murphy and UB medical and architecture and planning students talk with residents on Buffalo's East Side about issues in the community.

President's Advisory Council on Race Implementation Committee Final Report

Appendices

University at Buffalo The State University of New York

President's Advisory Council on Race Implementation Committee Final Report

Appendix A:
Implementation Committee Structure and Charges

Implementation Committee for the
President's Advisory Council on Race Recommendations (2021-2022)

Overview

In June 2020, President Tripathi convened the President's Advisory Council on Race (PACOR) to guide the university's collective conversations and actions regarding racism and systemic inequality to ensure that UB is equitable in its policies, programs, activities and traditions. In March 2021, the Council presented its university-wide assessment and recommendations in four key focus areas: Faculty and Staff Recruitment, Hiring and Retention; Student Recruitment and Retention; Curriculum and Teaching; and Community (see Appendix B).

The Implementation Committee for the President's Advisory Council on Race Recommendations is being charged with reviewing and discussing the PACOR's recommendations to determine how best to implement them, develop a timeline for this process, and establish specific quantitative and/or qualitative milestones for anticipated progress. Composed of faculty, staff and students, the committee members each bring their own unique expertise and experience to help the university harness its education, research and engagement mission to combat racism, dismantle structural barriers to equality, and make UB a more inclusive place to live, learn and work.

The foundation of UB's implementation effort of the PACOR recommendations lies in seven subcommittees focused on key PACOR recommendations (see Figure 1):

- Faculty Recruitment, Mentoring & Retention
- Scholarship, Tenure & Recognition
- Staff Recruitment, Mentoring & Advancement
- Curriculum and Pedagogy
- Student Experience & Programs
- Inclusive Space
- Community Engagement

Led by co-chairs, each subcommittee will be guided by a unique charge, have diverse membership, be committed to formulating timely short and long-term actionable recommendations, and be committed to collaboration and integration across other subcommittees. The subcommittee charges and membership are included in Appendix A.

Guiding the work of the subcommittees and synthesizing their results will be the Steering Committee. Led by co-chairs Suzanne Rosenblith, Dean of the Graduate School of Education, and Mark Alnutt, Vice President and Director of Athletics, populated by subcommittee co-chairs, and reporting to the Provost, this committee is responsible for making final recommendations to the President and Provost that include clear and actionable implementation plans to achieve short and long-term goals with responsibility assigned for their success.

Implementation of recommendations from the President's Advisory Council on Race is a university priority and a call to action. Ultimately, the success of our implementation efforts in achieving our

diversity, equity and inclusion goals will require the commitment and contributions of the entire UB community.

Organizational Structure and Timeline

University at Buffalo The State University of New York

President

President's Advisory Council on Race (PACR)

Provost

Steering Committee to Implement Recommendations
President's Advisory Council on Race (PACR)
Steering Committee & sub-committees co-chairs

Undergraduate Student Advisory Committee

Graduate Student Advisory Committee

Faculty Recruitment, Mentoring & Retention

Scholarship, Tenure & Recognition

Staff Recruitment, Mentoring & Advancement

Curriculum & Pedagogy

Student Experience & Programs

Inclusive Space

Community Engagement
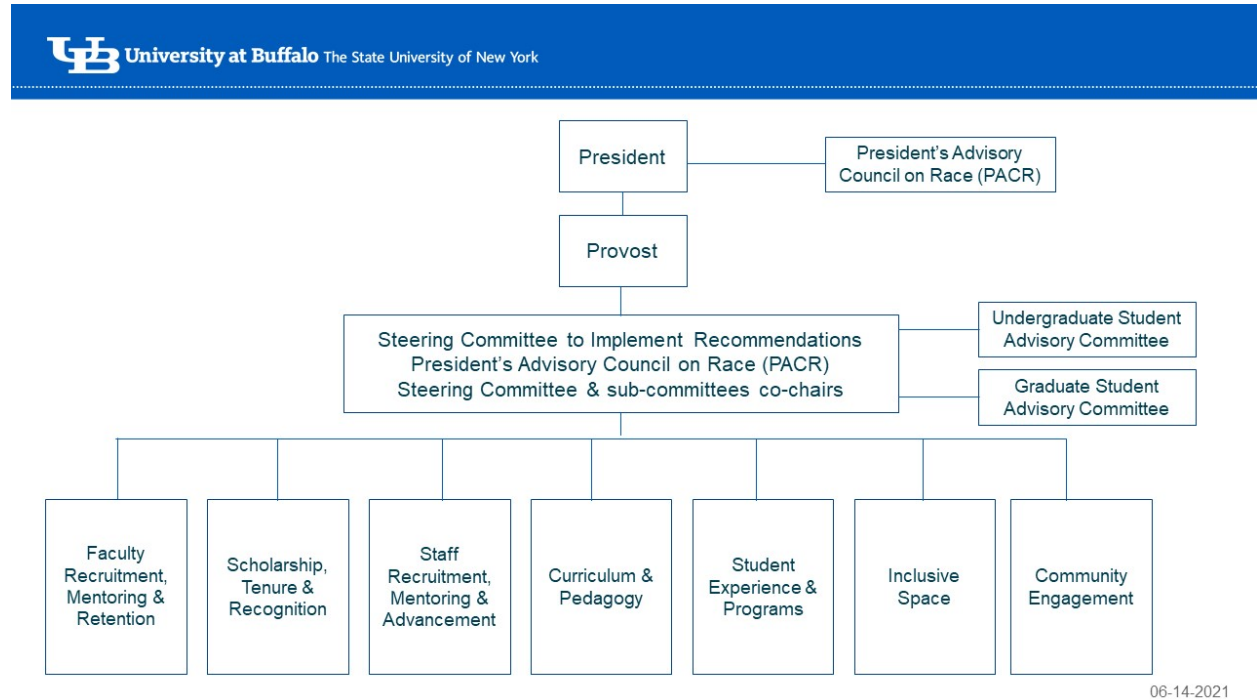
06-14-2021

Figure 1: *Implementation Committee for the President's Advisory Council on Race Recommendations structure*

Timeline

- Summer 2021: Steering committee and subcommittees formed.
- February 2022: Subcommittee recommendations delivered to President and Provost.
- March-April 2022: Town Hall held.
- May 2022: Work expected to be completed by the end of Spring 2022.

Steering Committee Membership

The Steering Committee guides the work of the subcommittees, synthesizes their results, and makes final recommendations to the President and Provost that include clear and actionable plans to achieve short and long-term goals with responsibility assigned for their success.

Steering Committee membership:

- Suzanne Rosenblith, Co-Chair, Dean, Graduate School of Education
- Mark Alnutt, Co-Chair, Vice President and Director of Athletics
- Craig Abbey, Vice Provost for Institutional Analysis and Planning
- Ann Bisantz, Dean of Undergraduate Education
- Mark Coldren, Associate Vice President for Human Resources
- R. Lorraine Collins, Associate Dean for Research, Professor of Community Health and Health Behavior, School of Public Health and Health Professions
- Luis A. Colón, Associate Dean for Inclusive Excellence, A. Conger Goodyear Professor of Chemistry, College of Arts and Sciences
- Beth Del Genio, Chief of Staff, Office of the President
- Patricia Diaz, Empire Innovation Professor of Oral Biology, Director of UB Microbiome Center, School of Dental Medicine
- Robert Granfield, Vice Provost for Faculty Affairs
- Brian Hamluk, Vice President for Student Life
- Graham Hammill, Vice Provost for Academic Affairs; Dean of the Graduate School
- Jacqueline Hollins, Associate Vice Provost/Senior Executive Director, Student Success and Academic Support; Unit Diversity Officer, Academic Affairs
- Lee Melvin, Vice Provost for Enrollment Management
- David Milling, Senior Associate Dean for Student and Academic Affairs, Associate Professor of Medicine, Jacobs School of Medicine and Biomedical Sciences
- Tonga Pham, Associate Vice President for University Facilities
- Raechele Pope, Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, Associate Professor of Educational Leadership and Policy, Graduate School of Education
- Korydon Smith, Professor and Chair of Architecture, School of Architecture and Planning
- Frederick Stoss, Sciences Librarian, University Libraries; Chair, Faculty Senate
- Despina Stratigakos, Vice Provost for Inclusive Excellence
- Cheryl Taplin, Senior Associate Vice Provost, Director of Student Success and Academic Support

Subcommittee Charges and Membership

Faculty Recruitment, Mentoring, and Retention Subcommittee

The President's Advisory Council on Race was established to help guide the university's progress in realizing the ideals of equity, diversity, inclusion and social justice in its educational, research, and engagement missions. A central component of this effort is the urgent need to increase the number of underrepresented minority (URM) faculty at UB, with an institutional goal that meets or exceeds the levels of top AAU peers. The President's Advisory Council on Race has recommended a number of possible strategies for reaching this ambitious goal including cluster hiring, enhanced support to recruit and retain junior faculty, and additional university services to support diversity. The Council drew particular attention to the need to create a system of accountability in ensuring diversity in the hiring process and to empower decanal units and departments to develop specific action plans for anti-racist research, teaching, hiring, and retention.

The Faculty Recruitment, Mentoring, and Retention Subcommittee will be guided by the recommendations advanced by the President's Advisory Council on Race and will investigate and make recommendations on the most effective methods for accomplishing these goals. The subcommittee will:

- Review the hiring processes for faculty to create a system of accountability for ensuring diversity and following best practices for searches, including considering:
  - Requiring anti-bias education and establishing clear expectations for search committees
  - Creating a transparent recruitment process
  - Implementing review points along the search timeline
  - Building institutional hiring networks to advanced URM PhD students and postdoctoral scholars
  - Workable action-based strategies (e.g., cluster hires) for increasing the hiring and retention of URM faculty
- Review mentoring practices for faculty, assess their efficacy and consider how they can be re-designed to support and promote diversity.
- Review faculty retention strategies currently in place throughout UB and assess their efficacy.
- Explore what additional supports and resources are needed to further promote diversity, equity and inclusion within UB's faculty recruitment, mentoring and retention efforts.
- Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.
- Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.
- Recommend roles and responsibilities for each recommendation.

Faculty Recruitment, Mentoring, and Retention Subcommittee membership:

- R. Lorraine Collins, co-chair, Associate Dean for Research, Professor of Community Health and Health Behavior, School of Public Health and Health Professions
- Luis A. Colón, co-chair, Associate Dean for Inclusive Excellence, A. Conger Goodyear Professor of Chemistry, College of Arts and Sciences

- Craig Abbey, Vice Provost for Institutional Analysis and Planning
- Robert Adelman, Chair and Professor of Sociology, College of Arts and Sciences
- Tilman Baumstark, Associate Vice Provost for Faculty Affairs
- Sharon Beckford, Associate Professor of Africana and American Studies, College of Arts and Sciences
- Javier Blanco, Professor of Pharmaceutical Sciences, School of Pharmacy and Pharmaceutical Sciences
- Carrie Bramen, Professor of English, College of Arts and Sciences; Director, UB Gender Institute
- Margarita Dubocovich, Senior Associate Dean for Diversity and Inclusion; SUNY Distinguished Professor, Pharmacology and Toxicology, Jacobs School of Medicine and Biomedical Sciences
- Amy Graves Monroe, Chair and Associate Professor of Romance Languages and Literatures, College of Arts and Sciences
- Nojin Kwak, Vice Provost for International Education
- Ellen McGrath, Continuing Resources Cataloger, University Libraries
- Marilyn Morris, SUNY Distinguished Professor and Chair of Pharmaceutical Sciences, School of Pharmacy and Pharmaceutical Sciences
- Nadine Shaanta Murshid, Associate Professor, School of Social Work

Scholarship, Tenure, and Recognition Subcommittee

The President's Advisory Council on Race was established to help guide the university's progress in realizing the ideals of equity, diversity, inclusion and social justice in its educational, research, and engagement missions. To enhance the retention, advancement and recognition of faculty from underrepresented minority (URM) backgrounds, the Council has recommended undertaking a review, and potential revision, of UB's tenure, promotion, and recognition policies. The purpose of this subcommittee is to determine if UB's current practices and policies regarding tenure, promotion, and recognition create conditions that pose singular challenges for faculty, especially for URM faculty, to succeed in their scholarly endeavors and advance in their professional ambitions.

The Scholarship, Tenure, and Recognition Subcommittee will investigate and make recommendations on the best practices for re-imagining faculty tenure, promotion, and recognition at UB that ensures equity and instills the principle of anti-racism within the university's policies, practices, and traditions. The subcommittee will review tenure and promotion processes and policies to foster the advancement of racial equity and follow best practices for inclusive excellence. In doing so, the subcommittee should address the following:

- Review tenure and promotion processes and policies to determine to what extent they foster the advancement of racial equity and follow best practices for inclusive excellence, including considering:
    - To what degree is the principle of diversity, which is central to UB's mission, embedded in promotion and tenure criteria, expectations, and guidelines across departments, units, and central administration?
    - Is diversity-related scholarship, teaching, and service valued, recognized and rewarded across UB to the same extent as non-diversity-related work?
    - To what degree should community work and community-based research be addressed in promotion and tenure criteria?
    - Should UB require anti-bias training for members of unit APT committees and the President's Review Board?
- As we increase diversity, consider which issues need to be addressed and what supports are needed to ensure faculty success.
- Consider what efforts should be undertaken to promote the scholarship of diversity across research, teaching, and service.
- Examine the procedures at UB used to recognize faculty to establish consistent practices across the university based on best practices.
- Review of the practices and policies regarding internal (SUNY and UB) and external faculty awards at UB in an effort to identify the potential for bias and to recommend changes to the nomination processes that seek to enhance racial equity and are based on best practices.
- Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.
- Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.
- Recommend roles and responsibilities for each recommendation.

Scholarship, Tenure, and Recognition Subcommittee membership:

- Patricia Diaz, co-chair, Professor of Empire Innovation, Oral Biology; Director UB Microbiome Center, School of Dental Medicine
- Robert Granfield, co-chair, Vice Provost for Faculty Affairs
- Diana Aga, Henry M. Woodburn Professor of Chemistry, College of Arts and Sciences; Director of UB RENEW Institute
- Rajan Batta, Associate Dean for Faculty Affairs and Diversity, SUNY Distinguished Professor of Industrial and Systems Engineering, School of Engineering and Applied Sciences
- Laina Bay-Cheng, Associate Dean for Faculty Development, Professor, School of Social Work
- Suzanne Dickerson, Division Chair – Biobehavioral Health and Clinical Sciences, Professor, School of Nursing
- Cecil Foster, Professor and Director of Graduate Studies, Africana and American Studies, College of Arts and Sciences
- Joseph Gardella, SUNY Distinguished Professor of Chemistry, College of Arts and Sciences
- Yoly Gonzalez-Stucker, Interim Department Chair and Associate Professor of Oral Diagnostic Sciences, School of Dental Medicine
- Fabiola Henri, Assistant Professor of Linguistics, Romance Languages and Literatures, College of Arts and Sciences
- Makau Mutua, SUNY Distinguished Professor, Margaret W. Wong Professor, School of Law
- Krishna Rajan, Erich Bloch Chair, Professor of Empire Innovation, Materials Design and Innovation, School of Engineering and Applied Sciences
- William Solomon, Interim Department Chair and Professor of English, College of Arts and Sciences
- Henry Louis Taylor, Jr., Professor of Urban and Regional Planning, Director of Center for Urban Studies, School of Architecture and Planning
- Miriam Thaggert, Associate Professor of English, College of Arts and Sciences

Staff Recruitment, Mentoring & Advancement Subcommittee

The President's Advisory Council on Race was established to help guide the university's progress in realizing the ideals of equity, diversity, inclusion and social justice in its educational, research, and engagement missions. A central component of this effort is the need to increase the number of underrepresented minority (URM) staff at UB and ensure that staff are provided with the mentorship and support needed to succeed. This subcommittee is being charged with recommending steps for implementing the Council's recommendations regarding Staff Recruitment, Mentoring & Advancement.

Recognizing that a diverse, equitable and inclusive community is an essential foundation for achieving excellence and success, UB is committed to addressing the hiring and retention of staff members from underrepresented minority backgrounds. UB has a responsibility to provide mentorship and development opportunities for all of our staff members that enable their advancement and success while removing any barriers to their success. This subcommittee will:

- Review the hiring processes for professional and classified staff to create a system of accountability for ensuring diversity and following best practices for searches, including considering:
  - Requiring anti-bias education and establishing clear expectations for search committees
  - Creating a transparent recruitment process
  - Expanding recruitment to non-traditional locations
  - Requiring review points along the search timeline
- Review advancement and permanent appointment processes and policies for staff to ensure that they foster the advancement of racial equity and follow best practices for inclusive excellence.
- Review mentoring practices for staff and assess their efficacy.
- Examine the procedures at UB used to recognize staff to identify biases and establish consistent practices across the university.
- Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.
- Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.
- Recommend roles and responsibilities for each recommendation.

Staff Recruitment, Mentoring & Advancement Subcommittee membership:

- Mark Coldren, co-chair, Associate Vice President for Human Resources
- Jacqueline Hollins, co-chair, Associate Vice Provost/Senior Executive Director of Student Success and Academic Support and Unit Diversity Officer
- Freda Benton, Assistant Director for Internal Audit
- Ramelli Choates, President of the Minority Faculty Staff Association; ACE Program coordinator in Cora P. Maloney Center
- Heather Cooper, Director of Human Resources, Athletics
- Kesha Foster, Associate Director; Deputy Title IX Coordinator, Office of Equity Diversity and Inclusion
- Nicole Hayden, HR Staff Specialist, College of Arts and Sciences
- Christina Hernandez, Senior Associate Vice President, Student Life

- Shannon Phillips, Senior Administrative Associate, Director of Operations, School of Engineering and Applied Sciences
- Christopher Putrino, Director of Employee Relations, Human Resources
- Chitra Rajan, Associate Vice President for Research Advancement, Research and Economic Development
- Letitia Thomas, Assistant Dean for Diversity, School of Engineering and Applied Sciences
- Brendan James Tom, Workforce Recruitment and Position Specialist, Human Resources
- Timothy Tryjankowski, Director of Honors College Research and Co-Curricular Activities; Chair, Professional Staff Senate

Curriculum and Pedagogy Subcommittee

The President's Advisory Council on Race (PACOR) was established to help guide the university's progress in realizing the ideals of equity, diversity, inclusion and social justice in its educational, research, and engagement missions. The Advisory Council made several recommendations specific to Curriculum and Teaching, addressing undergraduate general education learning outcomes, anti-racist curricula, inclusive pedagogy, and undergraduate research. Currently, UB has an institutional learning outcome for all students requiring that students should *recognize the relevance of human and cultural diversity within local and global contexts.* This outcome is addressed for undergraduate students through general education; graduate programs are expected to align with the institutional learning outcome and any requirements which come from accreditation and licensing bodies.

The charge of this subcommittee is to provide direction regarding implementing the Advisory Council recommendations as well as to provide related guidance regarding curriculum and teaching. Subcommittee recommendations should support inclusive pedagogy, curriculum, academic support, and co-curricular experiences that all contribute to a university culture which realizes ideals of equity, diversity, inclusion, and social justice.

Specifically, the subcommittee recommendations should, within the context of diversity, inclusion and racial equity and the specific PACOR recommendations:

- Address curriculum, pedagogy, academic support, and co-curricular experiences at the undergraduate, graduate, as well as professional education-level.
- Provide recommendations regarding general (university-wide) learning outcomes and requirements as well as those which could be considered within majors or programs.
- Provide recommendations regarding inclusive pedagogy, including best practices, and roles and responsibilities of campus units and offices in supporting these efforts.
- Identify and consult with appropriate governance bodies (e.g., Faculty Senate, UB Curriculum Committees, Graduate School Executive Committee).
- Provide recommendations regarding assessment of student learning and continuous improvement processes.
- Provide recommendations related to student teaching evaluations.
- Identify resources required for successful implementation, including those related to professional development and instructional support.
- Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.
- Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.
- Recommend roles and responsibilities for each recommendation.

Curriculum and Pedagogy Subcommittee membership:

- Ann Bisantz, co-chair, Dean of Undergraduate Education
- Raechele L. Pope, co-chair, Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, Associate Professor of Educational Leadership and Policy, Graduate School of Education
- Elizabeth Bartelt, Clinical Assistant Professor of Community Health and Health Behavior, School of Public Health and Health Professions

- Roseanne Berger, Senior Associate Dean for Graduate Medical Education, Jacobs School of Medicine and Biomedical Sciences
- Kevin Burke, Associate Professor of Teaching, Electrical Engineering, School of Engineering and Applied Sciences
- Michael Cowen, Professor of Mathematics, College of Arts and Sciences
- Filomena Critelli, Associate Professor, Undergraduate Studies Coordinator, School of Social Work
- Katharine Darling, Associate Dean for Academic Services, Academic Affairs
- Jeffrey Errington, Associate Dean for Undergraduate Education, Professor of Chemical and Biological Engineering, School of Engineering and Applied Sciences
- Julie Gorlewski, Chair and Professor of Learning and Instruction, Graduate School of Education
- Erin Hatton, Associate Professor of Sociology, College of Arts and Sciences
- Lara Hutson, Clinical Associate Professor and Director of Undergraduate Studies, Biological Sciences, College of Arts and Sciences
- Vivian Jimenez, Director, Tutoring and Academic Support Services, Academic Affairs
- Danielle Johnson, Senior Advisor, Coordinator, Tutoring and Academic Success
- Kenneth Joseph, Assistant Professor of Computer Science and Engineering, School of Engineering and Applied Sciences
- Danielle LaMarre-Smith, Director of UB Curriculum, Undergraduate Education
- Carl Lund, Chair of Engineering Education, SUNY Distinguished Teaching Professor of Chemical and Biological Engineering, School of Engineering and Applied Sciences
- Catherine Mann, Assistant Dean for Undergraduate Studies, Clinical Associate Professor, School of Nursing
- Ndubueze Mbah, Associate Professor of History, College of Arts and Sciences
- Jennifer Meka, Director of the Jacobs School's Medical Education and Educational Research Institute, Associate Dean for Medical Education, Assistant Professor of Medicine, Jacobs School of Medicine and Biomedical Sciences
- Heather Orom, Associate Dean for Equity, Diversity and Inclusion; Associate Professor of Community Health and Health Behavior; School of Public Health and Health Professions
- Peter Pfordresher, Associate Dean for Academic Affairs, Professor and Chair of Psychology, College of Arts and Sciences
- Justin Read, Associate Professor of Romance Languages and Literatures, College of Arts and Sciences
- Chazz Robinson, PhD Student in Higher Education, Graduate School of Education; Presidential Fellow
- Dorothy Siaw-Asamoah, Clinical Assistant Professor / Faculty Director of Global Programs, Organization and Human Resources, School of Management
- Satpal Singh, Professor of Pharmacy and Toxicology, Jacobs School of Medicine and Biomedical Sciences
- Pedro Sotelo-Peryea, Director of Undergraduate Academic Advising Initiatives, School of Public Health and Health Professions
- Beth Tauke, Associate Professor of Architecture, School of Architecture and Planning
- Nicole Thomas, Undergraduate Education Librarian, University Libraries
- Lisa Tuyn, Director of Academic Advising, Exploratory and Pre-Professional Advising Center
- Jennifer Winikus, Assistant Professor of Teaching, Computer Science and Engineering, School of Engineering and Applied Sciences

- Ewa Ziarek,Associate Dean for Arts and Humanities, Julian Park Professor of Comparative Literature, College of Arts and Sciences

Student Experience and Programs Subcommittee

The President's Advisory Council on Race was established to help guide the university's progress in realizing the ideals of equity, diversity, inclusion and social justice in its educational, research, and engagement missions. The Advisory Council made ten recommendations related to improving pipeline programs, student recruitment, admissions, retention, and graduation that are intended to combat racism and dismantle structural barriers to inequality. These recommendations were based on student feedback, input from key stakeholder offices, institutional data, and research on best practices and successful programming at peer AAU, APLU, and MAC institutions. The recommendations were presented and discussed, along with recommendations in other critical areas, in a university-wide town hall meeting.

The subcommittee on Student Experience and Programs is charged with reviewing these ten recommendations for successful implementation. Specifically, the subcommittee will

- engage stakeholders to identify offices and units that will be responsible for implementation;
- develop an understanding of initiatives currently underway that address the goals of particular recommendations;
- identify critical barriers (including cultural barriers) to successful implementation, assess the nature of those barriers, and propose solutions;
- propose measures and data necessary to assess whether desired improvements are being made;
- develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately;
- frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines; and
- recommend roles and responsibilities for each recommendation.

In reviewing these recommendations, the subcommittee should attend to both the particular and shared needs of undergraduate, graduate, and professional students. The subcommittee may decide to propose supplemental recommendations that would advance the broader goals of the President's Advisory Council on Race.

Student Experience and Programs Subcommittee membership:

- Brian F. Hamluk, co-chair, Vice President for Student Life
- Lee H. Melvin, co-chair, Vice Provost for Enrollment Management
- Kevin Ahuna, Director of Intercultural and Diversity Center, Student Life
- Thikriat Al-Jewair, Assistant Dean for Diversity and Inclusion, Associate Professor of Orthodontics, School of Dental Medicine
- Matthew Ardila-Weigand, Director of Orientation, Transition, and Parent Programs, Student Life
- Kelly Cruttenden, Associate Athletic Director for Compliance, Division of Athletics
- Janessa Givens-Daniels, Senior Associate Director, Financial Aid
- Benjamin Fabian, Assistant Director for Student Support, Conduct and Advocacy & Head of LGBTQ + FSA, Student Conduct and Advocacy

- Keith Griffler, Associate Professor and Director of Undergraduate Studies, Africana and American Studies, College of Arts and Sciences
- Jennifer Harris, Senior Counselor, Educational Opportunity Center
- Anyango Kamina, Assitant Dean for Student Development and Academic Enhancement, iSEED Scientific Workforce Specialist, Jacobs School of Medicine and Biomedical Sciences
- Arlene Kaukus, Director of Career Design Center
- Sung Eun Kim-Kubiak, Psychologist, Assistant Director/Training Director, Counseling Services
- Jennifer Mdurvwa, Graduate Enrollment Coordinator, College of Arts and Sciences
- Sharon Mitchell, Senior Director, Student Wellness; Director, Counseling Services, Student Life
- Erin O'Brien, Assistant Dean, Chief Marketing & Enrollment Officer, School of Management
- Amy Reynolds, Professor of Counseling, School and Educational Psychology, Graduate School of Education
- Barbara Ricotta, Dean of Students, Associate Vice President, Student Life
- Betsy Rodriguez, Director of UB's Arthur O. Eve Education Opportunity Program
- Amanda Sauter, Senior Prehealth Academic Advisor, Coordinator, Exploratory and Pre-Professional Advising Center
- Tom Tiberi, Director of Campus Living
- Camilo Trumper, Associate Professor of History, College of Arts and Sciences
- Katie Tudini, Assistant Vice Provost and Director, International Student Services

Inclusive Space Subcommittee

The President's Advisory Council on Race was established to help guide the university's progress in realizing the ideals of equity, diversity, inclusion and social justice in its educational, research, and engagement missions. The Advisory Council made several recommendations that related to creating a welcoming and equitable campus environment for all members of the university community.

The subcommittee on inclusive spaces will address the spatial and visual dimensions of the university's mission to be a more welcoming place for all. Specifically, the subcommittee will

- Assess how the spatial and visual characteristics of spaces on UB's campuses foster a sense of belonging or exclusion.
- Survey spaces at UB that are specifically dedicated to social justice, diversity and inclusion initiatives and programs and assess the shortcomings/strengths of these spaces as well as existing gaps and opportunities for growth.
- Assess how to create inclusive "canopies" – spaces that promote and support inclusive and anti-racist practices and interactions.
- Review the current naming of buildings/spaces on campus to assess whether further name changes are necessary.
- Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.
- Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.
- Recommend roles and responsibilities for each recommendation.

Inclusive Space Subcommittee membership:

- Tonga Pham, co-chair, Associate Vice President for University Facilities
- Korydon Smith, Professor and Chair of Architecture, School of Architecture and Planning
- Darryl Barnes, Senior Counselor, Educational Opportunity Center
- Sambandamurthy Ganapathy, Professor and Chair of Physics, College of Arts and Sciences
- Brian Haggerty, Senior Associate Director of Residential Life, Student Life
- Kelly Hayes-McAlonie, Director of Campus Planning
- Damien Keane, Associate Professor and Associate Chair of English, College of Arts and Sciences
- Theresa McCarthy, Associate Dean for Inclusive Excellence, Associate Professor of Africana and American Studies, College of Arts and Sciences
- William McDonnell, Associate Vice Provost for Academic Planning & Resource Management
- Ryan McPherson, Chief Sustainability Officer, Office of Sustainability
- James Ponzo, Clinical Assistant Professor of Africana and American Studies, College of Arts and Sciences
- Sujata Rawal, Assistant Dean and Director of Facilities Planning and Management, School of Engineering and Applied Sciences
- Sharon Sanford, Associate Athletic Director for Recreation and Sport Management
- Brian Swartz, Facilities Planning and Management Officer, College of Arts and Sciences
- Victoria Udonian, Visiting AssociateProfessor of Art, College of Arts and Sciences
- Evviva Weinraub Lajoie, Vice Provost for University Libraries
- Faren Gault Wilson, EEO specialist, Office of Equity, Diversity, and Inclusion

- John Wood, Senior Associate Vice Provost, International Education

Community Engagement Subcommittee

The President's Advisory Council on Race was established to help guide the university's progress in realizing the ideals of equity, diversity, inclusion and social justice in its educational, research, and engagement missions.

The Advisory Council made several recommendations regarding community engagement. This subcommittee is being charged with recommending steps for implementing those recommendations.

The subcommittee on community engagement will address UB's community engagement mission by seeking ways to further collaborate with university partners and neighbors in the community to promote and support diversity, equity and inclusion.

Specifically, the subcommittee will:

- Consider a centralized UB website (see UB's social justice website: https://www.buffalo.edu/social-justice.html) that would allow for better visibility and coordination of decanal and unit engagement community-focused programs and initiatives that address social justice and racial inequities.
    - o Consider ways to highlight best practices.
- Consider support and resource structures for:
    - o Faculty and staff engaging in racial/social justice initiatives to recognize and incentives such work.
    - o Community focused initiatives on racial/social justice.
- Continue a conversation about UB's commitment to the community, specifically communities that have been historically marginalized in Western New York.
    - o What are we getting right?
    - o What do we need to adjust?
- Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.
- Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.
- Recommend roles and responsibilities for each recommendation.

Community Engagement Subcommittee membership:

- Beth Del Genio, co-chair, Chief of Staff to the President
- David A. Milling, co-chair, Senior Associate Dean for Student and Academic Affairs, Associate Professor of Medicine, Jacobs School of Medicine and Biomedical Sciences
- Hadar Borden, Director of Blackstone LaunchPad
- Meelin Chin Kit-Wells, Clinical Assistant Professor of Pediatric and Community Dentistry, School of Dental Medicine
- Nathan Daun-Barnett, Associate Professor and Chair of Educational Leadership and Policy, Graduate School of Education
- D'Ann Keller, Senior Associate Athletic Director, Senior Women's Administrator
- Ophelia Morey, Coordinator, Community Outreach Services, University Libraries

- Tess Morrissey, Director of Community Relations, Deputy Director of State Relations, Government and Community Relations
- Kyria Stephens, Director of Inclusion and Community Initiatives, Buffalo Niagara Medical Campus
- Lillian Williams, Associate Professor of Africana and American Studies, College of Arts and Sciences

University at Buffalo The State University of New York

President's Advisory Council on Race Implementation Committee Final Report

Appendix B:
Draft Reports: Subcommittee Recommendations

November 2021

University at Buffalo The State University of New York

Faculty Recruitment, Mentoring and Retention Subcommittee

Subcommittee Co-Chairs:

R. Lorraine Collins
Associate Dean for Research, Professor of Community Health and Health Behavior, School of Public Health and Health Professions

Luis A. Colón
Associate Dean for Inclusive Excellence, A. Conger Goodyear Professor of Chemistry, College of Arts and Sciences

The President's Advisory Council on Race (PACOR) Implementation Committee
Report from the Faculty Recruitment, Mentoring and Retention Subcommittee

Subcommittee Members:
Craig Abbey, Robert Adelman, Tilman Baumstark, Sharon Beckford, Javier Blanco, Carrie Bramen, Margarita Dubocovich, Amy Graves-Monroe, Nojin Kwak, Ellen McGrath, Marilyn Morris, Nadine Murshid

Co-Chairs:
R. Lorraine Collins and Luis A. Colón

Preamble

The strength and intellectual productivity of University at Buffalo is heavily influenced by the diversity of its faculty, staff, and students. We face the reality that there is an increase in diversity among the student population, as is the case in most of the universities across the country, which has not been matched by an increase in faculty diversity. The students are demanding to have a faculty that is as diverse as the student body. Diversity, equity, and inclusion are critical to create the rich environment necessary for academic excellence in teaching and generating new knowledge through research, which fulfills the university mission. The faculty of a diverse campus is more productive and innovative than a homogeneous one, and a campus with an inclusive culture enables the recruiting of diverse students and increases their success at all levels.

Diversity alone is not sufficient to create a more welcoming and invigorating campus environment. There must be a significant sense of inclusivity and equity that permeates throughout the entire university to truly reap the benefits of a diverse university campus. We must assure that this is engrained in all the principles and procedures of the university. At the faculty level, equity, diversity, and inclusion practices must be attained at all ranks, removing systemic impediments in ways that allow underrepresented faculty to excel. This starts with recruiting, hiring, and supporting a diverse faculty constituency that is representative of the university's student body and the broader community. Faculty diversity is augmented by having unambiguous policies, structures, and a reward system that ensure fair progress, starting with an unbiased recruitment and hiring process and continuing to a supportive system that leads to retention, promotion and tenure of diverse faculty.

Many processes and policies at UB have strong components that strive to a more diverse faculty. There are, however, gaps that need to be addressed in order to have a more equitable, inclusive, and diverse faculty. The PACOR provided a series of recommendations to ensure that UB is equitable in its policies, programs, activities, and traditions so as to mitigate the effects of racism and systemic inequalities. Guided by the PACOR recommendations, the Faculty Recruitment, Mentoring, and Retention subcommittee of the larger PACOR Implementation Committee was tasked to make recommendations on matters impacting underrepresented (UR) faculty at UB, which are key to have a diverse faculty.

The following recommendations are an attempt to address many of the gaps that are in the way of having a diversified faculty, as the UB community creates a more welcoming and supportive environment. Many conversations and detailed discussions took place based on the given task. The following matrix table collects the essence of the most salient and overarching recommendations put forward by the subcommittee. Much work is still needed to advance faculty equity, diversity, and inclusion; this report should be seen as the initial effort to reduce systemic issues that obstruct diversifying the professoriate at UB.

Recommendations	Timeline	Metrics	Responsible	Notes
Action Item1. Review the hiring processes for faculty to create a system of accountability for ensuring diversity and following best practices for searches. Create a handbook (a recruiting toolkit) and make it easily accessible in a prominent space with specific guidelines and best practices information for search committees addressing the items below. Also, create a simple flyer to remind search committees of the steps and best practices to follow.	AY 2022-23	Provide a document and webpage	UBHR EDI VPIX	• The Graduate School of Education already has a handbook, which is an excellent start to a university-wide document. There is also a significant amount of information already collected by HR in their Administrative Service Gateway site (i.e., UB Recruitment SOP). It all may need to be rearranged, compiled in a single place to and make it easily accessible and provide a direct link to members of search committees. • HR had started a "Find them in 5" flyer to educate search committees. This can be revisited.
• **Requiring anti-bias education and establishing clear expectations for search committees** *Education* o Require that all members of search committees undergo training on anti-bias and best practices for conducting faculty searches every three years. This should include self-assessment of implicit biases. o Search committees should review implicit bias and quick-reference guide as a group (i.e., refresher) at their first meeting. o The search committee should discuss each candidate in the pool considering the anti-bias practices at multiple stages throughout the process (i.e., initial review of entire pool, narrowing down for phone/Zoom interviews, in-person interviews). *Expectations* o There should be a concerted effort to have search committees that are diverse in outlook and expertise, avoiding committees being chaired by the same individuals across multiple searches. o The search committee is expected to work with UBHR for best practices, consistent application of common policies, and unbiased, targeted job advertisements. o Search committee is expected to have a good knowledge of the diversity in the discipline and strive to have a pool of candidates that represents the discipline's diversity. o An equity, diversity, and inclusion officer should work with each committee to ensure that appropriate anti-bias checks are being applied at all stages of the process. o Develop a set of criteria before reviewing applications.	Fall 2022	Have a record of training attendance Best practices for conducting faculty searchers	UBHR, Dept. HR, EDI, UDOs	• Identify sources of bias (e.g., bias against non-normative accents, political views, and bias toward professionalism, collegiality, niceness, etc.) and provide a quick-reference guide of implicit biases. • Individuals can take the Harvard Implicit Association test. • Refreshing the search committee on an annual basis and inviting newer faculty to serve should help to strike such a balance that would structurally address the persistence of the same potential biases that the committee might have. • This can be achieved by involving members of minoritized groups, persons with disabilities, LBGTQ+, as well as faculty of varying ranks, faculty with various areas of expertise, research methodologies etc. • Develop system not to overburden UR members • Acknowledge extra committee work of some UR people and how to account for such (invisible labor). • Encourage efforts to identify more than one UR candidate for interviewing. Bringing in only one can make it appear to be tokenism.
• **Creating a transparent recruitment process** *Pre-search* o Develop a strategic plan to create a diverse pool of applicants, which must be approved by the Unit Diversity Officer.	AY 2022-23	Good recruiting practices	Dean's Office Dept. HR Search Committee	• Transparency is needed in the pre-search, search, and post-search phases.

o Develop the criteria for the position and the weight of each criterion. o Have a job posting containing the specific criteria to be considered. o Throughout the search, the committees should engage other faculty of department (e.g., job posting and final list of candidates brought to campus could be vetted with the department). o Specify the date to start the review of candidates so the search committee can review a pool of candidates simultaneously, not as the applications arrive. *Implementation of the search* o The search committee reports on pool of applicants to verify that targets and goals specified in hiring plan have been met (check point); stop searches that show no evidence of a concerted effort to assemble a diverse candidate pool. o Ensure that review of applications will commence by the advertised specified date. o The search committee puts forward a list of candidates to interview based on rankings for review/discussion with the department and to justify the selection, then the list is submitted to Dean's Office for approval. o The attendees to the invited candidates' presentations and/or teaching demonstrations that are open to the entire department, including graduate students, should be invited to provide feedback on candidates, based on questions crafted by the search committee. o There should be a careful planning of the itinerary for the on-campus visit of the candidates, providing space for their inquiries and any other activity they may want to do (e.g., meet UR faculty across campus or students, the Buffalo community) *Post-search* o The search committee will consider all reviews and ratings in their final deliberations of each candidate, in preparation for making a recommendation to the department. o The search committee will present its recommendations based on each candidate's strengths and weaknesses, including EDI criteria, for departmental discussion and vote. o The Department Chair submits recommendation of finalists to the Dean for approval and then proceeds with offer/negotiations with the best candidate on the list of recommended finalists. o When an offer is made to a candidate, the entre department and decanal unit should participate in providing a welcoming environment. Include visits to any particular community of interest to the candidate. o Develop and implement an on-boarding strategy that starts from the moment the candidate accepts the offer.			Dept. HR, UBHR	• Criteria could be listed and points assigned. Typical criteria (e.g., letters of recommendation and who they come from) could disadvantage certain candidates. Other life experiences could make a candidate a good prospect for the position. • Too much authority in the posting and decision-making is in the hands of the search committee. Faculty often end up disengaged. An insular search committee results in an insular search. • A false sense of urgency driven by fears of losing the line/s (seen as a penalty sometimes) has the potential of compromising the integrity of the hiring process and/or final hiring decisions. There should be no penalty if there was a thorough effort in the recruiting process and no candidate accepted the offer.
• **Implementing review points along the search timeline** There must be excellent coordination/communication between UBHR and the Dean's/Chair's offices. The goal is to demonstrate that systematic and sustained efforts have been made to ensure fair assessment of a diverse and inclusive candidate pool. o Review recruiting plan to ensure a diverse pool of applicants, including search committee composition. Approval to continue should be provided by Unit Diversity Officer and Chair, as needed. o Approval of position posting and venues for advertising.	AC 2022-23	Standards for conducting searches	Dean's Office/ UDOs/Departments	• These are check points throughout the process. • Dean's, decanal HR units, and dept chairs should be accountable for ensuring the enforcement of specific checkpoints during the faculty search timeline. • Absolute transparency, robust institutional support at different levels (e.g., VPs, HRs, Schools, and Departments), clear and straightforward guidelines, systematic efforts to ensure implementation and follow up.

o Review pool of applicants to verify that targets and goals specified in hiring plan have been met. o Examine the list of candidates selected for interview. o Review the strategy for on-campus interviews, focus on established criteria. o Examine how the list of final acceptable candidates was established; did it follow the established weighed criteria? o Establish a strategy to follow during second visit for candidates with offers. o Follow up with implementation of on-boarding strategy.				• Hiring processes may differ between units/schools. Therefore, it may not be possible to recommend uniform "fit for all" approaches. Decanal units must devise proper/specific guidelines. • Search Committee Readiness prior to review of applications • The primary driver for ensuring procedural enforcement of checkpoints should be the faculty search committee.

• Building institutional hiring networks to advanced URM PhD students and postdoctoral scholars
 	
o Develop, expand, and/or improve current UB signature initiatives around UR scholars and related issues with improved coordination and communication.
 	
  • Expand and fund outreach programs to invite UR PhD students in their final years and post-doctoral scholars to UB departments (e.g., VITAL, iSEED and CLIMB, and CTSI K Scholars Program for junior faculty).
 	
  • Fund faculty lines for candidates identified through these programs.
 	
o Establish university networks with universities with UR scholar populations (e.g., Historically Black Colleges and Universities), professional and graduate student organizations, etc.
 	
o Fund faculty attendance at conferences attended by UR graduate students (e.g., SACNAS) and similar activities.
 	
o Develop and fund a program to hire and mentor UR postdoctoral fellows and research assistant professors in departments, as part of a cluster hire, providing a pathway to hire in tenure track lines.
	Fall 2022 ad beyond	Number of programs or networks established	VPIX, VPFA, Deans, OPS	_Where are we now?_
				• Layers of efforts
				  o PRODiG (SUNY) system-wide
				  o VITAL (VIX) institutional coordination
				  o Distinguished Visiting Scholars (CAS) decanal unit
				  o Schomburg, CIRTL, (Graduate School) decanal unit
				  o UR faculty hiring plans (departments, centers) unit level
				  o iSEED
				  o CLIMB programs
				  o CTSI K Scholars Program for Junior Faculty
				
				Current Initiatives
				• Do not always coordinate or acknowledge with others
				• Do not articulate for stakeholders and participants how effort fits in to bigger picture
				• Do not spell out desired outcomes or indicate follow up resources
				• Have short timelines
				• Have idiosyncratic announcement channels
				• Are short-lived (and therefore unreliable, sporadic)
				• Are not accountable for their net *results* or assessed for incremental improvements
				• Announcement comes on administrative calendar and not academic timelines
				• Lack consultation of professional or research "best practices" in fields
				• Lack coordination or awareness of hiring practices (time-of-year, but also stage-of-career)
				• Lack engagement in UR candidate research to attract/interface with candidate
				• Lack consultation of Deans, Chairs, unit diversity officers and program directors

• Workable action-based strategies (e.g., cluster hires) for increasing the hiring and retention of UR faculty _Hiring_	3-5 yrs		VPIX, VPFA, VPRED, Deans	

o Community cluster hires: Hire UR tenure track faculty over three (3) years to develop a cohort and community of scholars. Hires should be made at the department level with university-wide support and direction. Develop a strategic plan to create a diverse pool of applicants, which must be approved by Diversity Officer o Facilitate and prioritize target of opportunity cluster hires across related disciplines and pursue applications to NIH and NSF to establish cluster hire programs. o Expand UB faculty participation at conferences for the purpose of networking with faculty and students at UR institutions. At the same time, seek out faculty at UR institutions and invite them to present colloquia at UB. *Retention* o Establish a retention strategy with a standing committee in the Provost's Office (Faculty Affairs) focused on the retention of UR faculty. Chairs proactively look into identifying "at risk" faculty, report to Deans to refer to committee. o Maintain programs that promote cultural change related to improving university, decanal units, and departmental cultures related to inclusion and cultural competence. o Recognize "invisible work" and efforts to increase diversity, equity, and inclusion by faculty as part of scholarly activities that are required for tenure and promotion. o Examine process/procedures used to recognize faculty (e.g., SUNY and UB Excellence Awards and Distinguished Professors), to identify biases and establish consistent practices across decanal units. Guidelines should include bias and cultural competence education of different committees involved in the process. o Create mechanisms that address issues/gaps identified through periodic surveys (e.g., COACHE) o Improve UB salary structure, relative to peer institutions, and accord greater importance to service as part of annual salary reviews. o Establish a program that provides opportunities for leadership development for established faculty.				
Action Item 2. **Review mentoring practices for faculty, assess their efficacy and consider how they can be re-designed to support and promote diversity** *Review and Assess Recommendation* o As part of this process, the assessment and reporting of outcomes required by the policy at the departmental and decanal level should be implemented and enforced. o The Mentoring Advisory Committee, convened for the Office of the Provost by the VPFA, should receive and consider annual reports about the departmental and decanal mentoring activities in order to make recommendations for additional programming and events, led by the units and/or organized centrally. *Redesign Recommendation* o Extend earlier pilot program in the Provost's Office for mentoring outside departmental structures (e.g., dyad mentoring program). o Provide resources to the office of the VPFA, which is developing a campus-wide interactive mentoring platform that will allow mentees to connect with additional mentors outside of departments by a variety of criteria. Training mentors and other supporting events should be an essential component of this initiative.	AY 2022-23	Reports from Deans to Provost Office	Chairs, Dean & VPFA Action based on report	• Guidelines for assessment and reporting are included in the 2018 revision of UB's mentoring policy, to be accessed here.

o Link to dedicated space on department websites; each department must have a public statement about mentoring.				
Action Item 3. Review faculty retention strategies currently in place throughout UB and assess their efficacy. There is no strategic plan for retention across the university. Each decanal unit acts independently and typically as a reaction to faculty being pursued by other institutions, which is not the most efficient way to retain faculty. o Develop a proactive faculty retention strategy similar to U of Michigan's preemptive retention program. o Chairs should communicate to Deans about faculty at risk to initiate interventions prior to external offers. o Develop a faculty-based review board to review deans hiring and retention efforts, with particular attention for UR faculty. o Annual review of deans should include information about recruitment and retention efforts.	AY 2022-23	Individual meetings with faculty	VPFA, Deans	• We must avoid the practices of requesting/demanding faculty to have an external offer in hand to trigger any action at our institution for a counter offer. • Disparities in retention efforts can create discomfort/ dissatisfaction among faculty.
Action Item 4. Explore what additional supports and resources are needed to further promote diversity, equity and inclusion within UB's faculty recruitment, mentoring and retention efforts *Research Support* o Create UB internal research funding opportunities and tailored support for external funding applications. UB research support should focus on supporting scholarship, research, and creative expression that is of broader interest to UR faculty. o Review the policies and resources for sabbatical and research leave and how they might be reframed to better support UR faculty scholarship. Associate Deans for Research should be empowered to support all faculty research, not only those who are successful at obtaining research funds, for example by making research software accessible to all. *Appreciation & Recognition* o Development opportunities to highlight and celebrate UR faculty achievements more prominently and find ways to do so in addition to, and outside of, current formats that celebrate faculty success in general. o Recognition may begin with appropriately accounting for faculty EDI work, adjusting their service expectations, or reducing their workload in other areas to rebalance their overall efforts in a commensurate way. o At the Provost level, a system for rewarding entire units should be developed to recognize creative and impactful approaches in the hiring, mentoring, and retention space. For this, a campus-wide committee reporting to the Office of the Provost should annually review proposals for rewarding novel unit best practices. Funds on the order of $10-20K would be awarded with pay-out tied to supporting initiatives in the EDI and anti-racism space. *Efforts to enhance sense of belonging* o Develop new, flexible mentorship initiatives with central support that augment the departmental mentoring efforts. Examples of programs that are currently in development or in pilot stage and that would need additional resources include small mentoring pods as successfully used at University of Michigan (at UB with International Education & Faculty Affairs) and a dynamic Mentoring & Networking Platform for large-scale formation of a variety of faculty-driven mentoring relationships (under development in Faculty Affairs).	2022-2024	Number programs, recognitions	VPFA, Deans, VPRED, VPIX	• Using data from the 2017 COACHE survey, the focus was on three areas where faculty of color and UR faculty provided feedback identifying their concerns to the relevant topics. • Particularly important for scholarship where sources of mainstream funding are not easily accessible or available. • The 2017 COACHE data indicate that URM faculty feel inadequately appreciated and recognized for their teaching, advising, scholarship, and outreach. • Anecdotally, we know current processes do not account for, nor do they appropriately recognize, the different types of labor that minoritized faculty provide to the university. These include mentoring of minoritized students and junior faculty, research focusing on marginalized populations particularly in the humanities and social sciences (although not exclusively) that are not attractive for grant funders, and bearing the brunt of doing EDI work in their own units, often on their own.

o Support activities that involve engagement of the faculty with the community at large and systems outside the university.			
Action Item 5. Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately. Many of the above recommendations can be implemented relatively fast, next academic year.			
Action Item 6. Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines. The great majority of the recommendations are within current guidelines, they may need to be enforced and specific offices held accountable.			
Action Item 7. Recommend roles and responsibilities for each strategy. Responsible units/offices are listed on the fourth column of the matrix			

Acronyms:
EDI: Office of Equity, Diversity and Inclusion
CLIMB: Collaborative Learning and Integrated Mentoring in the Biosciences
CTSI: Clinical and Translational Science Institute
Dept. HR: Human Resources at the School or Department level
iSEED: Institute for Strategic Enhancement of Educational Diversity
OPS: Office of Postdoctoral Scholars
PACOR: President's Advisory Council on Race
PRODiG: Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth
UDO: Unit Diversity Officer
UR: Under represented
VITAL: Visiting Future Faculty
VPFA: Office of the Vice Provost for Faculty Affairs
VPAA: Office of the Vice Provost for Academic Affairs
VPIX: Office of the Vice Provost for Inclusive Excellence
VPRED: Vice President for Research and Economic Development
UBHR: UB-wide, centralized Human Resources

Scholarship, Tenure and Recognition Subcommittee

Subcommittee Co-Chairs:

Patricia Diaz
Empire Innovation Professor and Director of UB Microbiome Center

Robert Granfield
Vice Provost for Faculty Affairs

Subcommittee members:

- **Patricia Diaz,** Co-Chair, *Empire Innovation Professor of Oral Biology, Director of UB Microbiome Center, School of Dental Medicine*
- **Robert Granfield,** Co-Chair, *Vice Provost for Faculty Affairs*
- **Diana Aga,** *Henry M. Woodburn Professor of Chemistry, College of Arts and Sciences; Director of UB RENEW Institute*
- **Rajan Batta,** *Associate Dean for Faculty Affairs and Diversity, SUNY Distinguished Professor of Industrial and Systems Engineering, School of Engineering and Applied Sciences*
- **Laina Bay-Cheng**, *Associate Dean for Faculty Development, Professor, School of Social Work*
- **Suzanne Dickerson**, *Division Chair – Biobehavioral Health and Clinical Sciences, Professor, School of Nursing*
- **Cecil Foster,** *Professor and Director of Graduate Studies, Africana and American Studies, College of Arts and Sciences*
- **Joseph Gardella,** *SUNY Distinguished Professor of Chemistry, College of Arts and Sciences*
- **Yoly Gonzalez-Stucker,** *Interim Department Chair and Associate Professor of Oral Diagnostic Sciences, School of Dental Medicine*
- **Fabiola Henri,** *Assistant Professor of Linguistics, Romance Languages and Literatures, College of Arts and Sciences*
- **Makau Mutua**, *SUNY Distinguished Professor, Margaret W. Wong Professor, School of Law*
- **Krishna Rajan,** *Erich Bloch Chair, Professor of Empire Innovation, Materials Design and Innovation, School of Engineering and Applied Sciences/ College of Arts and Sciences*
- **William Solomon,** *Interim Department Chair and Professor of English, College of Arts and Sciences*
- **Henry Louis Taylor, Jr.,** *Professor of Urban and Regional Planning, Director of Center for Urban Studies, School of Architecture and Planning*
- **Miriam Thaggert,** *Associate Professor of English, College of Arts and Sciences*

Matrix/action items

- Subcommittee was tasked with four unique action items:
  1. Reviewing T&P processes and policies to determine to what extent they foster the advancement of racial equity and follow best practices for inclusive excellence, in particular considering
     - Whether the principle of diversity is embedded in T&P guidelines
     - Whether there are kinds of scholarship that are overlooked or undervalued
     - Whether community-based research should be addressed
     - Whether UB should require anti-bias training for APT and PRB
  2. As UB becomes increasingly diverse, what issues need to be addressed and what supports are needed to ensure faculty success?
  3. What efforts should be undertaken to promote the scholarship of diversity across research, teaching and service?
  4. Examine procedures at UB for recognizing faculty and nominating faculty for awards to identify potential for bias and recommend changes, if needed.

Methodology

- Met weekly as a full group to discuss topics related to matrix/focus areas

- Meeting topics included:
  - Determining whether there are kinds of research, scholarship and/or creative work that are overlooked or undervalued in tenure and promotion (T&P) or recognition processes/guidelines
  - Exploring inclusive scholarship statements from peer institutions and developing one for UB
  - Discussing metrics for evaluating scholarship, teaching and service
  - Reviewing current university T&P guidelines
  - Discussing kinds of and processes for faculty recognition/awards
  - Determining mechanisms for pushing recommendations downstream

- Subcommittee was dedicated to making changes to T&P and recognition guidelines/processes to make them more equitable and inclusive, not less rigorous

- Subcommittee completed survey to identify the more impactful and prioritize recommendations to put forward

Overall findings

- This subcommittee is working on issues and questions that are at the heart of UB's mission and vision as a public research university. The recommendations from this subcommittee will positively impact all faculty across the university and help advance UB's research, education and engagement missions.

- We reviewed historical data and realized that faculty diversity at the university has not improved over the last 10 years. We need to make real changes and ensure strong commitment from everyone at all levels – including senior leadership, deans, chairs, faculty, staff, and students – to change the culture and become a more diverse, inclusive, and equitable place.

- It is important not to conflate faculty of color who do research with research that focuses on racial and social justice issues.

- "Equity," "diversity" and "inclusion" are vague terms that have become buzzwords. Wherever possible, the university should use more precise language when talking about race and social justice.

- The subcommittee identified public scholarship/publically engaged research and scholarship focused on issues of racial and social injustice as kinds of scholarship/research that are undervalued and overlooked at the university and within T&P guidelines.

- UB used to provide more support for civically engaged scholarship–which is important for a public research university with a mission to positively change the world through research, education and service–and therefore seemed to value it more.

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Overall findings (continued)

- Currently, within UB's T&P guidelines at the university or school level, diversity, equity and inclusion are not addressed.

- Service/engagement generally is also undervalued at UB and within T&P guidelines, which is particularly problematic as faculty of color and women at UB and nationally perform more service (and invisible service) and many faculty members of color undertake publically engaged scholarship.

- Student evaluations have been shown to be biased against women and people of color, but they are the primary way of assessing teaching in T&P.

- Currently, there is little diversity within the most distinguished internal UB and SUNY awards. Among the 58 people promoted to the SUNY Distinguished Ranks since 2011, only one is from an historically underrepresented minority background.

- There are a range of practices to nominate faculty for awards across UB. In departments that do not have a systematic process (e.g., awards committee) for nominating faculty, the nomination process is opaque and seems to be based on favoritism/bias.

- In some departments/schools, award opportunities are under-utilized because of capacity limits (i.e., the work entailed in nominations and faculty representation for a committee).

- The success of the implementation of the recommendations emerging from this and other subcommittees requires broad support and commitment across the university, as well as monitoring to ensure that recommendations/changes are implemented and maintained.

Mechanisms for implementing and pushing recommendations downstream

- Hold a series of town halls in Spring 2022 to introduce and build wide support for the proposed changes. It is particularly important that faculty are aware of the changes to T&P and the rationale for making them.

- Changes not requiring Faculty Senate approval can and should be implemented before Fall 2022 to align with new faculty joining UB.

- Changes to university T&P guidelines will require approval from Faculty Senate, marshalled by the oversight committee (see below). Changes to T&P guidelines can be made in 2022-23 for Fall 2023 implementation.

- The President/Provost should communicate and endorse recommendations and changes to T&P to deans and chairs. All of the deans/chairs should hold conversations with their faculty about the changes being made.

- Provost should meet with departments to set expectations, talk about why changes are being made, and ensure that departments are following changes.

- Create a special university-level oversight committee with responsibility for shepherding and reporting progress on the actions we are recommending and making sure that changes are being made, particularly within departments and schools. Committee members should also work with Faculty Senate to make changes to university T&P. Associate deans tasked with overseeing T&P may be most appropriate to serve on committee.

ACTIONS REQUIRING FACULTY SENATE APPROVAL

Recommendation 1: Add a vision and research statement to preamble of UB T&P guidelines (action items 1, 2 & 3):

"The University at Buffalo is a diverse, inclusive scholarly community dedicated to bringing the benefits of our research, scholarship, creative activities and educational excellence to local and global communities in ways that impact and positively change the world. We are committed to excellence in the areas of scholarship, teaching, service and engagement as interdependent endeavors that continually enrich and inform each other. Our scholarship and creative activities seek to advance the frontiers of disciplinary, interdisciplinary and applied knowledge; to broaden understanding of the critical social issues and persistent challenges confronting humanity; to foster discourse about our values and responsibilities, about our past, present and future, about our differences and alternative world views, and about enhancing democracy and inclusion; to enrich our communities and create jobs; and to pursue innovative solutions to the world's most pressing challenges in the service of the public good.

We value and recognize the significant importance of the work and social production of those historically and by traditional measurements unrecognized in mainstream society, scholarship and creative endeavors, especially those that are involved in active community engagement. UB has long advocated a great city deserves a great university. To this end a great university inherently must reflect as equally worthy of recognition all the life of all the city and wider communities.

As a public research university embedded within the City of Buffalo, UB is committed to undertaking research and scholarship that has a positive impact on the various communities—campus, local, global, professional, and disciplinary—that we serve. We are dedicated to fostering, and encourage faculty to undertake, scholarship that explores issues related to race, gender and class and seeks to eliminate social injustices, including community engaged scholarship. This scholarship may be conducted in collaboration with community and organizational partners and it may appear in a variety of forms and outlets. For all research, scholarship, creative and/or professional activities, the work must call upon the faculty member's academic and/or professional expertise, and will be evaluated based on the university's criteria for excellence. This may require changes in the way community outreach, research and collaborations are reported and considered by faculty and departments."

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Recommendation 1: Add a vision and research statement to preamble of UB T&P guidelines (continued)

Justification

- Current UB T&P guidelines do not include a statement that directly connects the tenure and promotion process or the research contributions of faculty to UB's mission and vision as a public research university. In the research section of the T&P guidelines, there is an acknowledgement of the importance of creative work and team science, but not the myriad other kinds of scholarly work faculty undertake.

- Many other universities include such a statement in their guidelines, including University of Washington, Indiana University, University of Maryland, University of California, Stony Brook, University of Michigan, etc.

Action

- We recommend adding a statement to the preamble of the university T&P guidelines that includes specific language to address that research on topics related to racial and social justice should be equally recognized as other contributions. Community-based research and other less traditional forms of research and scholarship (e.g. interdisciplinary and applied research) should be also be included.

Implementation

- Will require approval of Faculty Senate. After approved, departments/schools will need to be directed to make similar changes in unit P&T guidelines

Recommendation 2: Better recognize and support civic engagement/ service activities (action items 1, 2, 3 & 4).

Justification

- UB is a public research university and, as such, it has an obligation and mission to serve the wider community.

- Committee members noted that engagement generally is undervalued at UB, which is particularly problematic as faculty of color and women at UB and nationally are called on to perform more service (and invisible service) and many faculty members of color undertake public and publically engaged scholarship. The term "service" casts the activity in a negative light and does not accurately capture the essential character of the activities being undertaken. Nationally and Internationally, the term "civic engagement" is typically used to describe such activities.

- Faculty members on the subcommittee who have been at UB for many years noted that there used to be more support in place for civic engagement, which both facilitated such research and also demonstrated the importance of it for the university and its mission. Without such support in place, the university seems less committed to civic engagement than it used to be.

- Current UB T&P guidelines on service are vague and indicate that only "unusual service" may factor into T&P decisions.

- In research section of the T&P guidelines, there is currently an acknowledgement of the importance of creative work and team science, but not the myriad other kinds of scholarly work faculty undertake. Because of this, the guidelines and assessment criteria for research are narrow and in particular do not account for civic engagement.

- External examples: University of Illinois Urbana-Champaign has strong service statement and allows faculty to build service focused case; IUPUI recently added statement about service and possibility of "balanced case" for T&P. Many universities offer grants and awards for civic engagement.

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Recommendation 2: Better recognize and support civic engagement/ service activities (continued).

Actions

1. We recommend adding a statement to the service section of the university T&P guidelines that clearly states that service is important, not just an added part of faculty members' contributions, and faculty are expected to serve a community. This statement should:

   o Acknowledge that engagement/service may overlap with research or teaching (i.e. civic engagement, public research, mentorship).

   o Define community broadly and differentiate between departmental, professional and community service. Community service should be defined as civic engagement to make a clear distinction between it and other forms of service.

   o Acknowledge that assistant professors are often assigned service and thus may not be able to choose how they engage.

   o Recognize invisible labor and include statement about equitability of service, as women and people of color are often relied upon to serve more at UB.

2. We recommend changing the word "service" to "engagement" within the T&P guidelines and across the university to destigmatize engagement activities and to accord faculty who undertake them more agency. In addition, we recommend directing all departments and schools at the university to build engagement into their mission statements.

3. We recommend that civic engagement activities shall be evaluated as research when they entail applying one's scholarly expertise/skills to positively impact communities. To do this, T&P guidelines should include robust metrics for evaluating civic engagement (e.g., awards, publications, description of projects and outcomes: how many people were impacted by projects?, how many groups consulted with?, how do you bring your expertise to service?)

4. In addition, we recommend providing university-wide support for civic engagement such as creating a Community of Excellence, reestablishing the university's civic engagement grant and the Excellence in University-Community Engagement Award, and/or establishing endowed chair(s) in civic engagement to recognize the excellent contributions of faculty working in this area, to attract and retain the best faculty, and also to support civic**12** engagement work.

Recommendation 2: Better recognize and support civic engagement/ service activities (continued).

Implementation

- Changing T&P guidelines will require approval of Faculty Senate. After approved, departments/schools will need to be directed to make similar changes in unit P&T guidelines

- Reestablishing the civic engagement grant and University-Community Engagement Award and/or creating a Community of Excellence will require university investment and commitment from the Provost and Vice President for Research and Economic Development.

Recommendation 3: Broaden the groups from which letters of recommendation are solicited (action items 1 & 2).

Justification

- The T&P guidelines specify that external evaluators "should be disinterested, distinguished scholars or professional practitioners from leading public or private research universities, preferably those institutions holding membership in the Association of American Universities." Committee members noted that within units, the AAU preference is treated as a requirement.

- Committee members noted that the most appropriate people to evaluate faculty research may not be housed in AAU or even R1 universities, particularly when faculty undertake engaged, public, or applied research.

- We surveyed 30 public AAU universities to see whether they required AAU letter writers. We found that only 6 mentioned AAU in their university-wide guidelines related to external reviewers in their publically available materials, and many allowed for non-university experts (e.g., Ohio State University, Georgia Tech, University of Washington).

Action

- We recommend that the groups from which letters can be solicited be broadened in the T&P guidelines so that they are more appropriate to the faculty member's field and so that they can talk about the broader impact of the work. Letters could include, apart from other university scholars, professional organizations, government officials, or other sources that could attest to the impact of the faculty on society. The requirement that external evaluators be from AAU universities should be removed and instead specify letters should be from appropriate, leading experts in the field.

- In addition, in soliciting letters from evaluators, the question "would this person be promoted at your university?" should not be used as it pushes external reviewers to judge faculty based on the mission and culture of their university, not ours.

Implementation

- Will require approval of Faculty Senate. After approved, departments/schools will need to be directed to make similar changes in unit P&T guidelines

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Recommendation 4: Provide faculty members with more power in choosing how to present teaching and demonstrate effectiveness in the classroom (action items 1 & 2).

Justification

- There are many studies that show gender and racial biases in student course evaluations. However, these continue to be the primary way that faculty teaching contributions are assessed in T&P.

Action

- We recommend that the T&P guidelines provide faculty members with more power in choosing how to present teaching and demonstrate effectiveness in the classroom.
  - o The language around "systematic" evaluations should be changed and language should be added that recognizes that there is bias within student evaluations in T&P guidelines.
  - o Candidates should be allowed to review and remove biased comments in teaching evaluations

Implementation

- Will require approval of Faculty Senate. After approved, departments/schools will need to be directed to make similar changes in unit P&T guidelines

Recommendation 5: T&P materials should address contributions to advancing racial equity and social justice (action items 1, 2 & 3).

Justification

- In "Our Commitment to Inclusive Excellence" (2016), UB's strategic diversity and inclusion plan, UB commits to integrating inclusive excellence into all aspects of university operations and fostering a sense of shared responsibility. Building a culture of diversity, equity, social justice and inclusion at UB requires the commitment of all UB faculty, staff and students. This becomes even more important as UB becomes increasingly diverse. However, within UB's T&P guidelines at the university level or within the schools, diversity, equity and inclusion are not addressed.

- Several other AAU universities consider EDI contributions for T&P including the University of California system, Penn State, Cornell, Stony Brook, etc.

Action

- To ensure accountability at all levels for advancing UB's goals, we recommend that, as part of the materials in the dossier, where relevant, faculty candidates should address how their contributions advance racial equity and social justice and help build a better and more just society. The chair's and dean's letters in the dossier should also address these contributions.

Implementation

- Will require approval of Faculty Senate. After approved, departments/schools will need to be directed to make similar changes in unit P&T guidelines

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Recommendation 6: Ensure that T&P guidelines/standards at the university, decanal, and departmental levels are clear, written out, and defined to help clarify processes (action item 1).

Justification

- A faculty member on the subcommittee noted that T&P guidelines/standards in her school/department include acronyms that are not written out and language that may be confusing, particularly for an assistant professor coming up for tenure. In addition, the 2017 Collaborative on Academic Careers in Higher Education (COACHE) survey of faculty career satisfaction at UB, showed that for all faculty, and particularly URM faculty, there is a general lack of clarity around the process and standards for promotion to full professor.

Action

- We recommend requiring that departments, schools and the university review T&P guidelines/standards at all levels to ensure that they are clear, written out, and defined. Changes should be based on feedback and perceptions of early career faculty.

Implementation

- Implemented at the university level by the Vice Provost for Faculty Affairs/Faculty Senate. Implemented at the school and department level with guidance from the oversight committee.

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ACTIONS NOT REQUIRING FACULTY SENATE APPROVAL

Recommendation 7: Ensure that all departments/schools have an equitable system and sufficient resources for faculty award nominations. (action items 2, 3 & 4).

Justification

- There are a range of practices to nominate faculty for awards across UB. In some, the nomination process is opaque and often seems to be based on favoritism/bias. In others, capacity limits hamper their ability to pursue award opportunities. As a result of biases in processes and resources, under-represented faculty are also under-nominated.

Action

- To ensure that all faculty members are equitably considered for SUNY, UB and external awards, we recommend that every school or department should have a faculty awards committee. That committee should represent the broad diversity of the department and be appropriate to the size of the department, which may require working with faculty in other departments. These committees should determine who to put forward for awards so that it is not something that is random or discretionary, and there should be transparency in this process.

- The goal of these committees is to ensure that departments are equitably and actively pursuing awards for faculty, and particularly those faculty members who have historically been overlooked. This is particularly important for retaining the best faculty and building department strength.

Implementation

- The university should provide staff support to smaller units to help identify prospective nominees and/or support compiling nomination packages.

- There should be someone within each dean's office and at the university level, through the Director of Faculty Recognition, tasked with ensuring that these awards committees are implemented at the department level.

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Recommendation 8: Require chairs/deans to equitably and transparently assign service (action items 1 & 2).

Justification

- Faculty of color and women often perform more service – such as mentoring more students and junior faculty, and serving on more university committees. Despite being crucial to the university's mission and vision, this labor is often uncredited and treated as "extra" work to be carried out in addition to departmental service assigned by chairs/deans.

- This extra, invisible labor may make it more challenging for faculty of color and women to advance and it also may interfere with their scholarship, teaching, or ability to participate in civic engagement, which ultimately may result in inequitable career outcomes (e.g., those who are most generous may "stall" at Associate Professor, while those who are most self-serving may advance).

Action

- We recommend that chairs/deans be required to assign and credit service to ensure that all faculty are contributing equitably and effectively to a school/department's mission and operations. The process for service assignments and acknowledgment should be transparent.

- As part of this, units should create a process for faculty members to report to chairs/deans and the UDO when they are being unfairly assigned service or to inform them when they are undertaking extra service (e.g., mentoring)

Implementation

- Implemented at the department/school level with request from provost/dean and with guidance from the oversight committee. School UDO should ensure chair/dean accountability for balancing service requirements.

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Recommendation 9: Each unit is required to develop policies of accountability and training to prevent abuse of power and bias at the department, school and university level for faculty T&P and recognition. (action items 1, 2 & 3).

Justification

- As UB becomes a more equitable, inclusive and diverse university, it is important that members of the department faculty, unit APT committees and the President's Review Board to be aware of possible areas of implicit bias, how to recognize them, and how to manage them to avoid abuse of power over faculty who are coming up for promotion.

Action

- We recommend that UB require each unit to develop policies of accountability and training to prevent abuse of power and bias at the department, school and university level in their standards, policies and procedures for faculty tenure, promotion and recognition. Each unit should also explain their process for ensuring that faculty who serve on tenure/promotion/awards committees and/or as internal reviewers have a record of upholding equity in personnel matters.

Implementation

- Requirement communicated from the Vice Provost for Faculty Affairs to the dean and chairs. Chairs and deans need to be held accountable for requiring this as part of regular review process.

- UB should develop anti-bias training through the Vice Provost for Faculty Affairs in partnership with the Vice Provost for Inclusive Excellence that units may choose to require faculty, the APT and PRB to undertake as part of their plan. 21

Recommendation 10: Include contributions to diversity, equity and inclusion in the 5-year decanal review and chair review procedures (action items 1, 2, 3 & 4).

Justification

- In order for UB to become a more equitable, inclusive and diverse university, leadership must be held accountable for implementing and maintaining changes that improve the culture, enable the success of faculty of color, and ensure that everyone is equitably considered for advancement or recognition.

Action

- We recommend that the 5-year decanal review and chair review procedures require contributions to diversity, equity and inclusion. This includes requiring chairs and deans to describe the contributions that they have made and plan to make moving forward, and also asking for constituent feedback on leadership EDI contributions, where appropriate.

Implementation

- Implemented by the Office of the Provost and deans' offices.

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Staff Recruitment, Mentoring and Advancement Subcommittee

Subcommittee Co-Chairs:

Mark Coldren
Associate Vice President, Human Resources

Jacqueline Hollins
Associate Vice Provost/Senior Executive Director, Student Success and Academic Support; Unit Diversity Officer, Academic Affairs

Action Item 1: Review the hiring processes for professional and classified staff to create a system of accountability for ensuring diversity and following best practices for searches.

Recommendations	Timeline	Metrics	Who is responsible	Notes
Recommendation 1: Creation of an HR Unit Diversity Officer (HR UDO). It is critical for the success of the following recommendations that a new role as a Unit Diversity Officer is created in the central Human Resources office **The HR UDO would be responsible for:** -Designing, developing, and leading implementation of HR initiatives to enhance diversity and inclusion efforts -Reviewing applicant pools at newly set up checkpoints to ensure diversity is reflective of the labor pool -Additional job duties are described in the separately attached position description	ASAP	Position is created and filled.	VP for Finance and Administration will need to allocate funding for the position in Human Resources (HR).	Refer to PACOR Staff Recruitment, Mentoring & Advancement Subcommittee *Supplemental Notes: UB_HR_UDO Role (Draft Position Description)* Refer to PACOR Staff Recruitment, Mentoring & Advancement Subcommittee *Supplemental Notes: CUPA_Diversity_and_Inclusion_Director_ Role (Sample Position Description)*
Recommendation 2: Require checkpoints throughout the search process to ensure the applicant/candidate pool remains reflective of the diversity of the labor pool/student population. -Checkpoint 1 at close of posting period. EEO data of applicant pool is compared to determine whether additional outreach is required. -Checkpoint 2 at the time candidates are selected for interview. Approval of the candidate pool is required prior to scheduling interviews. Diversity of interviewed pool must be at least proportionally equal to diversity of applicant pool. -Annual meeting between HR UDO, AVP of HR, UDO, and Dean to review the past year's data.	Start of 2022 fiscal year Approval checkpoints can be built into UB Jobs fairly quickly. These checkpoints would need to be tested and if additional staff is needed the timeline could be pushed out.	EEO reports can be run in UB Jobs and reviewed to see if the checkpoints make a measurable difference in the diversity of applicant pools. The checkpoints would provide increased diversity in the interviewed candidates' pool.	Newly created HR Unit Diversity Officer in partnership with departmental hiring manager.	If the HR Unit Diversity Officer is not created then additional FTE(s) may be required to assist in this process. We will need support/authority to pause/potentially fail a search that does not meet the diversity requirements.
Recommendation 3: Development of "DEI Advocates" Certified Search Committee Volunteer Pool. Create a pool of trained volunteer search committee members to serve on searches outside of their department. The Workforce Planning and Recruitment team already has staffing who can assist but a larger pool will be needed to meet the needs of the entire university.	Start of 2022 fiscal year	The size of the pool can be measured and compared against the number of active search committees to ensure there is adequate support.	HR UDO or Human Resources would put the call out for volunteers and create the pool Human Resources would provide search committee training/certification Department would need to encourage employees to participate	

Recommendations	Timeline	Metrics	Who is responsible	Notes
Participants in the pool will be required to complete training with a focus on anti-racism and best practices for conducting an inclusive search. Trainings will include: -Anti-racism class (will need to be developed) -Unplug the Power of Bias (currently available through OD&E) -Critical Behavioral Interviewing (currently available through OD&E)			in pool to ensure there is a large enough pool	
Recommendation 4: Search Committee Requirements All search committees to require 3 or more search committee members including at least 1 member who is external to the department All search committee members required to participate in "search committee certification" training which would include diversity training. Training would be done in-person and proof of completion would be required prior to adding a member to the search committee.	Search committee training could be implemented immediately The requirement for an external member would be dependent upon the timeline of creating a pool of search committee members	Reports exist in UB Jobs to measure the impact on interviewed/hired pools.	Hiring manager is responsible for ensuring committee meets requirement prior to scheduling posting meeting with Human Resources HR to review and approve prior to posting HR to provide training	In order to have sufficient staffing to include an external committee member on each committee a pool of search committee members will need to be created.
Recommendation 5: Requirements for Preferred Qualifications The development of requirements for what is permitted in preferred qualifications on a posting. Advanced degrees should not be preferred for entry-level positions and excessive experience qualifications should be removed.	Immediately	We can run reports in UB Jobs to see if changes to the preferred qualifications affect the diversity of our applicant pools.	Human Resources will develop the requirements and publish them on the Administrative Services Gateway	The other consideration is whether it would be better to remove preferred qualifications entirely.
Recommendation 6: Funding for Focused Diversity Specific Advertising Source A fund will be created so that each search can pay for one advertising source in addition to the ones advertised centrally in HR. The advertising source should be chosen based on the EEO report showing the demographics of the applicant pool. This will allow advertisement to target populations based on representation that is missing in the current pool.	Start of 2022 fiscal year	We can run reports to measure the diversity of our applicant pools before and after additional outreach is done to determine if advertising budget is effectively increasing diversity.	Hiring manager would run report to determine what demographic they need to do additional outreach for Central fund would be created to ensure funding is available for each search	Funding would need to be secured and built into the budget planning process.

Action Item 2: Review advancement and permanent appointment processes and policies for staff to ensure that they foster the advancement of racial equity and follow best practices for inclusive excellence.

Recommendations	Timeline	Metrics	Who is responsible	Notes
Recommendation 1: Re-invest as a member of The SUNY Center for Professional Development (CPD).	Spring 2022	Budget allocation of $1,500 to $5,000 to pay for the university's CPD general membership each fiscal year. Designate a person to serve as the Campus Points Contact for the university. Develop a process for approving employee requests to use campus CPD points. Add a section on the Administrative Services Gateway webpage to inform employees about CPD offerings.	Human Resources Office of the Provost	The CPD is part of SUNY's Office of the Provost and Vice Chancellor for Academic Affairs, and is funded by member campuses and SUNY. The CPD creates and delivers customized training, professional development programs, and services for faculty, staff, and administrators. Curricular offerings include contact specially focused on Diversity, Equity & Inclusion. CPD annual membership fees range from $1,500 to $5,000, and is based on the number of faculty and staff (including part-time and full-time) at the institution. The CPD offers a General Membership option, and a CPD Technical Membership option to campuses. Members receive discounted pricing for programs and services. Note: The Research Foundation for SUNY has a process where employees from campuses with current RF activity can apply for scholarships to participate in programs offered by the CPD.
Recommendation 2: Identify on-line, on-the job training, and CSEA partnership collaborations to prepare custodial employees for advancement to higher grade positions.	Spring 2022	Increase in the number of custodial employees participating in professional development and trade specific training. Increase in the number of custodial employees who obtain the required qualifications for higher grade positions in skilled trades (i.e. CDL, min. years of experience).	Human Resources University Facilities Campus Living	Responsible offices will need to ensure that supervisors understand the importance of employee development and retention, as well as obtain their commitment to ensuring that employees receive appropriate release time to participate in training opportunities.

Recommendations	Timeline	Metrics	Who is responsible	Notes
		Decrease in voluntary and involuntary turnover percentage amongst custodial employees.		
Recommendation 3: *Reduce recruitment barriers for Classified employees to advance within Classified salary grades.	Fall 2022	Provide budget allocation of approximately $2000 annually to support employee application fees to take NYS Civil Service exams for promotional positions. Create an exam preparation program in partnership with internal and external stakeholders. Increase in the number of current Classified employees taking Civil Service promotional and open-competitive exams. Increase in the number of current employees with reachable scores when an open canvas is conducted for posted positions. Increase in the number of classified employees by race/ethnicity that advance to higher grade classified positions.	Human Resources	NYS Civil Service has an existing state-wide fee waiver process for current CSEA represented employees who apply to take exams for Open-Competitive positions. The campus will need to widely communicate this opportunity to current Classified employees in positions where the university has a higher number of employees by race/ethnicity. Refer to PACOR Staff Recruitment, Mentoring & Advancement Subcommittee *Supplemental Notes: "Staff Analysis - Title, Ethnicity" (from SIRI_11.1.21).* ***This recommendation aligns directly with the SUNY Diversity, Equity, and Inclusion Phase One Action Plan Recommendations - Part E: Increase Diversity of Faculty and Staff at SUNY**
Recommendation 4: Explore partnership opportunities to develop a UB/Buffalo Public Schools pipeline program to prepare high school students for trades careers at UB.	Fall 2022	Contact BPS district administrators to learn about their current trades related educational programs for traditional high school students and adult education leaners (i.e. McKinley HS, Burgard HS. Identify essential constituents to engage in discussions with UB and BPS administrators.	Human Resources Office of the Provost Graduate School of Education	Research existing SUNY partnerships with Buffalo Public Schools and other school districts (i.e. Alfred State/Burgard HS Advanced Manufacturing Program).
Recommendation 5: Host UB Career Days and provide career education services to employees.	Spring 2023	Hold a planned event for all current employees that occurs on an annual basis.	Human Resources	Collaborate with the Professional Staff Senate, Minority Faculty Staff Association, Alumni Association, Career Design Center, NYS Civil

Recommendations	Timeline	Metrics	Who is responsible	Notes
		Release time is given to employees to enable their participation in the Career Day event. Measure the number of employees in attendance. Assess the number of employees who are hired into higher grade positions within one year of attending the Annual Career Day event. Measure the number of career coaching appointments provided by ODE		Service, and labor unions to identify and secure resources, presenters, workshops, venues, and career mentors.
Recommendation 6: Develop internal professional career pathways by employment affiliation and salary grades.	Spring 2023	Establish a campus work group to research options and develop career pathways. Publish the top 25-50 positions that are most often recruited for at UB, along with the corresponding career pathways. Competencies are reflected in annual performance programs and evaluations.	Human Resources	Identify the positions and salary grades by affiliation that have a pathway to advancement at UB (i.e. Professional, Classified, RF). Refer to PACOR Staff Recruitment, Mentoring & Advancement Subcommittee *Supplemental Notes: UB Professional Staff by Race/Ethnicity, State Title, Gender* and *UB Classified Staff by Race/Ethnicity, State Title, Gender* Review performance program categories for consistency in essential competencies needed for success across all job classifications at UB.
Recommendation 7: *Advocate for alternative recruitment pathways for individuals to qualify for hire as University Police Officers and other higher grade UPD positions.	Fall 2023	Increase in the racial/ethnic diversity of individuals hired as University Police Officers and UPD staff.	Human Resources	Hold conversations with recently appointed SUNY Police Commissioner and NYS Civil Service about alternative recruitment programs and exam cycles (i.e. City of Buffalo BPD21 Initiative; elimination of NYS Correction Officer exam).

Recommendations	Timeline	Metrics	Who is responsible	Notes
				*This recommendation aligns directly with the SUNY Diversity, Equity, and Inclusion Phase One Action Plan Recommendations – Part E: Increase Diversity of Faculty and Staff at SUNY**
Recommendation 8: *Create a UB Leadership Academy for employees of color	Fall 2023	Dedicated budget allocation to support professional development activities associated with the academy. Recruitment of UB employees for the academy. Measure the number of UB campus leadership team members and administrators who serve as mentors/ sponsors to academy participants.	Human Resources	Collaborate with UB's Office of Inclusive Excellence and Office of Equity, Diversity and Inclusion to develop academy components. Refer to the SUNY Hispanic Leadership Institute and SUNY PRODiG initiative as a roadmap. **This recommendation aligns directly with the SUNY Diversity, Equity, and Inclusion Phase One Action Plan Recommendations – Part E: Increase Diversity of Faculty and Staff at SUNY**
Recommendation 9: Provide a relocation package as a tool to recruit qualified professional employees in designated salary grades who can contribute to the diversity of the UB workforce.	Spring 2024	Allocate funding on an annual basis to assist with relocation expenses when recruiting new employees in designated salary grades (i.e. M/C; SL3 and above)	Human Resources	Research similar programs at peer institutions. Potentially focus on individuals who are recruited to UB from outside of NYS state.
Recommendation 10: Educate and connect professional employees to opportunities that can help further the research enterprise – Top 25 ranking pursuits.	Spring 2024	Identify metrics connected to UB "Top 25" initiative. Query employees with advanced degrees and specialty expertise about their interest in research activities. Increase in the number of professional employees who choose to contribute to research projects, publications, and creation of research institutes.	Human Resources Office of the Vice President for Research and Economic Development (OVPRED)	Link staff development and career advancement opportunities to any ongoing initiatives/measures developed as a result of UB's Top 25 pursuits.

Recommendations	Timeline	Metrics	Who is responsible	Notes
		Recognition of professional employees who contribute to research projects and publications.		

<mark>**Action Item 3: Review mentoring practices for staff and assess their efficacy.**</mark>

Recommendations	Timeline	Metrics	Who is responsible	Notes
Recommendation 1: Develop both a Formal and Informal Mentoring Program The purpose of the UB Staff Mentoring Program is twofold: (i) orient new staff to their unit and the university, and (ii) assist staff in finding professional development and career advancement opportunities (within and outside UB). The program is especially designed to support UB's diversity, equity, and inclusion goals. The objectives of the mentoring program is to provide UB staff with the skills, tools and knowledge to succeed and excel and expand their professional and career horizons through appropriate networking and other opportunities. This can be achieved by pairing individuals to foster knowledge sharing, identify pathways for achieving professional aspiration and goals for all employees. The underlying philosophy of this program is that mentoring will allow employees to learn and grow together by sharing experiences and knowledge.	Fall 2022	Number of registered mentor/mentee relationships: - Registered connections meet monthly - Submit annual evaluation Identify pool of volunteer mentors Create registration and tracking process for mentoring process Establish training/preparation program: - Mentors - Mentees Track program participants as they move into new role/positions at UB	Human Resources Office of Inclusive Excellence	Refer to PACOR Staff Recruitment, Mentoring & Advancement Subcommittee *Supplemental Notes: Mentoring Program Design*
Formal and Informal Mentoring: 1. The Formal Mentoring Program is structured to meet UB standards and expectation for a Mentoring Program. The Mentee will need to enroll into the program. 2. The Informal Mentoring Program can be initiated during the annual review process with the Supervisor mentoring the Employee or finding a Co-worker to mentor the Employee. The Informal Mentoring Program can also be initiated by working with other organizations within UB such as LGBTQ, FSA, MFSA.	Fall 2022	Number of registered mentor/mentee relationships: - Registered connections meet monthly - Submit annual evaluation Identify pool of volunteer mentors Create registration and tracking process for mentoring process Establish training/preparation program: - Mentors - Mentees	Human Resources PSS MFSA Recruited mentors Registered mentees	

Recommendations	Timeline	Metrics	Who is responsible	Notes
		Track program participants as they move into new role/positions at UB Evaluate the progress (periodically and at the end of the program) Set a schedule to evaluate the progress, every few months (depending on the duration of the mentoring program) Review progress to ensure progress toward goals and objectives and ensure that there is alignment with the mentoring plan. Make adjustments if needed to meet goals and objectives		
Process and Guidelines		Ask getting to know questions Set a meeting time and place for 30-60 minutes Meetings should take place bi-weekly or as often as the Mentor/Mentee feels necessary. **Establishing mentoring goals** **Establish Goals and Objectives** Career goals: mentee's short-term, long term career goals List of skills, experiences that the mentee wishes to obtain Professional development opportunities	Mentor/Mentee Mentor and mentee will establish goals of the mentoring program (if the mentor is not the mentee's supervisor, then the supervisor will be involved in goal-setting and will approve / sign-off the goals. Mentor: provide support and encouragement to mentee, provide feedback on progress, meet regularly with mentee. Mentee-seek out opportunities and experiences to enhance learning, communicate with mentor and review progress regularly. Mentor and mentee create guidelines and process based on	

Recommendations	Timeline	Metrics	Who is responsible	Notes
		Training, workshops, conferences **Discuss the outcome of this process** Increase speed of acclimatizing to the position, unit, and UB and to learning about other opportunities to advance career goals Leadership development opportunities Reduce stress and prevent burnout Improve mentee's motivation and job satisfaction Retention of mentee in position or university Establish a regular schedule for meeting: frequency of meeting; location and other logistical details; work to be done prior to meetings; follow-up, etc.	available time and nature of mentoring goals.	

Action Item 4: Examine the procedures at UB used to recognize staff to identify biases and establish consistent practices across the university.

Recommendations	Timeline	Metrics	Who is responsible	Notes
Recommendation 1: Review demographic data for staff awarded SUNY Chancellor's Awards over the past 10 years to determine if percentage of BIPOC staff who have received an award is representative of overall BIPOC population.	Fall 2021: The PACOR Staff Recruitment, Mentoring & Advancement Subcommittee reviewed recipients of the SUNY Chancellor's Award for Excellence in *Professional Service* (spanning 2010 to 2021) Spring 2022: Review recipients of the SUNY Chancellor's Award for Excellence in *Classified Service* (spanning 2008 to 2021)	Increase diversity of SUNY Chancellor's awardees	Human Resources (*Review demographic data*) All campus units (*Submit nominations*)	From 2010 to 2021, a total of **71 professional staff** received the SUNY Chancellor's Award for Excellence in *Professional Service.* Awardees demographic data: • Asian (2) - 3% • Black (3) - 4% • Hispanic or Latino (2) - 3% • White (64) - 90% Based upon this data, efforts should be taken to ensure more diversity among the pool of candidates nominated for SUNY Chancellor's awards each year.
Recommendation 2: Review demographic data for UUP professional staff awarded (non-compression) DSI during the current contract period to determine if percentage of BIPOC staff who received DSI is representative of overall BIPOC population.	Spring 2022	Increase diversity of DSI recipients (if BIPOC staff are disproportionately represented) Address salary inequities for BIPOC staff	Human Resources (*Review demographic data*) Office of the Provost/UUP (*Provide clear guidelines on DSI nomination process*) Campus leadership (*Ensure equitable practices are being employed for awarding of DSI*)	
Recommendation 3: Query existing staff awards (UB and external) and roster of awardees (for the past five to ten years). Review demographic data for all awardees Develop a clearinghouse (website) for all existing awards so staff can review requirements, nomination process, and list of past awardees; Clearinghouse could be housed on the existing Celebration of Academic Excellence site.	Spring 2022	Increase diversity of awardees (if BIPOC staff are disproportionately represented)	Office of the Provost (*Develop survey*) All campus units (*Complete survey*)	There is not a central clearinghouse of staff awards, so we must first gather this information along with data on awardees to better understand any biases in the nomination/selection process.
Recommendation 4: Create (and record) workshops on "How to Nominate Staff for Awards" with an awareness of inclusion and diversity factors to consider.	Summer 2022 (after clearinghouse established)	Increase diversity of nominees	Human Resources Office of Equity, Diversity and Inclusion (EDI) Office of Inclusive Excellence	**Funds may be needed to record videos**

Recommendations	Timeline	Metrics	Who is responsible	Notes
			(*These offices should work collaboratively to develop/deliver workshops*)	
Recommendation 5: Require the Office of University Events to reestablish/strengthen partnership with the Minority Faculty & Staff Association (MFSA) to ensure that the MFSA leadership has a voice in selecting the annual MLK Distinguished speaker. Require the Office of University Events to seek input from other campus groups (e.g. CSEA, PSS, and UUP) on speakers who can address topics of interests, specifically in relation to diversity and inclusion.	Summer 2022	Increase diversity of campus speakers	Office of University Events MFSA	If we are to be inclusive, we must be so at every turn, including who we invite to campus. More diverse voices need a say in such decisions and use of university funds. A strong partnership between the Office of University Events and MFSA will clearly demonstrate how the university *recognizes and values* the entire MFSA membership.
Recommendation 6: Distribute staff survey (similar to faculty COACHE survey) and ask staff how they wish to be recognized and rewarded for accomplishments. There has <u>not</u> been a campus-wide effort to solicit staff feedback on the types of "recognition" they value the most (*for example, does "recognition" mean receiving an award, serving on a high-level campus committee, being promoted, being acknowledged for mentoring, etc.*).	Late Fall/Winter 2022		Office of the Provost Human Resources	**Funds may be needed to develop survey** An analysis of survey results will provide specific insight on how staff prefer to be recognized (such as award ceremonies, DSI (*specific to UUP members*), featured in UB Now, etc.)
Recommendation 7: Create internal staff awards. Examples: SUNY Buffalo State President's Awards for Excellence; North Carolina State University Chancellor's Creating Community Awards; University of North Carolina at Chapel Hill Diversity Awards; Stanford University President's Awards for Excellence Through Diversity; and University of Michigan Diversity, Equity and Inclusion Awards)	Spring 2023	Increase diversity of awardees As feasible, when considering criteria for awards, include "demonstrated commitment to diversity and inclusion" as a factor.	Office of the President Office of the Provost Office of Inclusive Excellence	**Funds needed to acknowledge recipients** (any monetary awards/gifts of appreciation must meet *university allowable use of funds* protocols)
Recommendation 8: Create a UB Staff Awardees display or "Wall of Distinction" to highlight staff award winners.	Late Spring 2023		UB Facilities (create display) Office of the Provost/VP/Decanal areas (provide list of awardees)	**Funds needed to establish the Wall of Distinction** With an intentional nomination and selection process for awards, the "Wall of Distinction" display should reflect the diversity of UB's staff

Hyperlinks:
UB Celebration of Academic Excellence: https://www.buffalo.edu/celebration-of-academic-excellence/FacultyStaffExcellence.html
SUNY Buffalo State President's Awards: https://academicaffairs.buffalostate.edu/presidents-award-excellence
North Carolina State University Chancellor's Creating Community Awards: https://diversity.ncsu.edu/recognizing-excellence-in-diversity/
University of North Carolina at Chapel Hill Diversity Awards: https://diversity.unc.edu/programs/awards/
Stanford University President's Awards for Excellence Through Diversity: https://facultydevelopment.stanford.edu/diversity-engagement/presidents-awards-excellence-through-diversity
University of Michigan Diversity, Equity and Inclusion Awards: https://diversity.umich.edu/about/honors-awards/

PACOR Staff Recruitment, Mentoring & Advancement Subcommittee
Supplemental Notes

General Considerations and Concerns

When recommendations are implemented, campus leadership must take into account the various "staff" constituents (State Professional, State Classified, Research Foundation, and University Affiliates (which includes UB Foundation).

Action Item 1: Review the hiring processes for professional and classified staff to create a system of accountability for ensuring diversity and following best practices for searches.

UB HR UDO Role (Draft Position Description)

Position Title: Human Resources Unit Diversity Officer (working title)

This position will play a key role in in working with academic units to ensure departments are making progress towards meeting the goals related to inclusive excellence as laid out in the President's strategic goals.

The successful candidate will have:
- Bachelor's degree
- Experience working in a role that enhances diversity and inclusion efforts
- Experience fostering collaborative relationships with faculty, staff, and students
- Strong relationship building skills

Job duties:
- Design, develop, and lead implementation of HR initiatives to promote a diverse and inclusive environment for faculty, staff, and students
- Review applicant pool EEO data at search checkpoints to approve candidates for interview
- Attend annual meeting with UDO/dean of each academic unit to review applicant/candidate pool diversity for the year prior
- Identify community partners and develop partnerships to enhance diversity of applicant pools
- Meet with recently on-boarded employees quarterly to assess workplace culture and develop and build a culture of inclusivity.
- Develop and facilitate trainings to search committees on best practices for creating diverse applicant pools and performing inclusive searches
- Perform exit interviews with employees leaving the university to assess inclusivity in workplace culture
- Act as a subject matter expert to provide recommendations on diversity-related issues, best practice, and areas for improvement
- Attend conferences/professional development on diversity and inclusion initiatives

College and University Professional Association for Human Resources
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Diversity and Inclusion Director

Content provided by The University of Wisconsin – Madison

Job Group

Diversity, Equity and Inclusion

Job Group Summary

Support the mission of the Institution by working to create a diverse, inclusive, and excellent learning and work environment for all students, faculty, staff, alumni and other institutional partners. Ensure compliance with Equal Employment Opportunity and Affirmative Action laws and regulations.

Subgroup

Equity, Diversity, and Inclusivity Services

Subgroup Summary

Develop, manage, implement, and communicate equity, diversity, and inclusivity policies and programs for students and employees. Provide resources and training to promote a culture of equity, diversity and inclusion. This sub-group includes jobs with primary duties that are so diverse they span multiple sub-families. This sub-group used only when one specific sub-group is not primary.

Job Summary

Leads the development and implementation of proactive diversity, equity, and inclusion initiatives in support of the division's strategic plan to create a learning and working environment where all have an opportunity to succeed.

Responsibilities and Essential Duties

(1)

Serves as a liaison between the division and enforcement agencies and represents the division to the external community, organizations, and agencies

(2)

Directs strategic planning initiatives and establishes divisional objectives to ensure appropriate allocation of resources

(3)

Partners with institutional leaders, faculty, students, staff, and internal and external constituency groups to ensure programming supports the division's values and strategic goals and assesses and monitors program effectiveness

(4)

Exercises supervisory authority, including hiring, transferring, suspending, promoting, managing conduct and performance, discharging, assigning, rewarding, disciplining, and/or approving hours worked of at least 2.0 FTE or equivalent employees

(5)

Develops and audits the unit budget, monitors financial activities for grant funding

(6)

Develops operating policies and procedures to comply with regulations, institutional policies, and diversity objectives

FLSA

Exempt

Education Requirement

Preferred Minimum

Degree

Bachelor's Degree

Action Item 2: Review the hiring processes for professional and classified staff to create a system of accountability for ensuring diversity and following best practices.

Staff Analysis - Title, Ethnicity (from SIRI 11.1.21)

Official Job Title	Asian Headcount	Black or African-American Headcount	Hispanic or Latino Headcount	Two or More Races Headcount	White Headcount
ACADEMIC ADVISOR					39
ACADEMIC ADVSMNT ASNT					10
ADMINISTRATIVE ASSISTANT 1					52
ADMISSIONS ADVISOR	3	5			29
ADMISSIONS ASSISTANT					6
ASSISTANT DEAN					35
ASSNT DIR AFF ACT		2			
ASSNT DIR CMTY REL					25
ASSNT DIR COLLEGE HSG					3
ASSNT DIR COMPTNG SV					4
ASSNT PURCHSNG AGNT					2
ASSO INST RES					10
ASSO INSTR RESC					3
ASSOC DIR CMNTY REL					11
ASSOC DIR COMP SRVS					4
ASSOC FAC PRGM COORD					12
ASSOCIATE COUNSEL					5
ASSOCIATE VICE PRES					5
ASST ATHLETIC TRAINER					8
ASST DIR COUNSELING	3				4
ASST FAC PRG COOR					10
ASST VP					10
CLEANER	4	89	10		209
COMTY RELATIONS ASSOC					16
COUNSELOR		2			
DENTAL ASSISTANT		5			17
DEPUTY CHIEF OF POLICE					4
DIR CAR PLAN&DEV					2
DIRECTOR					11
DIV I ASSNT ATHLETIC DIRECTOR					6
DIV I ASSNT COACH					17
DIV I ASSNT COACH (RP)		12			9
DIV I ASSOCIATE ATHLETIC DIR					6
DIV I ATHLETIC MARKETING DIR					2
DIV I ATHLETIC UNIV REL DIR					2
DIV I HEAD COACH					8
DIV I SR ASSOC ATHLETIC DIR					3
ENVRN HLTH OFC					2
FAC OPER ASSISTANT 1					6
FAC OPER ASSISTANT 2					2
FAC OPER ASST 1 (GROUNDS)					11
FAC OPER ASST 2 (GROUNDS)					3
FAC PRG CRD					9
FINANCIAL AID ADVISOR		3			9

FINANCIAL AID ASST					4
INSTRCL SUPPORT TECH	5	2			91
INSTRUCL SUPPRT ASSNT		4			
INSTRUCL SUPPRT ASSOC	4	6	3	4	60
INSTRUCL SUPPRT SPEC			3		59
JANITOR		4			21
LABORATORY AIDE					2
LEAD PRGMR ANLST					36
LIBRARY CLERK 3					4
MAINTCE ASSNT PLMBR&S					2
MAINTCE SUPVR 1					7
MAINTENANCE ASSISTANT					16
MEDICAL ASSNT					5
MOTOR VEH OPER		5			34
NURSE 1					3
OFFICE ASSISTANT 1					45
OFFICE ASSISTANT 1 (KEYBRD)		4			39
OFFICE ASSISTANT 1 (STO/MAIL)					9
OFFICE ASSISTANT 2					36
OFFICE ASSISTANT 2 (CALC)					17
OFFICE ASSISTANT 2 (KEYBRD)					12
OFFICE ASSISTANT 2 (STO/MAIL)					4
OFFICE ASSISTANT 3 (CALC)					3
PARKING SRVS ATTDNT					2
PAYROLL EXAMINER 1					6
PERSONNEL ASSOCIATE		2			11
PLANT UTIL ENG 1		2			17
PLANT UTIL ENG 2					4
PLANT UTILITIES ASSNT					11
POSTDRL ASSOC					8
PRIN LAB ANIMAL CRTKR					2
PROGRAM AIDE					2
RSDNC HALL DIR			3		7
SECURITY SRVS ASSNT 1					2
SENR ACADEMIC ADVISOR		4			21
SENR ADMISSIONS ADVSR					4
SENR COUNSELOR		6			13
SENR FINCL AID ADVSR					3
SENR LAB ANIMAL CRTKR					9
SENR STAFF ASSNT		8	6	4	214
SENR STAFF ASSOC		4	4		79
SERV&REPAIR ASST (HVAC-R)					2
SERV&REPAIR MECH (HVAC-R)					10
SERV&REPAIR MECH(MOTOR EQUIP)					6
SR CAR PLAN&DEV ASSOC		3			10
SR PERS ASSOC					6
SR PROG/ANAL	7	2			106
STAFF ASSISTANT	8	19	12		210
STAFF ASSOCIATE	2	7		5	153
STDNT ACTV ASST DIR					5
STDNT ACTV DIR					3

STUDENT ACTVTS ASSOC					3
SUPERVISING JANITOR					3
SUPERVISOR OF GROUNDS					2
SUPVG PRGMR ANLST					34
T H STERL SPLY TECH 1		3			7
TH NURSE PRACTITIONER					5
TH PHMCY ASST					2
TRADES GENERALIST					22
TRADES SPEC (ELECTRICIAN)					17
TRADES SPEC (MASON PLASTERER)					5
TRADES SPEC (PLUMBER STMFTR)					15
TRADES SPECIALIST (CARPENTER)					9
TRADES SPECIALIST (LOCKSMITH)					6
TRADES SPECIALIST (ROOFING)					2
UNIV INSTRUCT SPEC					6
UNIV POL COM&SEC SPEC 1					5
UNIV POLICE INVES I					3
UNIV POLICE OFFICER 1					43
UNIV POLICE OFFICER 2					9
Grand Total	**78**	**248**	**69**	**37**	**2,378**

Rows 1 - 115 (All Rows)

UB Professional Staff by Race/Ethnicity, State Title, Gender

SL1 - By Race/Ethnicity

- American Indian or Alaska Native: 0
- Asian: 3
- Black or African-American: 4
- Hispanic or Latino: 0
- Native Hawaiian or Pacific Islander: 0
- Two or More Races: 0
- White: 13

Total Employees: 19

SL1 - By State Title

- POSTDRL ASSOC: 55%
- INSTRUCL SUPPRT ASSNT: 30%
- 10%
- 5%

Legend: POSTDRL ASSOC | INSTRUCL SUPPRT ASSNT | COMTY RELATIONS ASST | TH PHMCY ASST

SL1 - By Gender

	Male	Female
White	6	7
Black or African-American	1	3
Hispanic or Latino	0	0
Asian	2	1
American Indian or Alaska Native	0	0
Native Hawaiian or Pacific...	0	0
Two or More Races	0	0

SL2 - By Race/Ethnicity

- American Indian or Alaska Native: 0
- Asian: 15
- Black or African-American: 41
- Hispanic or Latino: 22
- Native Hawaiian or Pacific Islander: 0
- Two or More Races: 9
- White: 360

Total Employees: 447

SL2 - By State Title

- STAFF ASSISTANT: 58%
- INSTRUCL SUPPRT ASSOC: 17%
- 1%, 3%, 2%, 2%, 4%, 4%, 5%, 1%, 2%, 1%

Legend: ACADEMIC ADVSMNT ASNT | ADMISSIONS ASSISTANT | ASSOCIATE COUNSELOR | ASST ATHLETIC TRAINER | COMTY RELATIONS ASSOC | DIV I ASSNT COACH | DIV I ASSNT COACH (RP) | FINANCIAL AID ASST | INSTRUCL SUPPRT ASSOC | INSTRUCL SUPPRT ASSOC SP | PROGRAMMER-ANALYST | RSDNC HALL DIR | STAFF ASSISTANT | STUDENT ACTVTS ASSOC | STUDENT UNION ASSOC

SL2 - By Gender

	Male	Female
White	136	224
Black or African-American	24	17
Hispanic or Latino	6	16
Asian	4	11
American Indian or Alaska Native	0	0
Native Hawaiian or Pacific...	0	0
Two or More Races	3	6

SL3 - By Race/Ethnicity

- American Indian or Alaska Native: 2
- Asian: 13
- Black or African-American: 18
- Hispanic or Latino: 8
- Native Hawaiian or Pacific Islander: 0
- Two or More Races: 4
- White: 481

Total Employees: 526

SL3 - By State Title

- SENR STAFF ASSNT: 44%
- INSTRCL SUPPORT TECH...
- 3%, 1%, 8%, 7%, 5%, 1%, 2%, 1%, 3%, 7%

Legend: ACADEMIC ADVISOR | ADMISSIONS ADVISOR | ASSNT COLLEGE REGSTR | ASSNT DIR CMTY REL | ASSNT DIR COLLEGE HSG | ASST DIR CMP PUB SFY | ASST FAC PRG COOR | ASST INSTIT RES | COUNSELOR | DIV I ATHLETIC MARKETING DIR | DIV I ATHLETIC UNIV REL DIR | FINANCIAL AID ADVISOR | INSTRCL SUPPORT TECH | LEAD PRGMR ANLST | SENIOR STAFF ASST SPEC | SENR STAFF ASSNT | SR CAR PLAN&DEV ASSOC | STDNT ACTV ASST DIR | STDNT UN ASST DIR | TH PHMCT

SL3 - By Gender

	Male	Female
White	183	298
Black or African-American	8	18
Hispanic or Latino	4	8
Asian	6	13
American Indian or Alaska Native	0	2
Native Hawaiian or Pacific...	0	0
Two or More Races	3	4

Source Data: HR-Infosource as of 10/28/2021

UB Professional Staff by Race/Ethnicity, State Title, Gender

SL4 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	0
Asian	15
Black or African-American	26
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	0
Two or More Races	11
White	429

Total Employees: 491

SL4 - By State Title

STAFF ASSOCIATE 34%
SR PROG/ANAL 24%
INSTRUCL SUPPRT SPEC 13%
6%, 1%, 4%, 1%, 2%, 1%, 1%, 2%, 3%, 3%, 1%, 1%

ASSNT DIR FINCL AID, ASSO INST RES, ASSOC DIR CMNTY REL, ASSOC FAC PRGM COORD, ASST DIR ADM, ASST DIR CAR PLAN&DEV, ASST UNI FIN ANLYS, CAR PLAN&DEV OFFICER, DIR SPCL STDNT PRG, DIV I ASSNT ATHLETIC DIRECTOR, DIV I DIR ATHLETIC ADV OR DEV, DIV I FOOTBALL DEF COORD (RP), DIV I FOOTBALL OFFEN CORD (RP), DIV I HEAD COACH, ENVRN HLTH OFC, INSTRUCL SUPPRT SPEC, SENR ACADEMIC ADVISOR, SENR ADMISSIONS ADVSR, SENR COUNSELOR, SENR FINCL AID ADVSR, SR PROG/ANAL, SR. PHARMACIST, STAFF ASSOCIATE, STDNT ACTV DIR, TH NURSE PRACTITIONER, TH PHYSICIANS ASST 2

SL4 - By Gender

Race/Ethnicity	Male	Female
White	216	213
Black or African-American	11	15
Hispanic or Latino	7	3
Asian	5	10
American Indian or Alaska Native	0	0
Native Hawaiian or Pacific...	0	0
Two or More Races	2	9

SL5 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	1
Asian	11
Black or African-American	10
Hispanic or Latino	7
Native Hawaiian or Pacific Islander	1
Two or More Races	2
White	188

Total Employees: 220

SL5 - By State Title

ASSISTANT DEAN 19%
SUPVG PRGMR ANLST 17%
SENR STAFF ASSOC 41%
4%, 5%, 1%, 3%, 3%, 4%

ASSISTANT DEAN, ASSNT DIRECTOR, ASSO INSTR RESC, COLLEGE REGISTRAR, DIRECTOR, DIV I ASSOC HEAD COACH (RP), DIV I ASSOCIATE ATHLETIC DIR, ENVRN HLTH SFTY OFC, FAC PRG CRD, SENR STAFF ASSOC, STAFF ASSOCIATE, SUPVG PRGMR ANLST, UNIV INSTRUCT SPEC

SL5 - By Gender

Race/Ethnicity	Male	Female
White	90	98
Black or African-American	3	7
Hispanic or Latino	3	4
Asian	7	4
American Indian or Alaska Native	1	0
Native Hawaiian or Pacific Islander	0	1
Two or More Races	2	0

SL6 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	0
Asian	0
Black or African-American	5
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	16

Total Employees: 21

SL6 - By State Title

DIRECTOR 48%
19%
19%
14%

DIRECTOR, ASSO DIR, DIV I HEAD BSKTBALL COACH (RP), DIV I SR ASSOC ATHLETIC DIR

SL6 - By Gender

Race/Ethnicity	Male	Female
White	10	6
Black or African-American	2	3
Hispanic or Latino	0	0
Asian	0	0
American Indian or Alaska Native	0	0
Native Hawaiian or Pacific...	0	0
Two or More Races	0	0

Source Data: HR-Infosource as of 10/28/2021

UB Professional Staff by Race/Ethnicity, State Title, Gender

MP2 - By Race/Ethnicity

Total Employees: 15

MP2 - By State Title

DEAN 93%
7%

Legend: DEAN, Other

MP2 - By Gender

White: Male 7, Female 7
Black or African-American: Male 1, Female 0

Legend: Male, Female

MP3 - By Race/Ethnicity

Asian 4, Black or African-American 2, White 29

Total Employees: 35

MP3 - By State Title

DIRECTOR 14%
ASSOCIATE COUNSEL 14%
ASSOCIATE VICE PRES 20%
ASST VP 26%
3%, 3%, 3%, 3%, 9%, 3%

Legend: AFFM ACT OFF, ASSOCIATE COUNSEL, ASSOCIATE DEAN, ASSOCIATE PROVOST, ASSOCIATE VICE PRES, ASST TO PRVST, ASST VP, CHIEF OF POLICE, DEAN STDNT AFF, DIRECTOR, SPVG INTR ADTR

MP3 - By Gender

White: Male 14, Female 15
Black or African-American: Male 2, Female 0
Asian: Male 1, Female 3

Legend: Male, Female

MP4 - By Race/Ethnicity

Black or African-American 2, White 17

Total Employees: 19

MP4 - By State Title

ASSNT DIR AFF ACT 43%
SR PERS ASSOC 86%
DEPUTY CHIEF OF POLICE 57%
DIRECTOR 57%
14%, 14%

Legend: ASSNT DIR AFF ACT, ASST TO VP, DEPUTY CHIEF OF POLICE, DIRECTOR, SR ASST TO PRES, SR PERS ASSOC

MP4 - By Gender

White: Male 6, Female 11
Black or African-American: Male 0, Female 2

Legend: Male, Female

UB Professional Staff by Race/Ethnicity, State Title, Gender

MP5 - By Race/Ethnicity

Total Employees: 15

Values shown (bar chart):
- American Indian or Alaska Native
- Asian
- Black or African-American: 2
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- Two or More Races: 1
- White: 13

MP5 - By State Title
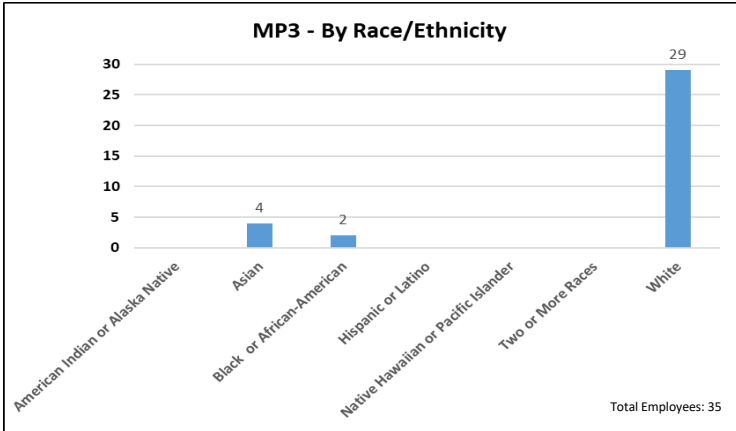

PERSONNEL ASSOCIATE 94%

6%

- PERSONNEL ASSOCIATE
- PARALEGAL

MP5 - By Gender

	Male	Female
White	3	10
Black or African-American	0	2
Hispanic or Latino	0	0
Asian	0	0
American Indian or Alaska Native	0	0
Native Hawaiian or Pacific...	0	0
Two or More Races	1	0

SG05 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	1
Asian	4
Black or African-American	89
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	1
Two or More Races	1
White	213

Total Employees: 319

SG05 - By State Title

- CLEANER 98%
- 1%
- 1%

Legend: CLEANER, LABORATORY AIDE, PARKING SRVS ATTDNT

SG05- By Gender

Race/Ethnicity	Male	Female
White	144	69
Black or African-American	64	25
Hispanic or Latino	7	3
Asian	1	3
American Indian or Alaska Native	0	1
Native Hawaiian or Pacific...	1	0
Two or More Races	1	0

SG06 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	1
Asian	1
Black or African-American	9
Hispanic or Latino	3
Native Hawaiian or Pacific Islander	0
Two or More Races	2
White	113

Total Employees: 129

SG06 - By State Title

- OFFICE ASSISTANT 1 (KEYBRD) 36%
- OFFICE ASSISTANT 1 37%
- 8%
- 1%
- 2%
- 6%
- 9%
- 1%

Legend: FAC OPER ASSISTANT 1, FAC OPER ASST 1 (GROUNDS), FAC OPER ASST 1 (UTILITIES), OFFICE ASSISTANT 1, OFFICE ASSISTANT 1 (KEYBRD), OFFICE ASSISTANT 1 (STO/MAIL), PRINT EQUIP OP 1 (DIGITAL), SECURITY SRVS ASSNT 1

SG06 - By Gender

Race/Ethnicity	Male	Female
White	27	86
Black or African-American	2	7
Hispanic or Latino	1	2
Asian	0	1
American Indian or Alaska Native	0	1
Native Hawaiian or Pacific...	0	0
Two or More Races	0	2

SG07 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	0
Asian	0
Black or African-American	12
Hispanic or Latino	1
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	62

Total Employees: 75

SG07 - By State Title

- MOTOR VEH OPER 52%
- JANITOR 35%
- 13%

Legend: JANITOR, MOTOR VEH OPER, T H STERL SPLY TECH 1

SG07 - By Gender

Race/Ethnicity	Male	Female
White	44	18
Black or African-American	5	7
Hispanic or Latino	1	0
Asian	0	0
American Indian or Alaska Native	0	0
Native Hawaiian or Pacific...	0	0
Two or More Races	0	0

Source Data: HR-Infosource as of 10/28/2021

UB Classified Staff by Race/Ethnicity, State Title, Gender

SG08 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	0
Asian	0
Black or African-American	6
Hispanic or Latino	1
Native Hawaiian or Pacific Islander	0
Two or More Races	1
White	32

Total Employees: 40

S608 - By State Title

- DENTAL ASSISTANT 55%
- SENR LAB ANIMAL CRTKR 23%
- MEDICAL ASSNT 20%
- (SR PARK SRVS ATTEND) 3%

Legend: DENTAL ASSISTANT · MEDICAL ASSNT · SENR LAB ANIMAL CRTKR · SR PARK SRVS ATTEND

SG08 - By Gender

Race/Ethnicity	Male	Female
White	4	28
Black or African-American	1	5
Hispanic or Latino	0	1
Asian	0	0
American Indian or Alaska Native	0	0
Native Hawaiian or Pacific...	0	0
Two or More Races	0	1

SG09 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	0
Asian	0
Black or African-American	5
Hispanic or Latino	1
Native Hawaiian or Pacific Islander	0
Two or More Races	2
White	109

Total Employees: 117

SG09 - By State Title

- OFFICE ASSISTANT 2 32%
- MAINTENANCE ASSISTANT 16%
- OFFICE ASSISTANT 2 (CALC) 14%
- OFFICE ASSISTANT 2 (KEYBRD) 12%
- PLANT UTILITIES ASSNT 10%
- 3%, 1%, 3%, 2%, 3%, 1%, 1%, 1%, 2%

Legend:
- FAC OPER ASSISTANT 2
- FAC OPER ASST 2 (GROUNDS)
- MAINTCE ASSNT CARPNTR
- MAINTCE ASSNT ELECTRN
- MAINTCE ASSNT PAINTER
- MAINTCE ASSNT PLMBR&S
- MAINTENANCE ASSISTANT
- OFFICE ASSISTANT 2
- OFFICE ASSISTANT 2 (CALC)
- OFFICE ASSISTANT 2 (KEYBRD)
- OFFICE ASSISTANT 2 (STO/MAIL)
- PLANT UTILITIES ASSNT
- RADIOL TECH
- SERV&REPAIR ASST (HVAC-R)

SG09 - By Gender

Race/Ethnicity	Male	Female
White	43	66
Black or African-American	3	2
Hispanic or Latino	1	0
Asian	0	0
American Indian or Alaska Native	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	2

SG11 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	1
Asian	1
Black or African-American	0
Hispanic or Latino	1
Native Hawaiian or Pacific Islander	0
Two or More Races	1
White	60

Total Employees: 64

SG11 - By State Title

- ADMINISTRATIVE ASSISTANT 1 91%
- 5%
- 5%

Legend: ADMINISTRATIVE ASSISTANT 1 · PRIN LAB ANIMAL CRTKR · SUPERVISING JANITOR

SG11 - By Gender

Race/Ethnicity	Male	Female
White	3	57
Black or African-American	0	0
Hispanic or Latino	0	1
Asian	0	1
American Indian or Alaska Native	0	1
Native Hawaiian or Pacific...	0	0
Two or More Races	0	1

Source Data: HR-Infosource as of 10/28/2021

UB Classified Staff by Race/Ethnicity, State Title, Gender

SG12 - By Race/Ethnicity

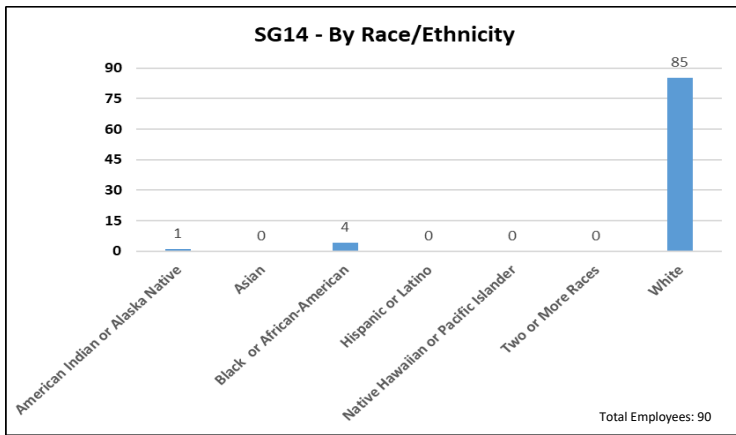| Race/Ethnicity	Count
American Indian or Alaska Native	0
Asian	1
Black or African-American	2
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	108

Total Employees: 111

SG12 - By State Title

- TRADES SPEC 53%
- SERV&REPAIR MECH 16%
- TRADES GENERALIST 21%
- 1%
- 5%
- 1%
- 1%
- 2%

Legend:
- DENTAL HYGIENIST
- PAYROLL EXAMINER 1
- SENR RADIOL TECH
- SERV&REPAIR MECH
- STORES & MAIL OPERATION SUPER
- SUPERVISOR OF GROUNDS
- TRADES GENERALIST
- TRADES SPEC

SG12 - By Gender

Race/Ethnicity	Male	Female
White	98	10
Black or African-American	2	0
Hispanic or Latino	0	0
Asian	1	0
American Indian or Alaska Native	0	0
Native Hawaiian or Pacific...	0	0
Two or More Races	0	0

Legend: Male, Female

SG14 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	1
Asian	0
Black or African-American	4
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	85

Total Employees: 90

SG14 - By State Title

- UNIV POLICE OFFICER 1 49%
- MAINTCE SUPVR 1 8%
- OFFICE ASSISTANT 3 7%
- PLANT UTIL ENG 1 21%
- 2%
- 1%
- 4%
- 4%
- 2%
- 1%

Legend:
- ASSNT PURCHSNG AGNT
- HEAD GROUNDS SUPVR
- LIBRARY CLERK 3
- MAINTCE SUPVR 1
- NURSE 1
- OFFICE ASSISTANT 3
- PLANT UTIL ENG 1
- SENR COMPTR OPER
- TRADES SUPER
- UNIV POLICE OFFICER 1

SG14 - By Gender

Race/Ethnicity	Male	Female
White	67	18
Black or African-American	2	2
Hispanic or Latino	0	0
Asian	0	0
American Indian or Alaska...	0	1
Native Hawaiian or Pacific...	0	0
Two or More Races	0	0

Legend: Male, Female

SG16 - By Race/Ethnicity

Race/Ethnicity	Count
American Indian or Alaska Native	0
Asian	0
Black or African-American	0
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	4

Total Employees: 4

SG16 - By State Title

- PLANT UTIL ENG 2 100%

Legend: PLANT UTIL ENG 2

SG16 - By Gender

Race/Ethnicity	Male	Female
White	4	0
Black or African-American	0	0
Hispanic or Latino	0	0
Asian	0	0
American Indian or Alaska Native	0	0
Native Hawaiian or Pacific...	0	0
Two or More Races	0	0

Legend: Male, Female

Source Data: HR-Infosource as of 10/28/2021

Action Item 3: Review mentoring practices for staff and assess their efficacy.

<div align="center"><u>Mentoring Program Design</u></div>

1. **Publicize UB Staff Mentoring Program:**
    I. Place a link on the University's HR page to encourage enrollment
    II. Send out information quarterly in an e-mail from HR
    III. Supervisor can recommend program to employee
        - For informal mentoring track, the supervisor can recommend someone in the department to assist a new employee.

2. **Build capacity to implement the Mentoring Program: Assess the ability to implement a mentoring program at each unit level.**
    I. Availability of mentors - this will determine the number of staff who can be mentored: Send request to campus to enlist staff and administrators to serve as mentors for the program
        - Have mentors complete a questionnaire to provide key information to ensure a good match for the mentor and mentee. This information can be posted on the website so that it can be viewed by staff who wish to be mentored.
            1. Questionnaire should capture information regarding current UB position, previous non-UB experience, and additional information that would indicate the breadth of experience that the mentor could use as well as to determine a proper fit with potential mentees.
            2. Consider including a picture of the mentor.
        - Mentee should complete a questionnaire to provide information about mentoring needs and expectations to ensure that there is a good match.
            1. Questionnaire should include questions regarding current position at UB, previous non-UB experience, and what the mentee is looking to gain from this program.
    II. Work with Central HR to ensure that there are an appropriate number of mentors
        - This could be something that is placed in Performance Programs for professional development.

3. **Enrollment process**
    I. For new employees this would be completed during the orientation and within a specific timeframe upon joining UB (e.g., 6 months).
    II. Current employees - mentoring program would commence at a time that is appropriate to the unit and convenient for the mentor and mentee (semester or during the Performance Program meeting).
        - This could be completed in an informal program with the Supervisor recommending a seasoned employee to mentor the new employee.
            1. This could be part of the professional development plan for the experienced employee that is required as part of annual reviews.

4. **Time commitment for mentor and mentee**
    I. The program would vary depending on the mentoring goals but expect it to be between 6 - 9 months.

- This length of time will allow for the mentor and mentee to get to know each other to build a relationship
- This will allow for time to work on skills or develop skills needed for new employees

5. Set clear expectations
   I.   What does each person want to gain from this process?
   II. What goals need to be achieved in 1 month, 3 months, 6 months, 9 months?

Match mentors and mentees
1. Develop a questionnaire for the University Staff to complete regarding what they are looking to gain from this program.
   I.   This should include information regarding skills, experience, interests and goals that they wish to obtain from this process
   II. This should be for CSEA, UUP, and UBF employees to complete
   III. From this information we will be able to identify and match accordingly
2. Within a department this can be done when working to cross-train employees
   I.   Look at possible shadowing of upper level management to show mentee of growth within the department that they currently are working in

Provide mentorship training
1. Work with OD&T regarding a training that can be given to the mentor
2. Provide a timeline to the mentor to stay on schedule with check in points and reflecting on the success that is taking place during this process
   I.   Mentor and mentee should experience personal development based on their goals that they establish at the beginning of the process
3. Once program is established, have previous mentors work with new mentors to have a good understanding

Acknowledge mentors and mentees
At the end of the 9 months there should be recognition of the Mentor and Mentee. Each year, there should be a formal recognition of the Mentors and Mentees that were deemed to be exceptional. Other rewards could include free tickets to events, parking permits, etc.

Curriculum and Pedagogy Subcommittee

Subcommittee Co-Chairs:

Ann Bisantz
Dean of Undergraduate Education

Raechele Pope
Senior Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, Graduate School of Education

From: Raechele Pope <rlpope@buffalo.edu>
Sent: Monday, November 29, 2021 3:38 PM
To: Suzanne Rosenblith <rosenbli@buffalo.edu>; Mark Alnutt <malnutt@buffalo.edu>
Cc: Ann Bisantz <bisantz@buffalo.edu>; Allison Hedberg <amm229@buffalo.edu>; Jodi Valenti-Protas <jodivale@buffalo.edu>
Subject: PACOR - Curriculum and Pedagogy

Dear Suzanne and Mark,

Ann Bisantz and I are pleased to submit the recommendations from the PACOR Subcommittee on Curriculum and Pedagogy. As you both know, addressing campus-wide curricular and pedagogy issues is an enormous task by any measure. Attempting to address those issues with a focus on anti-racism and equity is even larger and more complex. Advancing equity, diversity, justice, and inclusion from a curriculum and pedagogy standpoint dictates investments, interactions, and initiatives from multiple levels from students to individual faculty members to program, department, and decanal units to the faculty senate, and central administration. We need to develop structures, goals, and expectations to manage this complexity and do the important work of expanding the curriculum and ensuring inclusive pedagogy. We believe that the work of this subcommittee provides a vision and concrete suggestions to begin this critical work.

We want to acknowledge the amazing work of the members of our subcommittee, especially the four chairs of the workgroups: Roseanne Berger, Jennifer Meka, Heather Orom, and Pedro Sotelo-Peryea.

We have created a folder in UB Box with our recommendations (https://buffalo.app.box.com/s/edr4k5bj4fvzn44mxqkr8acqqco9vw3i/folder/150819880012). In addition to the PACOR Subcommittee on Curriculum and Pedagogy final recommendations (see #4 Excel file C &P Recommendations – Implementation Matrix), this folder contains several additional files and appendices designed to provide context and greater detail.

File 1   *C&P Working Groups & Overlap* – Graphic depiction of C&P and areas of connection
        with other PACOR Subcommittees
File 2   *C&P Working Group Matrix* – Chart represents the charge, recommendations, action
        items, and working group assignments
File 3   *C&P Values Statement* – Values Statement
File 4   **C&P Recommendations** – Implementation Recommendations
        Appendices
                Appendix 1 – C&P Overview and Charge
                Appendix 2 – Undergraduate Curriculum Workgroup Recommendations
                Appendix 3 – Graduate Curriculum Workgroup Recommendations
                Appendix 4 – Pedagogy Workgroup Recommendations
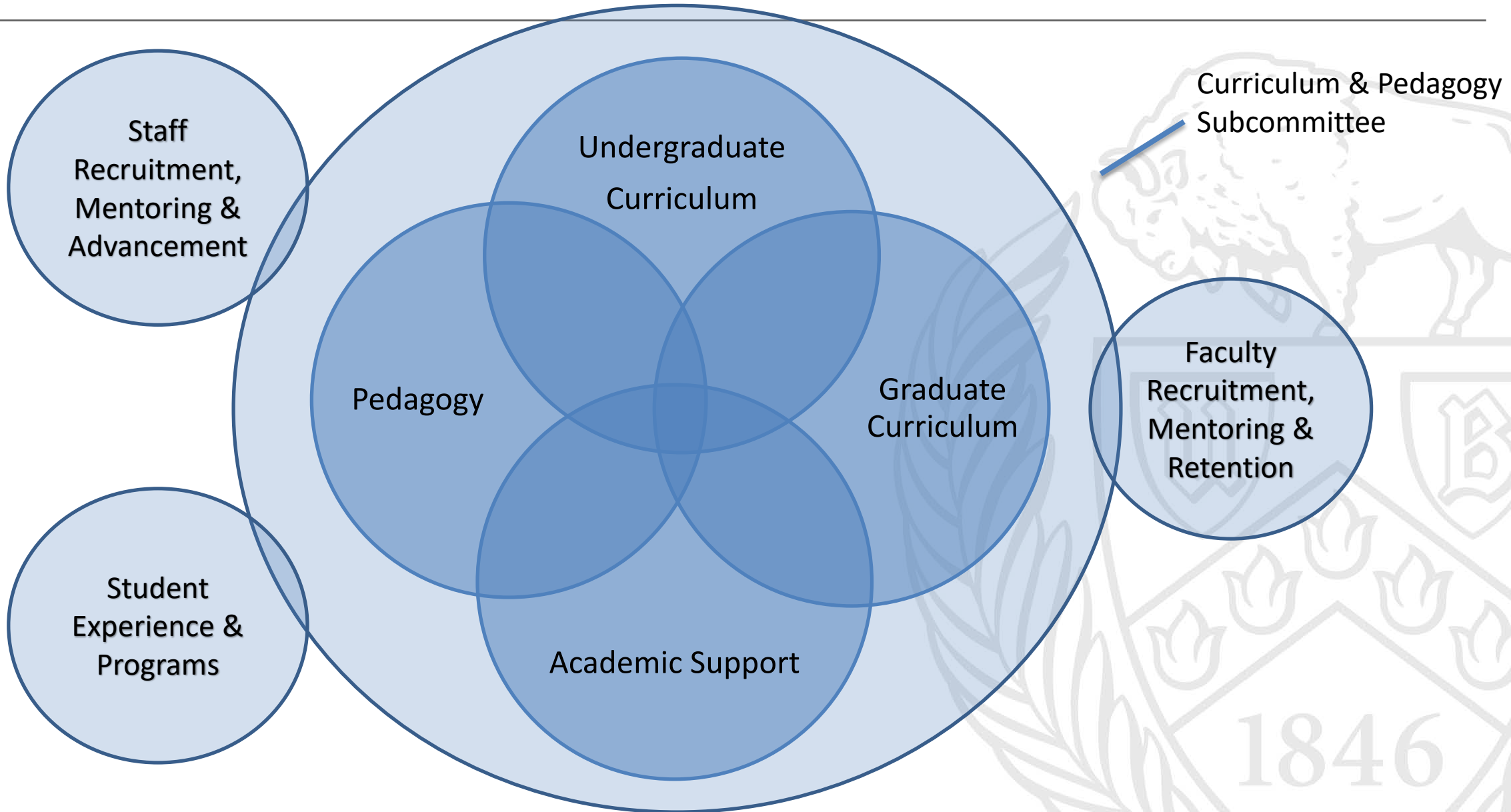   Appendix 5 – Academic Support Workgroup Recommendations
                Appendix 6 – C&P Student Advisory Committee Feedback

Best,

Raechele Pope and Ann Bisantz.

****
Raechele L. Pope, Ed.D. (She, Her, Hers)
Senior Associate Dean and Associate Professor
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Newest Book: *Multicultural Competence in Student Affairs: Advancing Social Justice and Inclusion*

Categories	Action Items	Academic Support	Pedagogy	Undergraduate Curriculum	Graduate Curriculum
Overall Goal	**Address curriculum, pedagogy, academic support, and co-curricular experiences at the undergraduate, graduate, as well as professional education-level.**	●	●	●	●
General Considerations	**Identify and consult with appropriate governance bodies (e.g., Faculty Senate, UB Curriculum Committees, Graduate School Executive Committee).**	●	●	●	●
	Identify resources required for successful implementation, including those related to professional development and instructional support.	●	●	●	●
	Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.	●	●	●	●
	Recommend roles and responsibilities for each strategy.	●	●	●	●
Group-specific Considerations	**Identify and consult with appropriate units on campus providing inclusive student support (e.g., Cora P Maloney College; Honors) and provide recommendations related to inclusive academic support (e.g., advising practices)**	●			
	Provide recommendations related to student teaching evaluations.		●		
	Provide recommendations regarding inclusive pedagogy, including best practices, and roles and responsibilities of campus units and offices in supporting these efforts.		●		
	Provide recommendations regarding assessment of student learning and continuous improvement processes.		●		
	Provide recommendations regarding general (university-wide) learning outcomes and requirements as well as those which could be considered within majors or programs.			●	●
	Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.			●	●

Curriculum and Pedagogy Values Statement

Our role as a public university is to provide an education that encourages critical thinking and is both inclusive and expansive in its intent and implementation. Transforming our curricula and pedagogy requires self-awareness and intentional practices that ultimately empower both students and faculty to co-create the learning space. UB is dedicated to transforming our curricula and pedagogy using innovative and evidenced-based strategies and high impact practices to ensure equitable student outcomes. By utilizing critical and anti-racist lenses, we can change both *what* we teach (curriculum) and *how* we teach (pedagogy) in profound ways that will allow UB to prepare the next generation of intentional and innovative leaders and thinkers who will advance equity, diversity, justice, and inclusion in education and society.

We believe that inclusive curricula and pedagogy are central to the success of a university. Such practices create classrooms where students feel seen and valued and ensure that faculty critically examine what and how they teach. Incorporating the work of scholars of color and other minoritized/marginalized groups and critical analysis is necessary if higher education is going to remain relevant. There is not a single course or faculty member on the UB campus who would not benefit from closely and critically evaluating how their course is designed, what readings and assignments they require, and whose voices and perspectives are centered. This transformational effort will require intentional culture change across UB along with the infrastructure to provide resources and support to buttress the innovation and leadership necessary for change. Such efforts benefit all members of our community and contribute to a campus that prizes equity, diversity, justice, and inclusion.

Categories	Action Items	Recommendation Category	Recommendations	Resource and Implementation Timeframe	Who is responsible	Sample Timeline/Process Provided	Metrics	Additional Notes/Resources
Overall Goal and Overarching Considerations	Address curriculum, pedagogy, academic support, and co-curricular experiences at the undergraduate, graduate, as well as professional education-level.		Applied across recommendations, below.					
	Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.							
	Recommend roles and responsibilities for each strategy.							
	Identify and consult with appropriate governance bodies (e.g., Faculty Senate, UB Curriculum Committees, Graduate School Executive Committee).							
	Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.							
Recommendations per Committee Charges	Identify resources required for successful implementation, including those related to professional development and instructional support.	**Infrastructure**	**1. Overarching Infacstructure: Organizational Oversight and Resources:** Create a university wide, standing Inclusive Curriculum and Pedagogy Steering Committee (including appropriate representatives from the Office of the Provost, Academic Units, and Faculty Senate) to set guidelines, policies, implementation timelines, ensure resources, and share best practices related equity and diversity in curriculum and pedagogy, broadly. Recommend that similar comittees are created at the academic unit level. Ensure sufficient resources are made available both centrally, and in academic units, to support the recommended initiatives and to develop the infrastructure that will institutionalize a culture of anti-racist and inclusive pedagogy, curriculum design and review, academic support, and student mentoring. To support the Curriculum and Pedagogy Recommendations, these resources would need to include: -Support for workshops/train the trainer in support of curricular review and development. -Support for design and delivery of required UG curricular modules. -Funds to support faculty experts in instruction/pedagogy in each academic unit. -Support for workshops/training for doctoral students and teaching assistants. -Support for workshops/training for faculty as graduate student mentors. -Resources to expand undergraduate peer/near peer mentoring to all BIPOC and First Generation students. -Adequate support for personnel/technology to assess both programmatic elements, student achievement of learning outcomes. - Stipends for BIPOC student participants on curricular review and oversight (and similar) committees - Investments to expand existing programs which support URM students (e.g., iSEED, Schomberg). - Internal grant funds to support faculty/student initatives, research projects, and pilot programs in support of DEI across campus. - Creation of a university-wide translational research center in inclusive pedagogy and curriculum. Transforming institutional culture also needs sufficient time for reflection and conversations. We recommend units use a "teach-in" or "stand-down" approach to pause unit activities focus faculty, student, and staff time on these issues.	Standing steering Committees can be established as soon as Spring, 2022. Timeline for investments should be determined vis-à-vis broader PACOR recommendations. Investment decisions in support of infrastructure will impact feasible timeline for recommendation implementation, in many cases. Unit "stand-downs" could occur during Spring 2022 semester as a kick-off to the conversations.	Provost; Academic Deans			
		Infrastructure	**2. Academic Support Services Coalition:** Establish, maintain, and promote effective coalitions that support collaborative training among academic support staff through on-going partnerships, shared objectives, collective work and budget allocations. In particular, establish a coalition between the Director of Undergraduate Academic Advisement, a contact in the graduate school, the Director of TASS and leads from several Student Life offices that offer academic support. Collaboratively, the group would ensure there is sustained focus on anti-racist/diversity professional development training throughout the year, including sharing of professional development training opportunities and resources.	Coalition can be established as soon as Spring, 2022. This infrastructure is necessary in support of other recommendations.	Vice Provost for Academic Affairs; Vice President for Student Life			
		Professional Development	**3. Inclusive Curriculum Development workshops and training:** Develop and deliver workshops/training modules to provide unit faculty and curriculum commitees with expertise related to intentionally considering issues of anti-racism, diversity, equity, and inclusion in curriculum review and development; equitable assessment; and anti-racism in syllabus development.	Requires investment in oversight, FTE, and expertise to develop, deliver, and assess this content. This infrastructure is necessary in support of other recommendations.	Vice Provost for Inclusive Excellence/Vice Provost for Academic Affairs/Vice Provost for Faculty Affairs	Once developed, workshops to be offered on a regular basis.	Workshops developed and faculty participating. Assessment of courses, curricula, assessments, syllabi impacted.	
		Professional Development	**4. Inclusive Pedagogy Workshops and Training:** Develop and deliver workshops/training modules to be required of all instructional faculty, which provide professional development/awareness to enhance their knowledge and skills in implementing or supporting inclusive pedagogy. Units or programs can determine if they would like for their faculty to participate in the centrally provided program, or if they would like to provide an approved adaptation of the training. A certificate and/or digital badge should be available to designate those who complete the program and have additional incentives for those who complete sessions/training beyond the minimum requirements.	Requires investment in oversight, FTE, and expertise to develop, deliver, and assess this content. This infrastructure is necessary in support of other recommendations.	Vice Provost for Inclusive Excellence/Vice Provost for Academic Affairs/Vice Provost for Faculty Affairs	Once developed, workshops to be offered on a regular basis.	Improvement in learning culture/learning environment as evidenced through learning climate survey and student/faculty/staff focus groups; faculty/course evaluations; feedback and evaluation data from workshop/training series; peer observation of teaching (related to course eval task force).	
		Professional Development	**5. Improve Faculty Mentoring Skills:** Develop and deliver workshops/training for Graduate faculty members in best practices for mentoring a diverse population of Graduate and Professional Students. Mentoring plays a key role in advancing student careers, recruitment and retention of students and faculty, and creating a culture of inclusiveness by supporting individuals from diverse backgrounds. Effective mentoring requires commitment of time as well as skills to resolve conflict, actively listen and elicit concerns without fear or intimidation and assist with goal setting and monitoring. Expectations should be set for mentors and include attendance at formal and informal events where they interact with students. The mentor-protege workshop series offered through UB's Clinical and Translationslation Science Institute provides a model that may be modified or scaled to accommodate all faculty serving in mentoring relationships with graduate or professional students. If 50% of faculty serve in this role, 1,250 faculty would require training. The National Center for Faculty Development & Diversity is a membership organization with representation from major peer institutions that offers mentoring and training for an annual fee. The organization can jump start a UB program while internal programs are scaled.	Requires investment in oversight, FTE, and expertise to consider feasibility of CTSI model and evaluate NCFD membership and/or to develop, deliver, and assess this content.	Vice Provost for Faculty Affairs; Vice Provost for Inclusive Excellence; Graduate School in consultation with the Clinical and Translational Science Institute.	Spring 2022: Assess impact of membership in the National Center for Faculty Development & Diversity; Recruit ½ FTE administrator to assist with operational issues related to planning, implementing; Develop goals, objectives, course materials, delivery method, course evaluation. Fall 2023 - Implement Program	Summative evaluation of program; number completed; feedback from mentees	NCFD membership - $20,000

		Professional Development	**6. Annual Anti-Racist/Diversity Training for Academic Support Staff:** Require the academic advising community (advising administrators, academic advisors, academic advising assistants, and any staff who provide advising at the graduate and undergraduate level) to participate in annual anti-racist/diversity training to acquire the necessary skills, advising techniques and attitudes to ensure cultural awareness, cultural competence and culturally responsive interactions. Supplement required annual training with resources provided by the National Academic Advising Association (NACADA). Require academic support roles such as tutoring, academic success coaches, mentoring and other forms of student support systems within Student Life offices to participate in annual anti-racist/diversity training. While not an exhaustive list, such Student Life offices could include Campus Living, the Career Design Center and Accessibility Resources. Supplement required annual training with resources provided by the College Reading the Learning Association (CRLA) and other academic support professional organizations.	Requires investment in oversight, FTE, and expertise to develop, deliver, and assess this content. This infrastructure is necessary in support of other recommendations.	Vice Provost for Inclusive Excellence/Vice Provost for Academic Affair to oversee content identiification/development. Academic units (Deans) and central unit leaders would identify staff, in collaboration with Academic unit advising administrators; SL, and AA leadership. Office of Equity, Diversity, and Inclusion could track participation.	•Creation of anti-racist/diversity training content via a UBLearns course to occur in spring-summer 2022. •Similar to UB's implementation of New York State's mandatory sexual harassment prevention training requirement for all employees, conduct annual anti-racist/diversity training at the beginning of each fall semester with a due date by the second week of December. Implementation date: September 2022.	Percentage of staff experiencing training; assessment of learning.	Online annual training would be made available via UB Learns, including a pre- and post-test, with an established goal to work toward (e.g. 10% improvement over 8-10 years). Concurrently, additional annual complementary training would be made available to academic support staff, who would be highly encouraged to attend. For the academic advising community, for example, NACADA offers at least one diversity training a year. In 2020-2021, Advising Black Male Students in 2020 and Beyond was offered. In 2021-2022, Bringing Cultural Humility to Academic Advising will be offered.
		Professional Development	**7. Culturally Sensitive Pedagogy Workshops and Training for Doctoral Student/Teaching Assistants:** Provide workshops & training on Inclusive Pedagogy for all Doctorl students and teaching assistance. The committee recommends an implementation plan which build out offerings under the auspices of Center for the Integration of Research, Teaching and Learning (CIRTL) over a five year period. The CIRTL mission is to enhance excellence in undergraduate education through the development of a national faculty committed to implementing and advancing effective teaching practices for diverse learners as part of successful and varied professional careers. The network of 42 member institutions offers training adhere to core values that include "Equity and Inclusion", "Diversity and Representation", and "Inclusive Excellence and Innovation". Required training in these areas for all graduate and post-doc students will positively influence the learning environment for students at UB. CIRTL is focused on STEM fields but courses are applicable to other disciplines. The "teaching as research" component promotes a core mission of UB as a research institution. http://www.buffalo.edu/ubcirtl.html A certificate and/or digital badge should be available to designate those who complete the program As a way to provide a more inclusive and supportive learning environment for our undergraduates of color and other groups, CIRTL could scale the program to require all new TAs to participate in the training with many downstream positive benefits that occur as a result, for both the graduate student and the undergraduates they are teaching (Connolly, M. R., Savoy, J. N., Lee, Y.-G., & Hill, L. B. 2016. Building a better future STEM faculty: How doctoral teaching programs can improve undergraduate education. Madison, WI).	Requires investment in oversight, FTE, and expertise to consider feasibility of CIRTLmodel and/or to develop, deliver, and assess this content.	UB Graduate School (VP for Academic Affairs) and Academic Units.	2022: Develop with Research Information Systems a database to both track and evaluate students who participate in CIRTL training. 2023: Develop and implement plans to require the TA training for ALL new TAs. 2024-5: Work to scale the CIRTL Associate Certificate to accommodate a high volume of participants. 2026: Year 5: Implement plans to require all returning TAs to have earned an Associate level CIRTL certificate.	Improvement in learning culture/learning environment as evidenced through learning climate survey and student/faculty focus groups; faculty/course evaluations; feedback and evaluation data from workshop/training series; peer observation of teaching (related to course eval task force).	
Identify and consult with appropriate units on campus providing inclusive student support (e.g., Cora P Maloney College; Honors) and provide recommendations related to inclusive academic support (e.g., advising practices)		**Infrastructure**	**8. Create a Student/Academic Support Equity, Advocacy and Concerns Committee:** •Form a committee to review reports of suspected bias in academic support practice, to investigate, review, triage and extend support to students. •Research to be done to see if the data already exist, and if it could be examined to see if there is evidence of bias. If there is, then a committee could be formed to address. If not, then continued monitoring/oversight of that data.	Committee could be formed as soon as Spring, 2022.	Committee established by and co-chairs reporting to VP Student Life and VP Academic Affairs.	•Immediately identify key stakeholders to serve on committee, possibly pull from Equity, Diversity and Inclusion, Student Conduct and Advocacy, Counseling Services, Intercultural and Diversity Center, and Advising and/or Tutor Administrators group •Begin storming phase in spring 2022, and establish ongoing meeting schedule. •By start of summer 2022 have list of identified 'points of discretion' that can change a student's academic trajectory at the discretion of departments by applying academic exceptions, and determine a tracking system within each school. •Track departmental academic exceptions for 2022-2023. •Review exceptions by demographics, in proportion to school/academic program population to determine if there is inequity in application of exceptions. •Address as needed. Continue cycle moving forward with annual review over summers, and ongoing case review/investigation within ongoing meetings as indicated. •Does not have to be limited to just academic exceptions. Other pain points to be identified by committee.	Guidelines for student/academic support provided by the Equity, Advocacy and Concerns Committee would stem from the current Students of Concern Committee. Identified students could be indicated via a student group in HUB/category in Navigate.	There are perceived patterns of implicit bias that are noticeable specifically at the point of advising and academic programs on campus. For example, are white students receiving more exceptions to program requirements than URM students. These warrant further investigation and oversight. Use guidelines from the current Students of Concern Committee. -Rather than use a hold to identify students, create a student group in HUB. -Connect identified students who may apply for an Academic Withdrawal petition.
		Respository	**9. Best Practices for Academic Support Units Across Campus:** Identify best practices from academic support units across campus, as well as at peer institutions, alongside recommendations of our professional organization, NACADA, and adopt into practice as indicated to improve our practice in recruiting, supporting, and retaining a diverse student body.	Process could start once Academic Support Services Coalition is in place.	Academic Support Services Coalition (infrastructure recommendation above) along UB Advisors Administrators group can coordinate collection and review with assistance from VP Incusive Excellence and UDOs. Units (Deans, UDOs) will be responsble at the unit level.	Three levels of best practice gathering can take place concurrently in spring 2022: •An email to unit leads from the Vice Provost Office to have offices share their best practices. Those can then be assembled, reviewed, and where helpful, disseminated for adoption. •A list of peer institutions can be divided among advising units, relative to their staff size, to solicit best practices. Priority will be placed on peer institutions with diverse student bodies. •The UB Advisors Administrators group will review the best practices recommended by our professional organization as well as CAS standards for adoption. Summer 2022: Review accumulated best practice recommendations, and begin crafting plan for adoption, including review of associated costs to implement and evidence of effectiveness. 2022-2025: Begin phased adoption of best practices, with intentional assessment, and commitment to continuous improvement in serving students.	•The Academic Support Services Coalition or the UB Advisors Administrators group, should review the gathered resources, taking into consideration applicability to our campus community, evidence of effectiveness, and practical considerations needed to adopt. •Once a plan is in place, evaluation should continue to determine the effectiveness of these practices individually and as part of a greater system of supports. Assistance in designing relevant metrics and modes of assessment would be needed.	Examples of Existing Best Practices •Tutoring and Peer Mentoring: All tutors training by one entity and that training covers topics on equity, diversity, communication in a multimodal and ongoing fashion. •Tutoring and Peer Mentoring: Establishing a tutoring and a peer mentoring administrators group to discuss issues associated with best practices, services and effectively address students' needs. •Holistic Student Check-ins: During every advising session or meeting with a student, asking questions about students' overall well-being, especially since non-academic circumstances could directly impact a student's academic performance.

	Category	Recommendation	Feasibility	Responsible Party	Timeline	Assessment	Notes/Examples
	Co-Curricular Programs and Student Support	**10. Schomburg Fellowship Program:** Review the Schomburg Fellowship's program outcomes, and related enrollment data and trends to see there are ways to expand the program to reach and support additional URM students through additional resource llocation and/or consideration of process or policy barriers.	Feasible to begin in Spring 2022.	The Graduate School staff/Graduate School Executive Committee and a subcommittee	AY 2022-2023. Spring 2022, form a GSEC subcommittee of Graduate Faculty, and staff from the Graduate School, to review the Schomburg Fellowship program. Fall 2022- Pull together and analyze Schomburg program outcomes and related metrics (enrollment profile for past 5 years, average annual expenditure: per student, by school, and overall, etc.). Pull together and analyze URM master's student data (enrollment patterns, costs, program durations and sizes, etc.) to identify areas of greatest student fellowship funding need and any gaps in support. Spring 2023 – Write up and present recommendations for changes to program administration accordingly to GSEC for consideration.	Evidence of the completion of this recommendation would be production of a report that analyzes the Schomburg Fellowship program outcomes, and from so doing, recommends whether changes to its eligibility criteria are indicated.	
	Co-Curricular Programs and Student Support	**11. iSEED Program Expansion**: Expand Institute for Strategic Enhancement of Educational Diversity (iSEED) to additional graduate schools within the University. iSeed provides competitive funding to a select number of exceptional first year PhD students traditionally underrepresented in the STEM fields within the participating schools, career development workshops, and faculty/peer mentoring. There are currently 7 participating schools. iSEED itself could be expanded beyond the original original STEM focus or serve as a model for similar programs in non-STEM disciplines.	Feasibility could be considered as soon as Spring 2022 with investment required for implementation.	Provost or designee in collaboration iSEED Executive Committee and Academic Deans.	AY 2022-2023	Program evaluation metrics currently exist, but may need some rework to support expansion of program scope.	
	Co-Curricular Programs and Student Support	**12. DEI Internship Programs for Grad Students doing DEI Work:** Develop internship programs at the decanal level for graduate students participating in committees or developing/implementing initiatives advancing diversity, equity and inclusion on campus. Internships should offer monetary or course credit. Graduate Students enthusiastically endorsed opportunities to participate in experiential learning related to EDI. Participation in departmental efforts to advance an inclusive learning environment promotes engagement and contributions that reflect the values of the student body, provides insight into University and Departmental processes in preparation for future careers in academia, and is a unique opportunity for scholarly work. Such efforts achieve the University's goal of creating a supportive, inclusive environment. Students report that a nominal award (e.g. $1,000 - $3,000 and/or course credit) would be sufficient to attract interest. The impact of experiential learning is evident in the study abroad programs. Experiences where students are change agents shapes their careers and is valued by future employers.	Requires unit steering committee oversight and financial investment for implementation.	Academic Deans	Ongoing	Internship/fellowships provided. Assessment of student experience, and impact of projects.	Consider Matching funds or grants to departments to support internships. The School of Medicine provided $35,000 for 10 awards. Existing UB Examples: The School of Medicine initiated "fellowships"/awards for students and postgraduate residents. Student fellowship/recipients: https://medicine.buffalo.edu/oiace/awards/social-justice.html ($3,500 per recipient). Resident Award: https://medicine.buffalo.edu/offices/gme/awards/social-justice.html ($2,000 per recipient)
	Co-Curricular Programs and Student Support	**13. Establish Graduate Student Forums for Information Exchange.** Large and geographically dispersed institutions are challenged to communicate information on EDI work and wins and to solicit feedback from the learning community. Students are not aware of electronic reporting and data collection systems, such as Ethics point, and how they might be used to improve the learning environment. Informal feedback is inhibited by the hierarchy inherent in graduate school. There is a fear of adversely affecting career development for those who speak out. UB should convene a forum to address both formal and informal ways of obtaining feedback that is actionable and communicating with the community at large. Require schools to host biannual facilitated focus group sessions with graduate students to enhance feedback and communication about campus culture and initiatives.	Feasible to begin in Spring 2022.	Graduate School (VP Academic Affairs); Academic Deans in concert with VP Inclusive Excellence.		Forum created/participation rates. Culture survey could assess change over time.	
	Co-Curricular Programs and Student Support	**13. Expand Mentoring Programs for FGEN and BIPOC Grad/Undergrad students:** While peer mentoring for all would be ideal and something to strive for, we suggest our efforts begin by offering programs to those students who have typically been identified as 'at risk or have been marginalized': First Generation students and BIPOC. Specifically, peer or near-peer mentors could be assigned as follows: •Upon entering the University or specific level of study. •Freshmen: Upon entering the university would receive a Peer Mentor. The PM can be specialized, i.e., FGEN but can also be assigned by major or general. •Sophomore-Senior: Departmental mentoring once accepted to major department (Near Peer experiences— graduate students could serve as mentors/coaches.) Faculty and staff can also choose to participate as mentors. •Graduate: Upon acceptance to program—faculty mentors	Requires academic unit or central investment to support peer mentor stipends.	Student Success & Academic Support: Peer mentoring committee to share best practices. Units/Departments: •First-year students: Program coordinator responsible for working across units to help identify mentors and make assignments. Responsible for the organization and monitoring of the program. •Sophomore-Senior: Identify a departmental individual(s) who can monitor, make assignments and identify mentors. •Graduate: Individual(s) within the graduate program. (Faculty who have completed mentor training).		Assessments using pre- and post-surveys, focus groups addressing engagement, belonging, culture, barriers. Student success measures (GPA, retention).	•Undergraduate Peer Mentors receive a modest stipend, paid after completion of each semester. (Summer $500, Fall/Spring $750 each = $2000). Having financial incentive has proven to be more effective than not. Financial Allocations should be provided based on the size of the program. Consider Also providing either extra service funds or a stipend to persons identified as 'coordinators' for each program unless these duties get woven into performance programs.
Provide recommendations related to student teaching evaluations.	Infrastructure	**14. Course Evaluation Task Force:** The University should develop a task force to examine best practices in course evaluation methods, data sources, etc. and develop a plan for designing and implementing a robust, inclusive course evaluation process that is linked to accreditation alignment through the office of Curriculum, Assessment and Teaching Transformation (CATT). The task force should include representatives from faculty affairs, promotion and tenure, CATT, department chairs, teaching faculty, et al.	Committee could be formed as soon as Spring, 2022.	Vice Provost for Academic Affairs	January 2022 for commencing the work; encourage a unit to pilot in Spring 2022 if possible.	Development of recommendations and implementation in course evaluation process. Assessments of evaluations pre-post implementation by faculty demographic. Student & faculty feedback regarding evaluations.	
Provide recommendations regarding inclusive pedagogy, including best practices, and roles and responsibilities of campus units and offices in supporting these efforts.	Infrastructure	**15. Invest in Unit Expertise:** Inclusive Pedagogy Content Specialists (IPCS) should be identified (or hired and trained) to provide support and act as facilitators to support faculty in units in developing inclusive curriculum and adapting and implementing inclusive pedagogy, assessments, and inclusive curricular review processes. ICPS can facilitate/coordinate with UDOs, and central resources (VP Inclusive Excellence, CATT) while providing discipline specific resources to faculty. IPCS will participate in workshops/training (as recommended above) and subsequently train and support unit faculty.	Requires academic unit or central investment to implement and steering committee implementation for oversight. This infrastructure is necessary in support of other recommendations.	Academic Units (Deans)	Immediate identification of initial IPCS in each department to allow for initial training and faculty development	Multiple sources of data should be tracked including course evaluations, before/after of course syllabi and course artifacts, faculty satisfaction with support and resources/best practices, faculty retention, etc.to determine the impact of the IPCS role.	IPCSs will have course release time (paid for centrally) to support faculty development and additional training in critical and inclusive pedagogies and coach colleagues on course development, review, and inclusive pedagogy.
	Respository	**16. Inclusive Pedagogy Best Practice Repository:** Develop a centralized and organized location to collect and share the current resources, support, and best practices. The Office for Inclusive Excellence has an existing website (see: Inclusive Pedagogy - Office of Inclusive Excellence) that should continue to be developed in collaboration with representatives from units/programs. The process for vetting/approving content should be clearly shared. Additionally, there should be a deliberate effort to coordinate other offices' references, recommendations, and resources that are available to ensure alignment and common messaging.	Currently in progress. Requires investment in FTE for expansion.	Office of Inclusive Excellence.	Currently in progress; continue to expand in 2022	Number of visits to OIE site; links clicked from landing pages; feedback provided by stakeholder users about utility of site	Will require process for vetting resources (if not currently in existence) along with time of faculty member(s) to review, vet, categorize and publish content.
Provide recommendations regarding assessment of student learning and continuous improvement processes.	Process Improvement	**17. Continuous Improvement:** University, units and department assessment and continuous improvement plans (including, for example, those linked to accreditation or program review) should include elements which focus on questions of diversity, equity, inclusion, and anti-racism, and use data to target and address problems.	Feasible to begin in Spring 2022.	Academic units (Deans); University Assessment Council.	Ongoing.	Einclusion of metrics in asessment.	

Category	Type	Recommendation	Feasibility	Responsible	Timeline	Outcomes	Additional Notes
Provide recommendations regarding general (university-wide) learning outcomes and requirements as well as those which could be considered within majors or programs.	Course/Curriculum Process and Review	**18. Equity in Learning Assessment :** Units and departments should support faculty in the transformation of course assessments to ensure that: a) modes and delivery of assessment address the disparity of access, resources, training (prior knowledge) of students b) authentic assessments methods and modes (sometimes referred to as alternative assessment methods; e.g., scenarios, role plays, etc.) are integrated when possible c) assessment tasks are aligned with courses goals and reflect the most important course outcomes d) all assessment strategies are designed to bring out and support success for all students. Data from course assessments (test, quizzes, projects, etc) should be regularly reviewed from the standpoint of equity. Multiple sources of data could be tracked including student performance on course assessments, before/after of course assessments and course artifacts, faculty satisfaction with transformed assessment methods, student perception of assessment modes/methods, etc.	Requires faculty professional development and emedded unit expertise development to fully implement. Some units may have expertise/infrastructure to begin immediately.	Academic Units (Deans): Chairs, Program Directors, curriculum committess, as delegated.		Reporting/comparitive data across student groups regarding DFRW rates, course placements, in-course assessments should be regularly reviewed.	
	Goals/Mission	**19. Revise University-wide Learning Outcome:** It is essential for the overarching learning outcomes for the University to directly address anti-racism allowing for all other related curricular recommendations to map directly to an institutional goal. Therefore, it is recommended that the current learning outcome, "Recognize the relevance of human and cultural diversity within local and global contexts,"(https://www.buffalo.edu/catt/about/institutional-learning.html) be updated to explicitly include knowledge and skills needed to be anti-racist, with requisite mappings from program learning outcomes adjusted and mapped.	Feasible for Learning outcomes to be revised in 2022; with mapping and assessment adjustments made during 2022-23 AY.	Provost or designee responsible for LO revision. Office of Curriculum, Assessment, and Teaching Transformation and University Assessment Council responsible for mapping and assessment process adjustment, and ongoing data collection/assessment.	Spring 2022-2023	Learning outcome revised. Program outcomes mapped to new ULO, and assessment processes adjusted. As part of the assessment progress, compile data to demonstrate student acheivement of these outcomes.	
	Goals/Mission	**20. Revise Graduate School Mission Statement to articulate a commitment to Equity Diversity and Inclusion.** The current Graduate School mission statement is "The mission of the Graduate School is threefold: to promote and maintain excellence in graduate programs and in the scholarly and creative activities of graduate faculty and students; to stimulate and promote interdisciplinary research and education; and to improve and preserve the academic environment within which graduate education and research occur." The University's mission statement promotes a "university-wide culture of equity and inclusion" by "integrating inclusivity into all aspects of our university". The Graduate School should formally endorse this mission and specify the development of anti-racist competencies among faculty, staff, and students. The endorsement and addition of language in the mission statement broadcasts commitment to applicants and current members of the community.	Spring 2022-2023	The Graduate School's Executive Committee who represent the Graduate Faculty.	Spring 2022 - Draft revision of mission. Academic Year 2023 - Present to Graduate School of Education Committee (GSEC) for review and quorum vote of the Graduate Faculty (req. per Graduate School bi-laws).	Graduate Faculty Meeting minutes; Publication on web	
	Curricular Requirement	**21. Required Undergraduate Co-Curricular Modules:** Create a series of co-curricular, no-credit modules that cover core knowledge and skills required of UB students to be members of an anti-racist institution that will be delivered to all undergraduate students. The appropriate modality and methods for interactive learning should be determined based on best practices. Content could include but would not be limited to: 1) conceptualizing race as a social construct; 2) history of structural racism in the US and dismantling structural racism; 3) negotiating racism, including implicit bias, in everyday encounters (how to respond if you receive, observe or express bias). Consider a multi-part series where students complete one module per year during their time at UB beginning with orientation; module(s) could also be required as part of the UB Curriculum Diversity in the US course, associated with 198/199 courses, or as a required training similar to the SUNY mandated sexual harassment training. Assessment should also be developed as part of the modules (pre-post testing) as well as for outgoing students (ie.g., student attitudes toward racial diversity.)	Requires investment in FTE and expertise to develop and deliver modules. Planning for infrastructure investment could begin in Spring 2022.	Module Creation: Office of Inclusive Excellence responsible for development and oversight of content of modules, using a team of faculty and curriculum design experts. Dean of Undergraduate Education and UBC Steering Committee to shepherd approval of modules through curricular processes and Faculty Senate. Module Delivery: UB Curriculum responsible for overseeing requirement and any associated administration. Student Life responsible for initial module delivery during orientation. Units responsible for any faculty-led components during academic year. CATT responsible for assessment development and integration with SL senior exit survey or similar.	Janury 2022-Summer 2022: Initial Module Developed for inclusion in Orientation. Module to introduce students to EDI and anti-racism culture at UB. Fall 2023 (Target) : Requirement implemented for entering students as a graduation requirement.	Modules developed and delivered. Graduation requirement approved. Assessment developed and implemented.	In addition to content experts from among UB faculty and counselling staff, Curriculum, Assessment and Teaching Transformation might provide guidance on the module's design and delivery. Student voices should also be included in the creation of the modules. Alternatively (or additionally) the University could explor investing in a vendor that provide innovative, interactive content such as Real Talk, a UB-based startup that has created an e-learning platform for delivering diversity, equity and inclusion models. Contact: Malkijah Griffiths at contactus@teamrealtalk.com Consider adding students of color to the Diversity and Integrative Learning Sub-Committee to increase accountability, and examine whether the diversity in the US requirement should be framed within a more global context. We encourage integration of one or more required anti-racism modules into the courses that meet the diversity in the US learning requirement.
	Curricular Requirement	**22. UB Curriculum (General Education) Requirement:** Although the current diversity in the US requirement addresses cultural competency, we recommend that it be revised to include a more direct focus on racism, including the development of competencies that prevent interpersonal and systemic racism. In addition, we recommend the follow actions regarding the UB Curriculum diversity requirement: •Ensure that the diversity in the US requirement fully satisfies SUNY proposed DEI and Social Justice outcomes. •Evaluate the current list of approved courses to ensure alignment with the updated diversity in the US requirement. •Adjust the learning outcome assessment in approved diversity in the US courses to align with the revised diversity in the US requirement. •Consider appropriate assessment within the capstone course to assess anti-racism competencies.	Feasible to begin in Spring 2022 with implementation throughout 2022-23 AY.	Dean of Undergraduate Education in collaboration with the UB Curriculum Steering committee and Diversity and Integrative Learning sub-committee, supported by UB Curriculum staff.	**May 2022:** Examine and update the diversity in the US requirement, with appropriate Faculty Senate engagement and approval. **January 2023:** After updating the diversity in the US requirement, evaluate current list of approved courses to ensure alignment **May 2023:** Update the learning outcome assessment process to address the newly framed diversity in the US requirement **May 2023:** Develop an assessment or assignment in the capstone course specific to anti-racism competencies	Diversity in the US learning objective successfully revised and courses evaluated. The Diversity and Integrative Learning Sub-Committee has assessment procedures in place for assessing student achievement of the diversity in the US requirement; this would be adapted to the updated requirement. Pilot and evaluate the capstone assessment of anti-racism competencies	Consider adding students of color to the Diversity and Integrative Learning Sub-Committee to increase accountability, and examine whether the diversity in the US requirement should be framed within a more global context. We encourage integration of one or more required anti-racism modules into the courses that meet the diversity in the US learning requirement.
	Curricular Requirement	**23. Responsible Conduct of Research:** Review and modify PhD student's Responsible Conduct of Research requirements (including the six course options) to ensure EDI content and assessment, and modify policy to reflect expansion of the requirement.	Feasible to begin in Spring 2022 with implementation throughout 2022-23 AY.	Graduate School Executive Committee to draft policy modification. VP for Academic Affairs to review and approve. Programs to implement training revisions for all graduate students. Departments to review reports of course completion.	Spring 2022 - draft policy revisions for review by GSEC; identify EDI gaps in existing responsible conduct of research trainings; Fall 2022 - Incorporate additional content or modules to meet new EDI content requirement. Fall 2023 - Roll out new PhD student requirement to the graduate community.	Periodic review of new requirement's content. Summative assessment of the revised RCR/EDI training.	This recommendation could also to required faculty education regarding responsible research education and training.
	Course/Curriculum Process and Review	**24. Course and Curriculum Approval Processes:** Modify course and curriculum review process to support intentional focus on anti-racist and inclusive curriculum, as follows: A) Course proposal system should include questions inquiring about (1) how course development process considered diversity, equity, inclusion, and anti-racism content (2) consideration of equity in assessment design and (3) how proposed course fits within the broader program plan for addressing anti-racism and inclusion goals. B) Curriculum proposal processes should be altered to require programs to describe how they have intentionally considered diversity, equity, inclusion, and anti-racism elements in program design.	Feasible to begin in Spring 2022 with implementation throughout 2022-23 AY.	Dean of Undergraduate Education along with UG Associate Deans (UG) and Dean of Graduate School with GR Associate Deans (GR) develop recommendations for modifying course and curriculum approval process, in consultation with VP Inclusive Excellence and Faculty Senate/Graduate School Executive Committee.	May 2022	Processes revised.	

		Course/Curriculum Process and Review	**25. Inclusive Syllabi:** Develop recommendations and standards regarding Inclusive/Anti-racist syllabi for undergraduate and graduate courses. A university wide committee should be created and charged with identifying and recommending best practices; in concert with appropriate governance bodies (e.g., Faculty Senate for UG syllabi, Graduate School Executive committee for GR syllabi). Student feedback obtained at Curriculum and Pedagogy focus groups requested and strongly endorsed updating syllabi to reflect EDI perspectives in the disciplines. Learning objectives related to inclusive pedagogy evaluation rubrics will highlight modifications and assess effectiveness. This recommendation is a first step at updating course material. It relies on the basic principle that curricula are not static and envisions continuous revisions over time.	Committee could be formed as soon as Spring, 2022.	VP for Academic Affairs/Dean of UGE to charge committees and coordinate governance processes. Academic Units to incorporate into curriculum processes. Units/UDOS with support of VP Inclusive Excellence to curate best practices in inclusive syllabi.		Syllabi before and after "snapshots"; student feedback; course evaluations; number of syllabi improved/revised using process	
		Course/Curriculum Process and Review	**26. Course and Curricular Review:** Coordinated within decanal units and departments (e.g., by Chairs, program directors, directors of undergraduate studies, curriculum committees), each program will develop a process to and subsequently evaluate their curricula to ensure that programs address diversity, equity, inclusion, and anti-racism in a) objectives or mission, b) learning goals/outcomes, c) curricular content changes, d) assessment methods. UDOs, proposed Inclusive Pedagogy Content Specialists, and other investments (e.g., proposed training through VP Inclusive Excellence/VP Faculty Affairs) wil be required to support these efforts.	Requires faculty professional development and emedded unit expertise development to fully implement. Some units may have expertise/infrastructure to begin now.	Academic Units (Deans). Chairs, Program Directors, curriculum committess, as delegated.	Department Chairs in consultation with Deans establish a graduated timeline to complete the course content review and modifications over a 3-5 year period. Department Chairs must have latitude to prioritize courses that have the most impact as measured, for example, by enrollment or course evaluations. Plans developed in Spring 2022, with curricular review beginning Fall 2023. Units should provide milestones as part of their plans.	Curriculum committees or program directors could submit a report on their curricular change process to Deans whose offices will ultimately collate and submit to the Provost. The report should present the revised process and milestones, and address changes to the program's anti-racism a) objectives or mission, b) learning goals/outcomes, c) curricular content, d) assessment methods. The report should demonstrate that curricular content is integrated throughout the programs.	Consider including students of color in the curricular review process to increase accountability. Departments may require resources to accomplish this "heavy lift" over 3-5 years. These resources could include: •Provide relief from one course to a faculty member who leads effort within a department. The time is valued at approximately $10,000 per course. Consider offering these opportunities on a competitive basis, based on available budget. •Secure grant funding to support work •Recognize work as a valued component in faculty promotions •Utilize expertise of CAAT as consultants and evaluators, ensuring that CATT has adequate staffing •Provide Chairs with SUNY Stony Brook Toolkit for implementing change https://www.stonybrook.edu/commcms/cdo/toolkit/index.php •Engage graduate students applying for paid experiential learning internships (effort can qualify for meeting CIRTL criteria)

Curriculum and Pedagogy Subcommittee

The President's Advisory Council on Race (PACOR) was established to help guide the university's progress in realizing the ideals of equity, diversity, inclusion and social justice in its educational, research, and engagement missions. The Advisory Council made several recommendations specific to Curriculum and Teaching, addressing undergraduate general education learning outcomes, anti-racist curricula, inclusive pedagogy, and undergraduate research. Currently, UB has an institutional learning outcome for all students requiring that students should *recognize the relevance of human and cultural diversity within local and global contexts.* This outcome is addressed for undergraduate students through general education; graduate programs are expected to align with the institutional learning outcome and any requirements which come from accreditation and licensing bodies.

The charge of this subcommittee is to provide direction regarding implementing the Advisory Council recommendations as well as to provide related guidance regarding curriculum and teaching. Subcommittee recommendations should support inclusive pedagogy, curriculum, academic support, and co-curricular experiences that all contribute to a university culture which realizes ideals of equity, diversity, inclusion, and social justice.

Specifically, the subcommittee recommendations should, within the context of diversity, inclusion and racial equity and the specific PACOR recommendations:

- Address curriculum, pedagogy, academic support, and co-curricular experiences at the undergraduate, graduate, as well as professional education-level.
- Provide recommendations regarding general (university-wide) learning outcomes and requirements as well as those which could be considered within majors or programs.
- Provide recommendations regarding inclusive pedagogy, including best practices, and roles and responsibilities of campus units and offices in supporting these efforts.
- Identify and consult with appropriate governance bodies (e.g., Faculty Senate, UB Curriculum Committees, Graduate School Executive Committee).
- Provide recommendations regarding assessment of student learning and continuous improvement processes.
- Provide recommendations related to student teaching evaluations.
- Identify resources required for successful implementation, including those related to professional development and instructional support.
- Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.
- Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.
- Recommend roles and responsibilities for each recommendation.

The Curriculum and Pedagogy Subcommittee is co-chaired by:

- Ann Bisantz, co-chair, Dean of Undergraduate Education
- Raechele L. Pope, co-chair, Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, Associate Professor of Educational Leadership and Policy, Graduate School of Education

R1 UB Learning Goals

Recommendations - Please describe the recommended changes in as much detail as necessary for an implementation team to follow the spirit of the recommendation

It is essential for the overarching learning outcomes for the University to directly address anti-racism allowing for all other related curricular recommendations to map directly to an institutional goal. Therefore, it is recommended that the current learning outcome, "Recognize the relevance of human and cultural diversity within local and global contexts," be updated to explicitly include knowledge and skills needed to be anti-racist.

Who is responsible? - What are all the UB offices and individuals who would need to support and be involved in implementing the recommendations? Are there SUNY or accrediting body procedures that need to be followed to implement the recommendations?

- Provost's office (group responsible for Realizing UB 2020)
  - Responsible for modifying learning outcome
- The Office of Curriculum, Assessment & Teaching Transformation
  - Responsible for ensuring program outcomes are mapped to modified UB 2020 learning goal
  - Should be provided resources to educate program directors on the need to map their program learning outcomes to the revised UB learning outcomes and to audit that this is being done
  - Collaborate with University Assessment Council (as part of six-year review process)
    - Oversight for assessment of learning outcome
    - Evaluate progress toward mapping of revised learning outcome
    - Consider adding student members to increase accountability
- Support from PACOR

Timeline for implementing the recommendations

May 2022: updated learning outcome

May 2023: complete mapping of program learning outcomes to modified UB 2020 learning goal

Evaluation – Describe a plan for evaluating whether the recommended change is being successfully implemented

- The Office of Curriculum, Assessment and Teaching Transformation, in collaboration with the University Assessment Council, compiles assessment data to demonstrate student achievement of these outcomes. Their evaluation process should be adapted to the revised UB learning outcome.
- Require and audit to determine if each program maps at least one program learning outcomes to the revised UB learning outcome.

R2 UB general education curriculum diversity requirement

Recommendations - Please describe the recommended changes in as much detail as necessary for an implementation team to follow the spirit of the recommendation

Although the current diversity in the US requirement addresses cultural competency, we recommend that it be revised to include a more direct focus on racism, including the development of competencies that prevent interpersonal and systemic racism.

In addition,

- Ensure that the diversity in the US requirement fully satisfies SUNY proposed DEI and Social Justice outcomes.
- Evaluate the current list of approved courses to ensure alignment with the updated diversity in the US requirement.
- Consider an assessment within the capstone course to assess anti-racism competencies.
- Consider adding students of color to the Diversity and Integrative Learning Sub-Committee to increase accountability.
- Adjust the learning outcome assessment in approved diversity in the US courses to align with the revised diversity in the US requirement.
- Examine whether the diversity in the US requirement should be framed within a more global context.
- We encourage integration of one or more required anti-racism modules from recommendation #4 into the courses that meet the diversity in the US learning requirement.

Who is responsible? - What are all the UB offices and individuals who would need to support and be involved in implementing the recommendations? Are there SUNY or accrediting body procedures that need to be followed to implement the recommendations?

The Dean of Undergraduate Education is responsible for oversite of UBC committees.

The Diversity and Integrative Learning sub-Committee and UBC Steering Committee would be responsible for implementing the above recommendations.

Timeline for implementing the recommendations

May 2022: Examine and update the diversity in the US requirement

January 2023: After updating the diversity in the US requirement, evaluate current list of approved courses to ensure alignment

May 2023: Consider developing an assessment or assignment in the capstone course specific to anti-racism competencies

May 2023: Update the learning outcome assessment process to address the newly framed diversity in the US requirement

Evaluation – Describe a plan for evaluating whether the recommended change is being successfully implemented

- The Diversity and Integrative Learning Sub-Committee has assessment procedures in place for assessing student achievement of the diversity in the US requirement; this would be adapted to the updated requirement
- Pilot and evaluate the capstone assessment of anti-racism competencies

R3: Program Curriculum Review Process

Recommendations - Please describe the recommended changes in as much detail as necessary for an implementation team to follow the spirit of the recommendation

- Coordinated within decanal units and departments, each program will evaluate their curricula and create anti-racism a) objectives or mission, b) learning goals/outcomes, c) curricular content changes, d) assessment methods, and e) coordinate faculty training to support the delivery of this new content.

- Modify course and curriculum review process to include elements related to anti-racism curriculum
    - Course proposal system: include questions inquiring about (1) how course addresses diversity, equity, inclusion, and anti-racism content and (2) how proposed course fits within the broader program plan for addressing anti-racism goals.
    - Curriculum proposal system: require programs to outline plans to address diversity, equity, inclusion, and anti-racism elements.

- The University should provide resources for the Office of Curriculum, Assessment and Teaching Transformation Creation to create tools and resources to support programs in performing this anti-racism curricular review.

Who is responsible? - What are all the UB offices and individuals who would need to support and be involved in implementing the recommendations? Are there SUNY or accrediting body procedures that need to be followed to implement the recommendations?

- UG Associate Deans
    - Recommendations for modifying course and curriculum approval process
- Deans, Associate Deans, Chairs, program directors, directors of undergraduate studies, curriculum committees
    - Evaluate current curriculum content and develop plan to embed diversity, equity, inclusion, and anti-racism content within program curriculum
- Provost
    - Charge Deans to implement curriculum review and modification
- Vice Provost for Inclusive Excellence and Unit Diversity Officers
    - Provide resources to facilitate curriculum review, content development, and implementation strategies
    - Identify resources (e.g., FTE support) that should be provided to the Office of Curriculum, Assessment and Teaching Transformation and unit diversity officers if they are to provide technical assistance to programs doing their reviews
- Consider including students of color in the curricular review process to increase accountability.

Timeline for implementing the recommendations

- Curricular review process could begin in Spring 2022 and be completed by May 2023.
- Add questions, including write-in questions, addressing anti-racist curricula to the teaching evaluations starting in fall 2022.

Evaluation – Describe a plan for evaluating whether the recommended change is being successfully implemented

- Curriculum committees or program directors could submit a report on their curricular change process to Deans whose offices will ultimately collate and submit to the Provost. The report should address changes to the program's anti-racism a) objectives or mission, b) learning goals/outcomes, c) curricular content, d) assessment methods, and e) coordinate to provide faculty training to support the delivery of this new content. The report should demonstrate that curricular content is integrated throughout the programs.
- Add questions, including write-in questions, addressing anti-racist curricula to the teaching evaluations.

R4 Required modules

Recommendations - Please describe the recommended changes in as much detail as necessary for an implementation team to follow the spirit of the recommendation

Recruit a team of faculty and curriculum design experts to create a series of online modules that cover core knowledge and skills required of UB students to be members of an anti-racist institution that will be delivered to all undergraduate students*.

- Content could include but would not be limited to: 1) conceptualizing race as a social construct; 2) history of structural racism in the US and dismantling structural racism; 3) negotiating racism, including implicit bias, in everyday encounters (how to respond if you receive, observe or express bias).
- Consider a four-part series where students complete one module per year during their time at UB (some may not complete all 4).

*The training modules could be extended to graduate/professional students, faculty and staff

Who is responsible? - What are all the UB offices and individuals who would need to support and be involved in implementing the recommendations? Are there SUNY or accrediting body procedures that need to be followed to implement the recommendations?

- If requiring modules as part of degree completion, Faculty Senate will need to approve this change
- Dean of Undergraduate Education and UGC Steering Committee to shepherd approval of modules following similar process to development of UGC Learning Outcomes.
- UB Curriculum responsible for overseeing requirement and any associated administration
- Office of Inclusive Excellence responsible for development and oversite of content of modules
- Consider additional resources for leading development, implementation, and evaluation of learning modules. Specifically hiring additional faculty or allocating load and funding to train existing faculty to complete small group debriefing of online training modules. Hiring may be phase specific to accommodate meeting with 5,000 UG students per year, groups of 10 for debriefing/interactive discussion.
- If not hiring additional faculty, this module series could be managed by Student Life and the Vice Provost for Academic Affairs.
- In addition to content experts from among UB faculty and counselling staff, Curriculum, Assessment and Teaching Transformation might provide guidance on the module's design and delivery. Student voices should also be included in the creation of the modules.

- The University could invest in a vendor that provide innovative, interactive content such as Real Talk, a UB-based startup that has created an e-learning platform for delivering diversity, equity and inclusion models. Contact: Malkijah Griffiths at contactus@teamrealtalk.com
- The Vice Provost for Inclusive Excellence could also serve as a resource for the roll out of the initiative.
- Financial resources would be needed to invest in the creation of the modules and ongoing costs of administering the program.

Timeline for implementing the recommendations

- Spring 2022, Student Life with support from Vice Provost for Inclusive Excellence and Unit Diversity Officers charged with developing first module of the series of four to introduce students to EDI and anti-racism culture at UB
- Summer 2022, first module implemented as part of student orientation
- Additional modules could be required of students as part of 198/199, the Diversity in the US requirement, or simply a required training similar to the SUNY mandated sexual harassment training.
- Add questions about attitudes toward racial diversity to the senior exit survey to be administered starting Spring 2022.

Evaluation – Describe a plan for evaluating whether the recommended change is being successfully implemented

- Administer pre-post questions assessing viewers' mastery of the module content.
- Explore whether the senior exit survey of students could incorporate questions about student attitudes toward racial diversity. We view this as critical given mandatory diversity training can be counterproductive.

The Workgroup on Graduate Education was charged with developing recommendations regarding curriculum, pedagogy, academic support, and co-curricular activities in Graduate and Professional Schools within the context of "diversity, inclusion, and racial equity". The WG reviewed examples from peer institutions in SUNY and across the US and recommendations from the President's Advisory Council on Race, interviewed leadership from the Center for the Integration of Research, Teaching and Learning at UB (CIRTL@UB), and received feedback from graduate students.   A WG member also participated in feedback sessions arranged by the Subcommittee on Education and Pedagogy.

 Institutional Examples:

- Virginia Tech implemented requirement for all graduate students to participate in diversity & inclusion curriculum designed by Departments https://www.higheredtoday.org/2020/05/20/works-creating-diverse-inclusive-graduate-campuses/

- University at Buffalo School of Medicine launched workshop series through its Clinical and Translational Science Institute (e.g.5 part "Mentor-Protege Mentoring Workshop Series"; 5 part "Health Inequities Series") with evaluations and attendance tracked by the Office for Inclusion. Two programs offer monetary awards to students and medical residents to develop and implement projects with a faculty mentor that address Social Justice and Education or Healthcare Equity.

- Colorado State University: quadrupled enrollment in graduate school through a research experience for undergraduates with commitment to faculty and peer mentoring https://doi.org/10.1175/BAMS-D-15-00004.1

- UC Davis offers a menu of Professional Development programs as stand-alone sessions (e.g. Microaggressions and how to respond) or certificate granting series (e.g. Cross Cultural Competency; Understanding Diversity). A Campus Community Book project is a year-long program of lectures, panels, workshops, book discussions, film screenings, exhibits, performances, around a theme related to EDI. (https://diversity.ucdavis.edu/diversity-courses)

- Stony Brook developed a DEI toolkit for implementing change: https://www.stonybrook.edu/commcms/cdo/toolkit/index.php

The WG concluded that:

1. The graduate and professional schools are at various stages of development and implementation of curriculum, faculty development, academic support, and co-curricular activities. Implementation strategies and resources will need to be tailored to the needs of the units.

2. The majority of Graduate and Professional students are not aware of ongoing efforts to address equity, diversity, and inclusion and promote an anti-racist culture. They rely on informal mechanisms to develop peer support networks and share opportunities for development.

3. Graduate and Professional Student Scholarship and participation in EDI committee work would generate excitement on campus and among students.

4. Academic support in the form of expertise and funding is essential in conjunction with dedicated time for faculty members and students to devote to efforts.

5. Mechanisms for communicating with students and soliciting feedback are not effective. For example, students were not aware of Ethics Point as a vehicle for reporting concerns about harassment and bias.

Operational Strategy

Recommendation: Establish organizational structures that ensure review, resources, dissemination, and sharing of practices promoting inclusion.

- Create a Steering Committee under Academic Affairs in coordination with the Office of Inclusive Excellence to set guidelines, policies, implementation timelines, ensure resources, and share best practices related equity and diversity in graduate and professional education.

- Ensure CIRTL is properly resourced to establish learning communities and provide teacher training at scale.

- Ensure CATT is properly resourced to conduct assessment of effort and revise or scale mentor training from units such as the CTSI.

- Require schools to host biannual facilitated focus group sessions with graduate students to enhance feedback and communication about campus culture and initiatives.

Graduate School Mission Statement

Recommendation: Revise Graduate School Mission Statement to articulate a commitment to Equity Diversity and Inclusion.

*The University's mission statement, "**promote a university-wide culture of equity and inclusion"* by "Integrating inclusivity into all aspects of our university".*

The graduate school should endorse this mission and specify the development of anti-racist competencies among faculty, staff, and students. The endorsement and addition of language in the mission statement broadcasts commitment to applicants and current members of the community.

Current Graduate School mission statement "The mission of the Graduate School is threefold: to promote and maintain excellence in graduate programs and in the scholarly and creative activities of graduate faculty and students; to stimulate and promote interdisciplinary research and education; and to improve and preserve the academic environment within which graduate education and research occur."

Who is responsible? The Graduate School's Executive Committee who represent the Graduate Faculty.
Timeline:
- Spring 2022 - Draft revision of mission in Spring 2022
- Academic Year 2023 - Present to Graduate School of Education Committee (GSEC) for review and quorum vote of the Graduate Faculty (req. per Graduate School bi-laws).

Evaluation: Graduate Faculty Meeting minutes; Publication on web

Improve Faculty Mentoring Skills

Recommendation: Train Graduate faculty members in best practices for mentoring a diverse population of Graduate and Professional Students.

Mentoring plays a key role in advancing student careers, recruitment and retention of students and faculty, and creating a culture of inclusiveness by supporting individuals from diverse backgrounds. Effective mentoring requires commitment of time as well as skills to resolve conflict, actively listen and elicit concerns without fear or intimidation and assist with goal setting and monitoring. Expectations should be set for mentors and include attendance at formal and informal events where they interact with students. The mentor-protege workshop series offered through UB's Clinical and Translational Science Institute provides a model that may be modified or scaled to accommodate all faculty serving in mentoring relationships with graduate or professional students. If 50% of faculty serve in this role, 1,250 faculty would require training.

The National Center for Faculty Development & Diversity is a membership organization with representation from major peer institutions that offers mentoring and training for an annual fee. The organization can jump start a UB program while internal programs are scaled.

Who is responsible? Vice Provost for Faculty Affairs; Office of Curriculum, Assessment, and Teaching Transformation (CATT) in collaboration/consultation with Clinical and Translational Science Institute

Timeline:

Spring 2022
- Assess impact of membership in the National Center for Faculty Development & Diversity
- Recruit ½ FTE administrator to assist with operational issues related to planning, implementing
- Develop goals, objectives, course materials, delivery method, course evaluation Launch

Fall 2023 - Implement Program

Associated Costs: ½ FTE Staff salary; OTPS budget;   NCFD membership - $20,000
Evaluation: Summative evaluation of program; number completed; feedback from mentees

Promote research in all disciplines exploring equity, diversity, and inclusion

Building the research portfolios of graduate students in the field of EDI builds a cadre of future faculty members who will align this work with academic success. It also supports and expands on the President's Advisory Council's recommendation to "Develop a comprehensive, university-wide Underrepresented Researchers of Color (URC) program that emulates successful examples from peer institutions, but also leverages incipient strides at UB."

Expand Responsible Conduct of Research (RCR) Requirement

A. Recommendation: Review and modify PhD student's Responsible Conduct of Research requirements (including the six course options) to ensure EDI content and assessment, and modify appropriate policy to reflect expansion of the requirement.

Who is responsible?

- Graduate School Executive Committee to review and approve modified policy
- Implement training revisions for all graduate students
- Departments to review reports of course completion

Timeline:

Spring 2022 - draft policy revisions for review by GSEC; identify EDI gaps in existing responsible conduct of research trainings;

Fall 2022 - Incorporate additional content or modules to meet new EDI content requirement. Fall 2023 - Roll out new PhD student requirement to the graduate community.

Evaluation: Periodic review of new requirement's content. Summative assessment of the revised RCR/EDI training.

ISEED PROGRAM EXPANSION

B. Recommendation: Expand Institute for Strategic Enhancement of Educational Diversity (iSEED) to additional graduate schools within the University.

iSeed provides competitive funding to a select number of exceptional first year PhD students traditionally underrepresented in the STEM fields within the participating schools, career development workshops, and faculty/peer mentoring. There are currently 7 participating schools.

Who is responsible?   Academic Affairs

Timeline: AY 2022-2023

Evaluation: Program evaluation metrics currently exist, but may need some rework to support expansion of program scope.

Schomburg Fellowship Program

Recommendation: Review the Schomburg Fellowship's program outcomes, and related enrollment data and trends to see 1) if a portion of the program's funding should (and how much) be reallocated to master's level URM students, 2) a portion of the programs funds can be reallocated to students without assistantships.

The Arthur A. Schomburg (Schomburg) Fellowship is a graduate fellowship program for eligible underrepresented students who will pursue graduate study on a full time basis at the University at Buffalo. The fellowship is currently restricted to applicants serving as Teaching Assistants. Omitting this requirement would provide an opportunity for some students to devote more attention to the scholarly pursuits expected of fellows.

Who is responsible? The Graduate School staff/Graduate School Executive Committee and a subcommittee

Timeline: AY 2022-2023. Spring 2022, form a GSEC subcommittee of Graduate Faculty, and staff from the Graduate School, to review the Schomburg Fellowship program. Fall 2022- Pull together and analyze Schomburg program outcomes and related metrics (enrollment profile for past 5 years, average annual expenditure: per student, by school, and overall, etc.). Pull together and analyze URM master's student data (enrollment patterns, costs, program durations and sizes, etc.) to identify areas of greatest student fellowship funding need and any gaps in support. Spring 2023 – Write up and present recommendations for changes to program administration accordingly to GSEC for consideration.

Evaluation: Evidence of the completion of this recommendation would be production of a report that analyzes the Schomburg Fellowship program outcomes, and from so doing, recommends whether changes to its eligibility criteria are indicated.

Integrate EDI into course content

Recommendation: Review and revise course content to infuse an inclusive pedagogical approach over a 3-5 year period.

Student feedback obtained at Curriculum and Pedagogy focus groups requested and strongly endorsed updating syllabi to reflect EDI perspectives in the disciplines. Learning objectives related to inclusive pedagogy evaluation rubrics will highlight modifications and assess effectiveness. This recommendation is a first step at updating course material. It relies on the basic principle that curricula are not static and envisions continuous revisions over time.

Who is responsible? Department Chairs, working with Deans

Timeline - Department Chairs in consultation with Deans establish a graduated timeline to complete the course content review and modifications over a 3-5 year period. Department Chairs must have latitude to prioritize courses that have the most impact as measured, for example, by enrollment or course evaluations.

Resources: The WG recognizes that Departments require resources to accomplish this "heavy lift" over 3-5 years. These resources could include:

- Provide relief from one course to a faculty member who leads effort within a department. The time is valued at approximately $10,000 per course. Consider offering these opportunities on a competitive basis, based on available budget.
- Secure grant funding to support work
- Recognize work as a valued component in faculty promotions
- Utilize expertise of CAAT as consultants and evaluators, ensuring that CATT has adequate staffing
- Provide Chairs with SUNY Stony Brook Toolkit for implementing change https://www.stonybrook.edu/commcms/cdo/toolkit/index.php

- Engage graduate students applying for paid experiential learning internships (effort can qualify for meeting CIRTL criteria)
- **Evaluation –**
    - o Assess student knowledge of content in newly developed Rubrics
    - o Track number of course modifications
    - o Obtain formal and informal feedback in <u>mid-course</u> focus groups with students
        - Note: Graduate student focus groups and workgroup members identified focus groups, with trained facilitators, would be effective in gauging effectiveness of courses, identifying opportunities for improvement, and increase engagement

Required Doctoral Training in Culturally Sensitive Pedagogy

Recommendation: Implement Required Doctoral Student Training in Culturally Sensitive Pedagogy under the auspices of Center for the Integration of Research, Teaching and Learning (CIRTL) over a five year period.

The CIRTL mission is to enhance excellence in undergraduate education through the development of a national faculty committed to implementing and advancing effective teaching practices for diverse learners as part of successful and varied professional careers. The network of 42 member institutions offers training adhere to core values that include "Equity and Inclusion", "Diversity and Representation", and "Inclusive Excellence and Innovation". Required training in these areas for all graduate and post-doc students will positively influence the learning environment for students at UB. CIRTL is focused on STEM fields but courses are applicable to other disciplines. The "teaching as research" component promotes a core mission of UB as a research institution. http://www.buffalo.edu/ubcirtl.html

As a way to provide a more inclusive and supportive learning environment for our undergraduates of color and other groups, CIRTL could scale the program to require all new TAs to participate in the training with many downstream positive benefits that occur as a result, for both the graduate student and the undergraduates they are teaching (Connolly, M. R., Savoy, J. N., Lee, Y.-G., & Hill, L. B. 2016. Building a better future STEM faculty: How doctoral teaching programs can improve undergraduate education. Madison, WI).

Responsible Party: CIRTL

Timeline:

Year 1: Develop with Research Information Systems a database to both track and evaluate students who participate in CIRTL training. This would include the entry point of attending the TA conference but also serve as a tool for promoting additional CIRTL activity and as a repository of work created in conjunction with the training (e.g., Teaching Philosophy Statements) that could be used to evaluate effectiveness and impact on the participant.

Year 2: Develop and implement plans to require the TA training for ALL new TAs. This would require coordination with departments to designate a local CIRTL faculty/postdoc/staff representative who would act as a point person for departmental CIRTL needs. For UB to effectively require this training for all new TAs, each department will need to work with the central office to ensure we hold students

accountable for attendance and participation. This person would need to attend a basic overview training on CIRTL as well as believe in the mission of learning through diversity.

Year 3-4: Work to scale the CIRTL Associate Certificate to accommodate a high volume of participants. Continuing to work with the database created in Year 1 as well as the CIRTL departmental representatives, we would hire a Faculty Fellow to organize and facilitate regular teaching philosophy statement workshops and seed learning communities at the departmental level. Typical learning communities take place directly after each speaking in our spring Effective Teaching Seminar series. This currently works because there are just a handful of students in attendance. We, as a central office, could still set up the seminars, but learning community discussion would need to occur in many more breakout groups. While our office can make regular rounds and participate in learning communities around campus, scaling an intimate, community discussion group among ALL TAs is something that would be nurtured by the inclusion of leaders from within their own departments/select grouping of departments, led by the participants themselves.

Year 5: Implement plans to require all returning TAs to have earned an Associate level CIRTL certificate. This would ensure that all returning TAs on UB's campus would be able to describe and recognize the importance and value of: learning-through-diversity and inclusive teaching practices, reflecting on their teaching practice and using research based instructional methods in the classroom.

Evaluation – See overall evaluation strategy above

EDI Internship Programs for Grad Students doing DEI Work

Recommendation: Develop internship programs at the decanal level for graduate students participating in committees or developing/implementing initiatives advancing diversity, equity and inclusion on campus. Internships should offer monetary or course credit.

Graduate Students enthusiastically endorsed opportunities to participate in experiential learning related to EDI. Participation in departmental efforts to advance an inclusive learning environment promotes engagement and contributions that reflect the values of the student body, provides insight into University and Departmental processes in preparation for future careers in academia, and is a unique opportunity for scholarly work.

Such efforts achieve the University's goal of creating a supportive, inclusive environment. Students report that a nominal award (e.g. $1,000 - $3,000 and/or course credit) would be sufficient to attract interest. The impact of experiential learning is evident in the study abroad programs. Experiences where students are change agents shapes their careers and is valued by future employers.

Existing UB Examples:
The School of Medicine initiated "fellowships"/awards for students and postgraduate residents.
1. Student fellowship/recipients: https://medicine.buffalo.edu/oiace/awards/social-justice.html ($3,500 per recipient)
2. Resident Award: https://medicine.buffalo.edu/offices/gme/awards/social-justice.html ($2,000 per recipient)
3.

Who is responsible? Decanal units
Timeline - Ongoing
Evaluation – See overall evaluation strategy above
Ensure Office of Curricular Assessment and Teaching Transformation (CATT)'s resources are sufficient to evaluate efforts.
Resources: Consider Matching funds or grants to departments to support internships. The School of Medicine provided $35,000 for 10 awards.

Establish Graduate Student Forums for Information Exchange

Large and geographically dispersed institutions are challenged to communicate information on EDI work and wins and to solicit feedback from the learning community. Students are not aware of electronic reporting and data collection systems, such as Ethics point, and how they might be used to improve the learning environment. Informal feedback is inhibited by the hierarchy inherent in graduate school. There is a fear of adversely affecting career development for those who speak out.   UB should convene a forum to address both formal and informal ways of obtaining feedback that is actionable and communicating with the community at large.

Pedagogy Working Group Recommendations

CHARGE 1: Provide recommendations related to course evaluations.

Recommendation - The University should develop a task force to examine best practices in course evaluation methods, data sources, etc. and develop a plan for designing and implementing a robust, inclusive course evaluation process that is linked to accreditation alignment through the office of Curriculum, Assessment and Teaching Transformation (CATT).

    a. **Who is responsible**? – A Task Force for Course Evaluation Processes should be developed that will include representatives from faculty affairs, promotion and tenure, CATT, department chairs, teaching faculty, et al.

    b. **Timeline** – The task force should be created and begin work as soon as possible; we recommend January 2022 for commencing the work; encourage a unit to pilot in Spring 2022 if possible

    c. **Evaluation** – To be developed by Task Force

    d. **Effort/Impact:** High Effort, High Impact

CHARGE 2: Provide recommendations regarding inclusive pedagogy, including best practices, and roles and responsibilities of campus units and offices in supporting these efforts.

Recommendations -

1. Inclusive Pedagogy Content Specialists (IPCS) should be identified (or hired and trained) to provide support and act as facilitators in coordinated efforts with the Office of Curriculum, Assessment, and Teacher Transformation (CATT) throughout the course evaluation and revision process.
   a. Responsible: In collaboration with CATT, each unit or department will implement a program in which its members will rotate serving as an Inclusive Pedagogy Content Specialist. IPCSs will have course release time (paid for centrally) to support faculty development and additional training in critical and inclusive pedagogies and coach colleagues through the course evaluation process
   b. Timeline: Immediate identification of initial IPCS in each department to allow for initial training and faculty development
   c. Evaluation: Multiple sources of data should be tracked including course evaluations, before/after of course syllabi and course artifacts, faculty satisfaction with support and resources/best practices, faculty retention, etc.to determine the impact of the IPCS role.
   d. Effort/Impact: High Effort, High Impact
   e. Resources Required: Funding for IPCS course release time and faculty development/training

2. The University should develop a standard process for review, approval, and revision support for creating Inclusive/Anti-Racist Syllabi and have it be a standard expectation across all programs.
   a. Responsible: A Task Force should be created that includes broad representation but especially includes GSE, Curriculum, Assessment, and Teacher Transformation (CATT), faculty, and students from Undergrad and Grad programs
   b. Timeline: Task Force to meet beginning in January to determine (1) Process for review, approval, and revision including who should be able to give review/feedback; (2) frequency and follow-up steps required for revision; (3) audits or continual quality improvement and opportunities to evaluate impact
   c. Evaluation: Syllabi before and after "snapshots"; student feedback; course evaluations; number of syllabi improved/revised using process
   d. Effort/Impact: High Effort, Medium-High Impact

3. Coordinated within decanal units and departments, each program will evaluate their courses starting with a syllabi review (see Rec. #2) to evaluate and revise their goals/objectives, curricular content, educational activities, and assessment methods.

    a. **Responsible:** In collaboration with Curriculum, Assessment, and Teacher Transformation (CATT), each unit or department will implement a program in which its members will rotate serving as an Inclusive Pedagogy Content Specialist (IPCS; **see also #1 above**). IPCSs will have course release time (paid for centrally) to support faculty development and additional training in critical and inclusive pedagogies and coach colleagues through the course evaluation process

    b. **Timeline:** In parallel with Syllabi Review Task Force (see Rec #2 above); a Task Force/Working Group should be formed to determine the process and suggested resources necessary for course review building off the work that many decanal units/program/department work have completed to date

    c. **Evaluation:** Multiple sources of data should be tracked including course evaluations, student recruitment/retention, before/after of course syllabi and course artifacts, faculty satisfaction with support and resources/best practices, faculty retention, etc.

    d. **Effort/Impact:** High Effort, High Impact

    e. **Resources Required:** Time from IPCS and faculty to participate in process; potentially additional funds for discipline specific resources or training

4. All faculty, including adjunct faculty, and staff will be required to participate in training/professional development to enhance their knowledge and skills in implementing or supporting inclusive pedagogy.

    a. **Responsible:** A centralized training/educator "core" workshop series should be developed by a working group that includes representation from CATT, Office for Inclusive Excellence, GSE, etc. Units or programs can determine if they would like for their faculty and staff to participate in the centrally provided program, or if they would like to modify and provide an approved adaptation of the training. A certificate and/or digital badge should be available to designate those who complete the program and have additional incentives for those who complete sessions/training beyond the minimum requirements.

    b. **Timeline:** Immediate development of training as well as required components/process for approval for programs choosing to utilize their own programming. Begin offering a pilot of the training in Spring 2022 for feedback and revision to improve and offer in Summer 2022.

    c. **Evaluation:** Improvement in learning culture/learning environment as evidenced through learning climate survey and student/faculty/staff focus groups; faculty/course evaluations; feedback and evaluation data from workshop/training series; peer observation of teaching (related to course eval task force)

    d. **Effort/Impact:** Moderate Effort, Moderate Impact

    e. **Resources Required:** Training to be developed and piloted along with CQI of training; time for faculty to develop and deliver training

5. All Teaching Assistants (TAs) will be required to participate in training/educator development to enhance their knowledge and skills in implementing inclusive pedagogy.

    a. **Responsible:** A centralized training/educator "core" workshop series should be developed by a working group that includes representation from CATT, Office for Inclusive Excellence, GSE, etc. Units or programs can determine if they would like for their faculty and adjuncts to participate in the centrally provided program, or if they would like to provide an approved adaptation of the training. A certificate and/or digital badge should be available to designate those who complete the program and have additional incentives for those who complete sessions/training beyond the minimum requirements.

    b. **Timeline:** Immediate development of training as well as required components/process for approval for programs choosing to utilize their own programming. Begin offering a pilot of the training in Spring 2022 for feedback and revision to improve and offer in Summer 2022.

    c. **Evaluation:** Improvement in learning culture/learning environment as evidenced through learning climate survey and student/faculty/staff focus groups; faculty/course evaluations; feedback and evaluation data from workshop/training series; peer observation of teaching (related to course eval task force).

    d. **Effort/Impact:** Moderate Effort, Moderate Impact

     e.   Resources Required: Training to be developed and piloted along with CQI of training; time for faculty to develop and deliver training

6. The University should develop a centralized and organized location to collect and share the current resources, support, and best practices.
    a. Responsible: The Office for Inclusive Excellence has an existing website (see: [Inclusive Pedagogy - Office of Inclusive Excellence](#)) that should continue to be developed in collaboration with representatives from units/programs. The process for vetting/approving content should be clearly shared. Additionally, there should be a deliberate effort to coordinate other offices' references, recommendations, and resources that are available to ensure alignment and common messaging.
    b. Timeline: Currently in progress; continue to expand in 2022
    c. Evaluation: Number of visits to OIE site; links clicked from landing pages; feedback provided by stakeholder users about utility of site
    d. Effort/Impact: Low/Medium Effort, Low/Medium Impact
    e. Resources Required: Process for vetting resources (if not currently in existence) along with time of faculty member(s) to review, vet, categorize and publish content

CHARGE 3: Provide recommendations regarding assessment of student learning and continuous improvement processes.

Recommendations -

1. As part of the course evaluation and revision process (see Rec #2.3 above), decanal units and departments should oversee and support the transformation of course assessments to ensure that:
    - modes and delivery of assessment address the disparity of access, resources, training (prior knowledge) of students
    - authentic assessments methods and modes (sometimes referred to as alternative assessment methods; e.g., scenarios, role plays, etc.) are integrated when possible
    - assessment tasks are aligned with courses goals and reflect the most important course outcomes
    - all assessment strategies are designed to bring out and support success for all students
    a. Responsible: A liaison from CATT (Assessment Specialist) should be assigned to each unit or department to provide support and assistance with assessment transformation.
    b. Timeline: In parallel with Syllabi Review Task Force (see Rec #2.2 above); a Task Force/Working Group should be formed to determine the process and suggested resources necessary for course review building off the work that many decanal units/program/department work have completed to date
    c. Evaluation: Multiple sources of data should be tracked including student performance on course assessments, before/after of course assessments and course artifacts, faculty satisfaction with transformed assessment methods, student perception of assessment modes/methods, etc.
    d. Effort/Impact: High Effort; Moderate/High Impact
    e. Resources Required: time for faculty to transform assessments; personnel from CATT to support this work
2. As part of the course evaluation and revision process (see Rec #2.3 above), decanal units and departments should create a unit/department level plan for continuous quality improvement that may be in conjunction with accreditation processes.
    a. **Responsible:** decanal units and department leadership or identified individuals (within schools or programs, this may be someone who oversees/manages accreditation)
    b. **Timeline:** The plan should be generated in parallel with the course evaluation and revision process (beginning January 2022)
    c. **Evaluation:** Unit/program plan for CQI that includes a clear timeline with allocation of resources (personnel, time, materials/support/training) required for implementation. Data sources to be collected and used as part of CQI may include review of exam blueprint to goals/objectives; program goals/objectives;

review of distribution other item analysis; evaluation and course feedback from students, etc.

    d. **Effort/Impact:** Moderate Effort/Moderate Impact

ADDITIONAL RECOMMENDATION (not specific to any charge):

Recommendation -

1. Each decanal unit or program of study should identify at least one goal related to inclusive pedagogy and develop specific metrics to track the impact/outcome for the goal.
   a. **Responsible -** Dean or program leadership should work with their faculty to select one goal and identify specific metrics related to the goal to measure impact and related outcomes.
   b. **Timeline** – Goals should be identified in Summer 2022 to be measured in AY 2022-23; progress towards goals and outcomes to date should be reported on a bi-annual basis to the President and Provost.
   c. **Evaluation** – Evaluation methods will vary based on goal for each unit/program, however, each unit/program will submit a SMART goal, action plan for measuring progress toward goal, timeline, outcomes and impact measures.
2. The University should create a working group to develop a plan for scholarship and research related to the design, implementation, and continued improvement of the learning environment and educational programs through the work of the President's Advisory Council on Race (PACOR). Working groups should identify research questions, study design, and timeline for implementation for at least one project from each of the sub-committees of the PACOR.
   a. **Responsible** – At least one representative from each sub-committee working group should be identified to serve on the scholarship and research working group; ultimately the chair of this committee should be responsible for ensuring the projects are enacted and have the resources/support necessary for success.
   b. **Timeline** – The working group for scholarship and research should be created and begin work as soon as possible; we recommend January 2022 for commencing the work; at least one research project should begin formally (pending IRB approval) in Spring 2022.
   c. **Evaluation** – number of scholarly projects launched in 2022-23; number of new interdisciplinary projects

The Pedagogy Working Group has identified the following references/resources which may be helpful for implementation of the above recommendations:

- Elaine Seymour and CU Bolder's center https://www.colorado.edu/eer/ where there is a long history of research on looking at why students leave STEM.
- Chapter 5 in Morey & Kitano regarding assessments

Academic Support Recommendations

Mandatory Annual Anti-Racist/Diversity Training for Academic Support Staff

Recommendations

- Require the academic advising community (advising administrators, academic advisors, academic advising assistants, and any staff who provide advising at the graduate and undergraduate level) to participate in annual anti-racist/diversity training to acquire the necessary skills, advising techniques and attitudes to ensure cultural awareness, cultural competence and culturally responsive interactions. Supplement required annual training with resources provided by the National Academic Advising Association (NACADA).
- Require academic support roles such as tutoring, academic success coaches, mentoring and other forms of student support systems within Student Life offices to participate in annual anti-racist/diversity training. While not an exhaustive list, such Student Life offices could include Campus Living, the Career Design Center and Accessibility Resources. Supplement required annual training with resources provided by the College Reading the Learning Association (CRLA) and other academic support professional organizations.
- Establish, maintain, and promote effective coalitions that support collaborative training among academic support staff through on-going partnerships, shared objectives, collective work and budget allocations.
- Allocate $3,000-5,000 for the initial creation of an anti-racist/diversity training to be completed annually via UBLearns by all academic support staff (or ideally to be completed annually by all employees, if possible). Ensure the UBLearns course contains a variety of modules, including such sections as self-advocacy/self-empowerment skills, implicit bias and microaggression training.
- Additionally allot $300-500 a year for the academic advising community and those in academic support roles to attend supplemental anti-racist/diversity training.

Who is responsible

- The Office of Equity, Diversity, and Inclusion (EDI) would mandate the annual training for all employees and track participation.
- If EDI oversight is not possible:
  - Director of Undergraduate Academic Advisement would monitor completion of annual training for the undergraduate academic advising community. (Advising administrators from each unit would be responsible for ensuring all advisors, academic advising assistants and academic support staff in their area complete the annual training and report back to the Director of Undergraduate Academic Advisement.)

- o A graduate point person needs to be established, such as the Associate Vice Provost of the Graduate School, to monitor completion of annual training for academic support staff at the graduate level.
- o Director of Tutoring and Academic Support Services (TASS) would monitor completion of annual training for any tutoring centers/staff under their purview. Heads of all other tutoring centers not housed within TASS would monitor completion of annual training for their staff to report back to the Director of TASS.
- o The lead in each Student Life unit that provides academic support functions would be responsible for ensuring annual training is completed by all staff members.

Timeline for implementing the recommendations

- Creation of anti-racist/diversity training content via a UBLearns course to occur in spring-summer 2022.
- Similar to UB's implementation of New York State's mandatory sexual harassment prevention training requirement for all employees, conduct annual anti-racist/diversity training at the beginning of each fall semester with a due date by the second week of December. Implementation date: September 2022.

Evaluation

- Online annual training would be made available via UB Learns, including a pre- and post-test, with an established goal to work toward (e.g. 10% improvement over 8-10 years). Concurrently, additional annual complementary training would be made available to academic support staff, who would be highly encouraged to attend. For the academic advising community, for example, NACADA offers at least one diversity training a year. In 2020-2021, *Advising Black Male Students in 2020 and Beyond* was offered. In 2021-2022, *Bringing Cultural Humility to Academic Advising* will be offered.
- Establish a coalition between the Director of Undergraduate Academic Advisement, a contact in the graduate school, the Director of TASS and leads from several Student Life offices that offer academic support. Collaboratively, the group would ensure there is sustained focus on anti-racist/diversity professional development training throughout the year, including sharing of professional development training opportunities and resources.

Expand Mentoring Programs for FGEN and BIPOC Grad/Undergrad students

Recommendations

While peer mentoring for all would be ideal and something to strive for, we suggest our efforts begin by offering programs to those students who have typically been identified as 'at risk or have been marginalized': FGEN and BIPOC.

Who is responsible

- Responsibility can rest at program levels.
- Freshmen: Program coordinator responsible for working across units to help identify mentors and make assignments. Responsible for the organization and monitoring of the program.
- Sophomore-Senior: Identify a departmental individual(s) who can monitor, make assignments and identify mentors.
- Graduate: Individual(s) within the graduate program.

Timeline for implementing the recommendations

- Upon entering the University or specific level of study.
- Freshmen: Upon entering the university would receive a Peer Mentor. The PM can be specialized, i.e., FGEN but can also be assigned by major or general. One way to achieve this would be to tie the mentoring to a class, for example FR Seminar.
- Sophomore-Senior: Departmental mentoring once accepted to major department (Near Peer experiences— graduate students could serve as mentors/coaches. Faculty and staff can also choose to participate as mentors.
- Graduate: Upon acceptance to program—faculty mentors

Evaluation

- Pre/post, focus group, measure engagement, retention.
- Freshmen: Tied to a class or program
- Sophomores-Seniors: Invited through academic department
- Grad – faculty member invitation as part of acceptance to program.

Financial Commitment

- Undergraduate Peer Mentors receive a modest stipend, paid after completion of each semester. (Summer $500, Fall/Spring $750 each = $2000). Having financial incentive has proven to be more effective than not. Financial Allocations should be provided based on the size of the program. Consider Also providing either extra service funds or a stipend to persons identified as 'coordinators' for each program unless these duties get woven into performance programs.

The Student/Academic Support Equity, Advocacy and Concerns Committee

Recommendations
- Form a committee to review reports of suspected bias in practice, to investigate, review, triage and extend support to students.
- Research to be done to see if the data already exist, and if it could be examined to see if there is evidence of bias. If there is, then a committee could be formed to address. If not, then continued monitoring/oversight of that data.

Who is responsible
- A committee would be established with co-chairs who would report to the VP of Student Affairs and Academic Affairs.

Timeline for implementing the recommendations
- Immediately identify key stakeholders to serve on committee, possibly pull from Equity, Diversity and Inclusion, Student Conduct and Advocacy, Counseling Services, Intercultural and Diversity Center, and Advising and/or Tutor Administrators group
- Begin storming phase in spring 2022, and establish ongoing meeting schedule.
- By start of summer 2022 have list of identified 'points of discretion' that can change a student's academic trajectory at the discretion of departments by applying academic exceptions, and determine a tracking system within each school.
- Track departmental academic exceptions for 2022-2023.
- Review exceptions by demographics, in proportion to school/academic program population to determine if there is inequity in application of exceptions.
- Address as needed. Continue cycle moving forward with annual review over summers, and ongoing case review/investigation within ongoing meetings as indicated.
- Does not have to be limited to just academic exceptions. Other pain points to be identified by committee.

Evaluation
- Guidelines for student/academic support provided by the Equity, Advocacy and Concerns Committee would stem from the current Students of Concern Committee. Identified students could be indicated via a student group in HUB/category in Navigate.

Notes
- There are perceived patterns of implicit bias that are noticeable specifically at the point of advising and academic programs on campus. For example, white students receiving more exceptions to program requirements than URM students. These warrant further investigation and oversight. Use guidelines from the current Students of Concern Committee.
    - Rather than use a hold to identify students, create a student group in HUB.
    - Connect identified students who may apply for an Academic Withdrawal petition.

Best Practices for Academic Support Units Across Campus

Recommendations
- Identify best practices from academic support units across campus, as well as at peer institutions, alongside recommendations of our professional organization, NACADA, and adopt into practice as indicated to improve our practice in recruiting, supporting, and retaining a diverse student body.

Who is responsible
- Responsibility can rest at program levels.
- To coordinate the process for timeline purposes, the UB Advisors Administrators group can take lead.

Timeline for implementing the recommendations
Three levels of best practice gathering can take place concurrently in spring 2022:
- An email to unit leads from the Vice Provost Office to have offices share their best practices. Those can then be assembled, reviewed, and where helpful, disseminated for adoption.
- A list of peer institutions can be divided among advising units, relative to their staff size, to solicit best practices. Priority will be placed on peer institutions with diverse student bodies.
- The UB Advisors Administrators group will review the best practices recommended by our professional organization as well as CAS standards for adoption.

Summer 2022: Review accumulated best practice recommendations, and begin crafting plan for adoption, including review of associated costs to implement and evidence of effectiveness.
2022-2025: Begin phased adoption of best practices, with intentional assessment, and commitment to continuous improvement in serving students.

Evaluation
- Either this subcommittee on Student Support, or the UB Advisors Administrators group, should review the gathered resources, taking into consideration applicability to our campus community, evidence of effectiveness, and practical considerations needed to adopt.
- Once a plan is in place, evaluation should continue to determine the effectiveness of these practices individually and as part of a greater system of supports. Assistance in designing relevant metrics and modes of assessment would be needed.

Examples of Existing Best Practices
- Tutoring and Peer Mentoring: All tutors training by one entity and that training covers topics on equity, diversity, communication in a multimodal and ongoing fashion.
- Tutoring and Peer Mentoring: Establishing a tutoring and a peer mentoring administrators group to discuss issues associated with best practices, services and effectively address students' needs.

- Holistic Student Check-ins: During every advising session or meeting with a student, asking questions about students' overall well-being, especially since non-academic circumstances could directly impact a student's academic performance.

PACOR Student Advisory Committee

What are some examples of courses they've experienced where the faculty embodied inclusive/anti-racist teaching strategies? What were some of those strategies or teaching approaches/methods?

- At the end of the syllabus, there is some resources that talk about this, but no details.
- Professor are teaching what they are supposed to teach and not adding any additional information as it relates to equity, diversity, inclusion and social justice.
- Getting some type of diversity, equity and inclusion course at the beginning of their academic career and getting and updating the current terminology that is being used would be helpful.
- Design courses that incorporate pedagogy such as using experiential learning and reflection to incorporate inclusiveness and anti-racist strategies.

What are examples of assessments they've completed/participated in that they believe embodied anti-racist principles or practices?

- Implicit Association test was taken in the Social Diversity class, which is the diversity course required for UB Curriculum.
- Unless the course is geared at diversity, these principles and practices are not included in courses they have taken.

Do you agree with the top 5 recommendations of best practices for providing academic/advising support? (Note: these recommendations are for the undergraduate and graduate level)

- Mandatory annual anti-racist training (for students, faculty and staff) – As long as the training is not redundant, must find creative ways to present annually. It should also be done before the semester begins, as the semester tends to be very busy, which then would involve less participation.
- Expand mentoring programs/opportunities (offer peer, staff and faculty mentors) – This is a great idea, if the University could coordinate and collaborate across campus.
- Infuse social justice/anti-racism content into courses, such as the UB Seminar and UB Capstone course – This would be a good idea to have as part of the courses.
- Create an Equity, Advocacy and Concerns Committee (committee to review reports of suspected bias in practice, to investigate, review, triage and extend support to students) – Could students submit a report anonymously, as they may be afraid to come forward. Think it would be fine – what criteria would be followed based on each situation presented to the committee?
- Offer diversity and inclusion events/workshops/clubs – Adding something to the welcome weekend programming.

If not, what additional academic support recommendations would you suggest?
- None to suggest

What are some examples of courses they've experienced where the faculty embodied inclusive/anti-racist teaching strategies? What were some of those strategies or teaching approaches/methods?
- Students indicated that they have experienced courses where faculty members incorporated inclusive and anti-racist teaching strategies. They indicated that in subjects like Biology and Public health, faculty included readings and articles that highlighted racism in science, medical disparities and inequalities. Discussing these topics in classes embodied a way on accommodating including teaching. In classes where students were not sure of inclusive and anti-racist teaching strategies being implemented, resources were added in the syllabus as requirement. Faculty didn't emphasize these sections of the syllabus.
- One student is taking a course that focuses on health disparities in relation to racism and systemic oppression
- The instructor discusses self-determinants of health related to race/ethnicity, gender, religion, ability, and other identities

Do you agree with the top 5 recommendations of best practices for providing academic/advising support? (Note: these recommendations are for the undergraduate and graduate level).
- Students agreed that mandatory annual training be provided for UB community. However, they draw concerns about the redundancy and non-engaging style of similar trainings. Annual trainings on thematic issues of race and inclusion may elicit resentment but only completed because it is mandatory. Trainings must be engaging for participants to benefit and derive value.
- Students agreed to the expansion of mentoring program and opportunities. Students also strongly agree that social justice/anti-racism content be included in courses. Students suggested that UB Seminar courses and UB Capstone on issues race, racism, gender, inclusivity be mandated for all students as some point or the other before graduation. Making the classes optional allows students to evade such classes, therefore graduating with no formal knowledge on these thematic issues.
- The students agreed that an Equity, Advocacy and Concerns committee be created. However, such committee should include faculty and staff whose research interests are in these areas as well as other members of the university committee that have functioned in similar capacity. Students mentioned that such committee be headed by academic Professors rather than administrators.
- The students recommend that the University can leverage on Social and Academic clubs to organize events and workshops on inclusion and diversity.

What has been your experience with the quality of instruction received from graduate students as it pertains to diversity, equity, inclusion, and justice?

- PhD student taught a course at the graduate level and the quality was not the best. The course was the hardest to get through, possibly overworked graduate student. The graduate student apparently was asked to take charge of the course over a racial incident that took place during that semester and the instructor left without any explanation, just stated the GA would be teaching for the remainder of the semester. It appears false information was being taught in the course and it appears the graduate student may not have been thoroughly prepared. This course was in Architecture and Planning.
- Classes taught by graduate students did not discuss diversity, equity, inclusion and justice, the only way these topics were discussed in the class was when the graduate student gave examples of their experience, but none of those topics was included in the course content.
- When reviewing current research, it appears that certain information as it pertains to the history of the topics diversity, inclusion, equity and social justice many of that information is left out and not discussed or even brought forth in the content of the course. A lot of the research is coming from white scholars and we as students would love to see the research and work of a diverse group of scholars.
- TA's who tend to be part of helping with building of the content within the course tended to do better in teaching the course. Those who do not have a part in building the course content and is just told what to teach, they tend to do worse.

What has been your experience with the quality of the instruction received from adjunct faculty as it pertains to diversity, equity, inclusion, and justice?

- Adjunct professors want to say more in class as it relates to diversity, equity, inclusion and justice, but because they are "adjunct", they don't feel they could do so. For example, an adjunct in Urban Planning discussed race in the class and when some students complained, he was told not to bring that topic up in the class. Adjuncts are more likely to have discussions around race, diversity, etc., but they are afraid based on the possibility of not being asked to teach anymore.
- Have had really good experience with Adjunct faculty. More classroom management would be beneficial for adjunct, such as having more training on how to handle class discussions around these topics.

What has been your experience with the quality of the instruction received from tenure track and tenured faculty as it pertains to diversity, equity, inclusion, and justice?

- Hard to distinguish between both, within Architecture most faculty are tenured. Tenured professors are more willing to have the conversation and open the door for discussion related to diversity, equity, inclusion and justice, etc. Example of a project, where a student was asked to make the people in his project more neutral instead of the African Americans he depicted in the project and when the student asked within the department why was he asked to make

such a change on his project when he filed a complaint, he stated the department brushed it off, due to the professor have the status of being tenured. You get some professors who are amazing and you get some professor where you hit a wall and no one will do anything.

- Faculty sometimes ask questions related to current events happening, such as the protests occurring, etc. Big classes (undergraduate level especially) make it more difficult to bring these issues up for discussion due to the class size.
- You have many professors that fall into tenure track or tenure that are committed and very good with these topics, as they are willing to take the risk and push the boundaries. Then you have others who are not so good. It would be wonderful to see some type of training or remediation for faculty who have received a number of complaints, we don't wish anything bad on a faculty, they just need to be better informed. For example, continuous training, no punishment, but allow people to create alternative possibilities as an outcome.

Are you aware of the office (Office of Inclusive Excellence) that reviews these complaints?
- Is aware of the office and it appears when they used the office they were not satisfied with the outcome.

For those students who are or have served as TAs, what do you believe are appropriate types and quantities of training/professional development in order to be able to teach/serve as a TA? For example, would you be willing to attend a 3-hour in-person session on grading and giving feedback?
- Would be happy to attend training to ensure that the basic things are covered that is needed to teach the course. Also, being able to have input in the course content would be valuable, so you're not going in cold teaching something that someone else made up. My experience as a TA, I did not receive the proper training. As far as the time limit related to the hours of training, it would vary based on each individual, as everyone comes to the table with varying experiences and expertise.

What recommendations do you have for improving your instructional/course experience in working with TAs in diversity, equity, inclusion and justice?
- Maybe take a day from instruction to discuss and have a good conversation related to these areas.
- Providing TAs with a little bit more control and power, but make sure they are well trained. Have some sort of mid semester review to go over things to ensure they are doing well.

What recommendations do you have for improving your instructional/course experience in working with professors in diversity, equity, inclusion and justice?
- *Maybe take a day from instruction to discuss and have a good conversation related to these areas.*

- *Training on how to have these difficult conversations in the classroom, but need to make sure it is done in the right way, maybe having a moderator that has experience in these discussions.*
- *Restorative justice framework, making sure students are aware of knowing what they are getting into. What are the best frameworks of restorative justice and take into account what we teach and how we teach.*

The following questions were added by students:

As you look at teaching, what method do you feel is the best approach in order to ensure that instruction provides inclusiveness when it comes to discussing race?

- Students indicated that they would like to see more reading and articles in their STEM fields/courses that demonstrates issues of race and inclusion. i.e. in Biology class and public health courses. Faculty, though focused on the most important parts of the course, should be mandated to present research that mirrors these thematic concerns.
- Creating a class space where students feel free to share their thoughts and opinions

When it comes to curriculum, research, pedagogy, academic support and co-curricular experiences, what suggestions do you have that will assist the university to implement strategies the will contribute to a university culture which realizes ideals of equity, diversity, inclusion, and social justice?
- Students suggested that course content that highlight these areas be included in course especially in STEM fields, implement a program where students can connect with other such as the "GENERATION SCHOLARS" program in the Honors college. Students indicated that UB has available resources that can cater for these needs, but finding them remains a huge challenge for students. UB must also improve on its strategies on building networks and connections. e.g. connect Alumni with current students to share experiences and other resources needed to succeed outside UB.

* Those students doing their research on marginalized populations have run into issues as far as getting data. When it comes to getting the information, programs and professors should support the students to get the appropriate data for their research.

Student Experience and Programs Subcommittee

Subcommittee Co-Chairs:

Brian F. Hamluk
Vice President for Student Life

Lee H. Melvin
Vice Provost for Enrollment Management

TO: Suzanne Rosenblith, Dean and Professor, Graduate School of Education
        Mark Alnutt, Vice President and Director of Athletics

From: Brian Hamluk, Vice President for Student Life
        Lee Melvin, Vice Provost for Enrollment Management

Date: December 6, 2021

Re: Recommendations of PACOR Student Experience and Programs Subcommittee

While the work of the Student Experience and Programs Subcommittee continues, please accept this memo and corresponding subgroup reports as an update to our work. Given the scope of our recommendations, the subcommittee broke down the recommendations into four key subgroups: data and transparency, programs/initiatives/belonging, pipeline/admissions/recruitment strategies, and academic support programs/DEI student success. While the attachments will provide more detailed context on the work of each subgroup, each team delivered the most critical recommendations that are advocated for and they are presented below. We look forward to a future conversation to discuss this in greater detail.

Programs/Initiatives/Belonging

Programs: Institutionalize annual celebrations of our diverse community in an ongoing manner such as awards, events, festivals, heritage months, etc.
Recommendation: Compile a comprehensive report of current ongoing and/or annual campus diversity events, awards, programs. Report should include only items that are sustained by having the coordinating responsibilities included in the performance program of a FT staff or faculty person and any funds necessary for coordination designated in a unit operational budget.

Initiatives: Organize and involve a broad spectrum of students in identifying needs and envisioning future diversity and social justice initiatives.
Recommendation: We recommend reviewing how units are collecting student feedback, and centralizing that data to make it widely available for units seeking to add or bolster students of color initiatives. In addition, while UB regularly administers large-scale surveys such as NSSE, new student survey, six-week survey, first destination survey, course evaluations, UB curriculum assessments, etc., there does not appear to be a systematized or consistent effort to compare and report on resulting data by race; we recommend institutionalizing the production and distribution of reports for every major survey administration that specifically examines potential racial disparities and draws the university's attention to findings of concern

Belonging: Better coordinate, promote and increase programs designed to create a more welcoming and supportive environment for current UB students in order to improve retention and graduation rates.
Recommendation: We recommend asking students what they need to experience to connect and feel a better sense of belonging to the college. Develop ongoing Focus Groups and programs based on student request.

Academic Support Programs/DEI Student Success

Recommendation: That the University identify an organization/unit that will be charged with convening relevant stakeholders to identify the University's strategy to serving all BIPOC students regardless of level or academic area of study. This organization/unit would:
1. Convene and facilitate a process to create a "shared vision and commitment";
2. Address the need for common data definitions to ensure that essential data on ethnicity be readily available for planning and evaluative purposes;
3. Create a systematic and continuous process to seek the input of BIPOC students that ensures that the process is inclusive of all BIPOC students regardless of class level or academic area of study

Recommendation: That the Graduate school serve as the entity charged with developing a vision and commitment to offering academic support to all BIPOC Graduate students regardless of area of study. This of course would be a collaborative and inclusive process; and That the Office of Undergraduate Education serve as the entity charged with developing in collaboration with key stakeholders the university's commitment to providing academic support to all BIPOC Undergraduate students.

Data and Transparency

Recommendation: Develop a University-wide standard for classifying students by race and ethnicity.

Recommendation: Explicitly state expectations regarding School or Divisional level data collection and reporting.

Recommendation: Identify staff responsible for data collection, data analysis and data reporting at the School or Divisional level

Recommendation: Regularly report key student race-related metrics on University websites

Recommendation: Solicit and respond to input from students' race-related experiences and data needs

Pipeline/Admissions/Recruitment Strategy

Information in progress – update forthcoming.

Programs

Action Item 1 Engage stakeholders to identify offices and units that will be responsible for implementation.	Timeline Feb – Mar 2022	Metrics Consult with UDOs and determine implementation leadership structure.	Who is responsible Office of Inclusive Excellence (OIX) Unit Diversity Officers (UDOs) Intercultural and Diversity Center (IDC) Dean of Students (DOS)	Notes OIX and UDOs already have monthly meetings. Integrate the IDC and DOS to include Student Life.
Action Item 2 Develop an understanding of initiatives currently underway that address the goals of particular recommendations.	Apr – May 2022	Compile comprehensive report of current ongoing and/or annual campus diversity events, awards, programs. Report should include only items that are sustained.	OIX UDOs IDC DOS	A sustained program means that coordinating responsibilities are included in the performance program of a FT staff or faculty person and any funds necessary for coordination are designated in a unit operational budget.
Action Item 3 Identify critical barriers (including cultural barriers) to successful implementation, assess the nature of those barriers, and propose solutions.	Jun – Jul 2022	Develop standards of practice for assessment and evaluation of programs that are currently or in the process of becoming sustained.	OIX UDOs	Beyond the Action Item Timeline, assessment and evaluation should continue on an ongoing basis to allow for persistent growth and practice of cultural competence.
Action Item 4 Propose measures and data necessary to assess whether desired improvements are being made.	Jun – Jul 2022	See Action Item 3.	OIX UDOs	Assessment and evaluation reporting should be built into how UDOs shared feedback with OIX. Beyond the Action Item Timeline, feedback and data should be shared on a bi-annual basis.
Action Item 5 Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.	Jun – Jul 2022	Base recommendations on feedback from UDOs and an analysis of the report from Action Item 2.	OIX	Recommendations that can be shared across units to facilitate collaboration and maximize resource should be highlighted.

				Recommendations should also make note of the need to create or change any performance program or unit budget.
Action Item 6 Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.	Jul 2022	Review Action Item 5 recommendations and confirm they fit within the scope of any guideline.	UDOs Senior Unit Leaders	
Action Item 7 Recommend roles and responsibilities for each strategy.	August 2022	Update or create performance programs and unit budgets in accordance with Action Item 5 recommendations.	UDOs Senior Unit Leaders	

PACR Implementation Matrix
Student Experience and Programs Subcommittee: Programs/Initiatives/Belonging Work Group
Recommendation: Organize and involve a broad spectrum of students in identifying needs and envisioning future diversity and social justice initiatives.
Matt Ardila-Weigand and Kevin Ahuna

Initiatives

Action Item 1	Timeline	Metrics	Who is responsible	Notes*
Engage stakeholders to identify offices and units that will be responsible for implementation.	January 2022	Offices are identified and listed. Point persons within offices are identified and listed. Compensation for students is documented.	Kevin	Recommendation: Based on findings of all PACR Student Experience Workgroups, identify offices that have easy and consistent access to students of color, determine feasibility of implementing systemic measures for getting feedback from these students, and identify who in the office will be charged with collecting and submitting that data. Students should be compensated for any work they need to do to provide data.
Action Item 2 Develop an understanding of initiatives currently underway that address the goals of particular recommendations.	November 2021	The way units collect student data are identified. Findings from student feedback are widely distributed via reports and other mechanisms.	Matt	We are unaware of an organized, systemic effort to involve a broad spectrum of students in identifying needs and envisioning future diversity and social justice initiatives. We recommend reviewing how units are collecting student feedback, and centralizing that data to make it widely available for units seeking to add or bolster students of color initiatives. In addition, while UB regularly administers large-scale surveys such as NSSE, new student survey, six-week survey,

				first destination survey, course evaluations, UB curriculum assessments, etc., there does not appear to be a systematized or consistent effort to compare and report on resulting data by race; we recommend institutionalizing the production and distribution of reports for every major survey administration that specifically examines potential racial disparities and draws the university's attention to findings of concern.
Action Item 3 Identify critical barriers (including cultural barriers) to successful implementation, assess the nature of those barriers, and propose solutions.	November 2021	The number of units who collect feedback and the amount of feedback increases. Units that do not show any efforts to improve are held accountable. Additional staff are hired and charged with managing these assessment initiatives.	Kevin	Critical barriers include the lack of systemic and consistent student feedback data, lack of a centralized location for the data, the absence of a person and office designated to interpret and disseminate the data, and a historic failure to act on findings that do exist. Cultural barriers include the lack of collaboration and transparency among units who are getting feedback from students. Recommendation: Incentivize collecting student feedback data across Academic Affairs and Student Life units; hire additional assessment staff to collect and interpret data; incentivize creating initiatives that address student needs based on student feedback and hold accountable units whose efforts toward improving the experience for students of color are negligible or non-existent.

Action Item 4 Propose measures and data necessary to assess whether desired improvements are being made.	Completed by August 2022	Audits are modified and utilized. Student of color Student Life employees are systemically asked for feedback.	Kevin	Utilize current (or modified) SLSJAG Audit created by the Student Experience team within the Student Life Social Justice Committee to determine each Student Life Unit's diversity and inclusion self-assessment. Devise an online assessment tool to provide an easy means for units to collect or document feedback from students. Devise and implement an assessment measuring how students of color are experiencing the campus to be distributed to all students of color annually who serve in paid Student Life positions. Act on the analysis of that data and keep longitudinal data.
Action Item 5 Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.	December 2021	Currently available student feedback data are widely distributed. Each unit that seeks student feedback, compensates the students who provide it.	Kevin	Distribute widely across Academic Affairs and Student Life, students of color data that we already collect. For example: In Fall 2020, 49.8% of enrolled UB undergraduates (10,358 of 20,777) and 48.6% (4,697 of 9,662) of enrolled UB graduate students were identified as international students, unknown, or an ethnicity other than white. According to the most recent 6-Week Survey results, UB retention data, and UB Next Survey results, URM (Underrepresented Minority Status) students:

				are more likely to seriously consider leaving UB (28.1%) than non-URM students (21.8%), graduate at a lower rate (82.2%) than non-URM students (87%), are less likely (67.3%) than non-URM students (79.4%) to indicate that their education prepared them for life outside of college, and are less likely (70.9%) than non-URM students (80.3%) to indicate that their education was worth the cost after they graduate. [Source: Student Life Assessment and Research Office] Recommend that all units who ask students of color for feedback make a commitment to compensate those students for those efforts. Compensation can include but is not limited to: financial compensation (payment, gift cards, etc.) and non-financial compensation (e.g. keeping students informed and updated regarding how their feedback is being used)
Action Item 6 Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.	Ongoing	All units operate within established curriculum, state, SUNY, accreditation, and similar policies and guidelines	Kevin and Matt	Units acting on recommendations would do so as part of current operating procedures. No actions would initially require additional state, SUNY, or other approvals.
Action Item 7 Recommend roles and responsibilities for each strategy.	December 2021	Units document improvements in their data collection processes.	Kevin and Matt	Provost and Vice President for Student Life would set the tone for the implementation of all

		Data is easily accessible via the Office of Institutional Analysis.		initiatives that focus on getting feedback from students of color. Individual units would be provided latitude regarding how best to make improvements collecting feedback but would also be held accountable when not fulfilling agreed upon commitments. Institutional analysis would be the centralized collection and clearing house for data pertaining to students of color.

*Notes:

PACR Implementation Matrix
Student Experience and Programs Subcommittee: Programs/Initiatives/Belonging Work Group
Recommendation: Better coordinate, promote and increase programs designed to create a more welcoming and supportive environment for current UB students
in order to improve retention and graduation rates.
Jennifer Harris and Amy Reynolds

Belonging

Action Item 1	Timeline	Metrics	Who is responsible?	Notes
<mark>Engage stakeholders</mark> to identify offices and units that will be responsible for implementation.	Ongoing	Identified specific offices and units that offer programs and services that help create a welcoming and supportive environment and gathered information. • Reached out to EOP, CSTEP, Student Support Programs, and Tutoring program • Reached out to OIX; Career Center; Counseling Center; Diversity Center	Office of Inclusive Excellence (OIX) Unit Diversity Officers (UDOs) Intercultural and Diversity Center (IDC) Dean of Students (DOS) And all other relevant offices	It seemed like the list could be endless, so we chose not to focus on specific places such as academic units and what their UDOs are doing. We reached out to see what data there is regarding student belonging in the institutional data bases
Action Item 2 <mark>Develop an understanding of initiatives currently underway</mark> that address the goals of particular recommendations.	Ongoing	We gathered information using the following questions: What do you do; what measures do you do and how do you know if you are having an impact?	OIX UDOs IDC DOS And all other relevant offices	Programs like student services (CSTEP, EOP, Tutoring) that are centered in ongoing relationships are most powerful; providing resources to help students while they are here; what % of minoritized students are in contact with these programs? These programs serve as gateways to other involvement like Black Student Union and other student activities Otherwise just have access to one shot programming: potentially worse for commuter students

				Need to focus on inclusion and representation in all spaces
Action Item 3 ==Identify critical barriers== (including cultural barriers) to successful implementation, assess the nature of those barriers, and propose solutions.	Ongoing	The offices that were contacted identified some specific barriers and we generated others after reviewing all the information we gathered.	All relevant offices must continue to gather information on critical barriers and assess whether barriers already identified are addressed.	Students who do not belong to Student Support Services or other support programs often get lost and don't have an anchor on campus; EOP/Acker students are admitted directly into those programs, but students have to self-identify to fit in the SSS programs (looking to recruit students via disability, academic need, or economic need); this is HUGE missed opportunity in onboarding; probably worse for commuting students; students are sometimes hesitant to participate in SSS programs; NEED BETTER ONBOARDING AND ONGOING ENGAGEMENT Students lack awareness of on campus programs and initiatives (not reading emails) Majority of programs offered are one shot programs and don't foster ongoing connections Lack of representation in faculty and staff; so limited opportunities for mentoring by someone of same race
Action Item 4	Ongoing	There are several surveys already in use at UB that assess for belongingness. Some of these items appear in	Consult with Eric Walsh, PhD	It would be valuable to come up with an assessment plan

<mark>Propose measures and data</mark> necessary to assess whether desired improvements are being made.		the OIA dashboards and others do not. The filters are also not the same for each dashboard, but often include gender, IPEDS race/ethnicity, and/or URM status. One note about the field labelled gender is that is actually sex assigned at birth because the data comes from sources that are tied to the selective service requirement.
		
		· New Freshman/New Transfer Survey:
		    o These surveys ask "how strongly do you agree with the following statement? – I feel connected to the UB community." This question has appeared on the survey since at least 2018.
		    o Results are in the "impressions and aspirations" tab of the OIA dashboard and it looks like you can filter by gender (sex) and URM status.
		
		· SUNY SOS:
		    o In the past, has asked the level of satisfaction with "Your sense of belonging on campus."
		    o Results are in the "Srvc. Satis. And Belongings" tab of the OIA dashboard and it looks like you can filter by the IPEDS Race/Ethnicity categories, URM status, and gender (sex).
		
		· NSSE:
		    o Asks "To what extent do you agree or disagree with the following statements? - I feel like part of the community at this institution."
		    o I don't think the results for this question are in the dashboard. A link to the full list of survey questions can be found at:https://nsse.indiana.edu/nsse/survey-instruments/us-english.html. (See item 15).
			Assistant Director of Assessment and Research, Student Life and Office of Institutional Assessment as appropriate	using these measures on an annual basis to examine both annual longitudinal trends.

		These surveys are available here: New Freshmen/New Transfer Survey: http://www.buffalo.edu/provost/oia/surveys/freshmen-survey.html http://www.buffalo.edu/provost/oia/surveys/new-transfer-survey.html SOS: http://www.buffalo.edu/provost/oia/surveys/student-opinion-survey.html NSSE: http://www.buffalo.edu/provost/oia/surveys/national-survey-of-student-engagement.html		
Action Item 5 <mark>Develop specific recommendatios</mark> that would have widespread support across the university and could begin to be implemented immediately.	Ongoing		OIX UDOs IDC DOS And all other relevant offices	#1 Making students more aware of these support programs during orientation and other onboarding mechanisms #2 Enhance communication among staff and faculty about programs so they know to refer students #3 Use videos and social media to increase awareness (screen in One Capen); need kiosk with the information; visual phonebook; could imbed video testimonials from students (tik tok) #4 Create opportunities for mentoring circles (opt in); for students to form ongoing relationships on campus or within their academic unit

| | | | | (important to provide support or release time from those who provide the mentoring)

#5 Need to engage students more and directly ask them what they need to experience a connection? (cultural representation through food and dance, etc sports; tshirts and other goodies; black barber and other related services; LGBTQ cross walk); focus groups to brainstorm ideas

Need to figure out how to bring student organizations back to center rather than a peripheral activity for students; belonging should just be faculty and staff generated but should grow from students |
|---|---|---|---|---|
| **Action Item 6**
Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines. | Ongoing | N/A | N/A | Not applicable |
| **Action Item 7**
Recommend roles and responsibilities for each strategy. | Ongoing | N/A | This is dependent on who is responsible for implementing the recommendations | Rather than assign responsibilities for our recommendations to a specific person or office, we want to recommend that we use collaborative mechanisms rather than just silo these strategies. |

Notes:

Data and Transparency Recommendations – November 17, 2021

	RECOMMENDATION	METRICS
1.	Develop a University-wide standard for classifying students by race and ethnicity.	Office of Institutional Analysis will • Report Black/Non-Hispanic & Hispanic as distinct classifications instead of "underrepresented minorities" except where required for State and Federal reporting • Include the race of international students • Create relevant fields in HUB or Infosource for data downloads • Take steps to ensure privacy of students by reporting aggregate, de-identified information
2.	Explicitly state expectations regarding School or Divisional level data collection and reporting	• Deans or VPs to determine minimum benchmark data related to race/ethnicity • University Communications audit existing web content to ensure it reflects the UB's commitment to diversity, equity, and inclusion • OIX execute a marketing strategy for climate surveys to ensure the participants and participation level are representative of the student population
3.	Identify staff responsible for data collection, data analysis and data reporting at the School or Divisional level	• Deans and VPs will identify school, divisional or unit data coordinators • University Police will prioritize hiring a technical specialist if one cannot be identified with current resources/staff

		• Deans and VPs will building a clear workflow at the school, divisional or unit level so that the process can be repeated and handed off successfully over time to new team members
4.	Regularly report key student race-related metrics on University websites	• OIX website as key location with links to School and Divisional Level Information • Prominently feature DEI information on School and Divisional Website • All Schools & Divisional annual reports will describe how diversity and inclusion is being supported • OIX to establish a timeframe for administration, dissemination, discussion, and action on findings of DEI climate surveys • OIX will publicize the DEI initiatives and progress on University websites and in public channels to provide more information and accountability • University Communications: Create and implement a campus communications plan for sharing DEI information • On a semi-annual basis, the President's Advisory Council on Race website and campus announcements will share updates on DEI work including actionable steps for institutional change
5.	Solicit and respond to input from students' race-related experiences and data needs	• On the OIX or President's Advisory Council on Race website: Create student

		feedback portal to solicit questions, suggestions, and personal experiences of DEI at UB including interactions with faculty, staff, and fellow students, • Based on portal input, develop answers to a list of FAQs

CHALLENGES AND BARRIERS

| **Action Item 3** Identify critical barriers (including cultural barriers) to successful implementation, assess the nature of those barriers, and propose solutions. | | -Lack of data collection or fails to utilize existing data to drive policy & procedures (IDC, UPD)
-UB website design is not engaging (OIA)
-Data difficult to extract due to software or database used, or lack of analytics person (UPD, SCA)
ex. HUB only allows 1 race per student
ex. Per UPD, CHARMS, is provided by Erie County and has significant advantages operationally, but standard reports provided by the system are not well suited for statistical analysis.
Ex. Race information sometimes, based upon the perceptions of officers and other. May not be accurate
_____
OIA provides reporting, analysis, and decisions support. It does not set policy or provide services directly to students. Need to know who is responsible for those things.

Privacy concerns remain when many dimensions are shown so that we do not identify individual students.
No additional resources are needed. | IDC, UPD, SCA

_____
OIA | Updated 11/16 |

PACR Implementation Matrix
Student Experience and Programs Subcommittee

	Timeline	Metrics	Who is responsible	Notes
Action Item 1 Engage stakeholders to identify offices and units that will be responsible for implementation.	N/A	N/A	• Graduate done by Grad Enrollment teams – Responsible and accountable; strategy by Ass't Dean for Enrollment. • Undergrad done by UB Admissions – Responsible and Accountable • Except for Public Health which is both Grad/Undergrad	N/A
Action Item 2 Develop an understanding of initiatives currently underway that address the goals of particular recommendations.	N/A	N/A	• Lots of ecosystem events relative to unit, not a lot of overlap of initiatives or events between because all different interest populations – each discipline has professional diversity orgs, etc.	• Only UB Admissions targeted Buffalo Public Schools for outreach
Action Item 3 Identify critical barriers (including cultural barriers) to successful implementation, assess the nature of those barriers, and propose solutions.	N/A	N/A	N/A	• Standardized testing is one of the biggest barriers to student of color • Financial barriers • Support at home barriers • 1st generation barriers • Visual representation in the campus community (students, faculty, staff)
Action Item 4 Propose measures and data necessary to assess whether desired improvements are being made.	Before assigning timeline, metrics, roles, tasks and responsibilities, all recommendations should be coordinated with other working groups, as our recommendations overlap theirs.			See each point in Notes below
Action Item 5				See each point in Notes below

|	
Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.	
Action Item 6 Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.	See each point in Notes below:
Action Item 7 Recommend roles and responsibilities for each strategy.	See each point in Notes below:

Notes:

- Invest in and/or open access to summer and pre-entry programs that focus on BIPOC elementary, middle and high school students, from summer camp to paid summer research experience
  - Coordinate with UB Admissions, departments/curriculum/faculty expertise that could be directed into elementary, middle, high school programming.
- Invest in pre-enrollment programming that focuses on academic unpreparedness to help BIPOS students be successful at entry and retention
  - Address with high school programming for college level discipline-specific readiness
  - Address with college-level programming for graduate program discipline-specific readiness
- Invest in more admission fee waivers
  - UB Admissions initiative for Freshman, Transfer entry
  - In-unit Dean's approval for Graduate entry
- Need to have Recruiting/Enrollment represented on all DEI Committees, university and in-unit.
  - Can be implemented immediately by placing a requirement through in-unit DEI Deans.
- Address standardized testing relative to admission and financial aid/scholarship
  - These are very large University level initiatives
    - Standardized testing must be determined by the Deans of Undergraduate and Graduate Education, by policy
    - Use of standardized testing in awards at the undergraduate level are determined by VPEM, at the graduate level by unit Dean
- Support to bring diverse candidates on campus for a visit (paid transportation, etc.)
- Focus on BIPOC retention issues
  - Defer to curriculum/retention working groups
- More student ambassadors
- More scholarship (expand Schomburg, restore Masters Schomburg, more Masters, more PhD)
  - Financial Aid awards must be driven from the President's office, in terms of priority for raising new funds
- More faculty of color representation
  - Defer to faculty hiring group
- More tutoring/mentoring, including simple things like navigating complex university systems.
  - Defer to curriculum/retention working groups

Commented [LM1]: Should this word be "under preparedness"?

Commented [LM2]: Should this word be "BIPOC"?

Commented [LM3]: SUNY Guidelines Prevent Us from Promoting Fee Waivers/ Just received a note on this from SUNY 11/19/2- Happy to Share the email.

- Address 1st gen family support
- Partner with large employers to execute co-branded diversity initiatives that either provide pipeline or enhance career outcomes
- Construct UB Live in Spanish
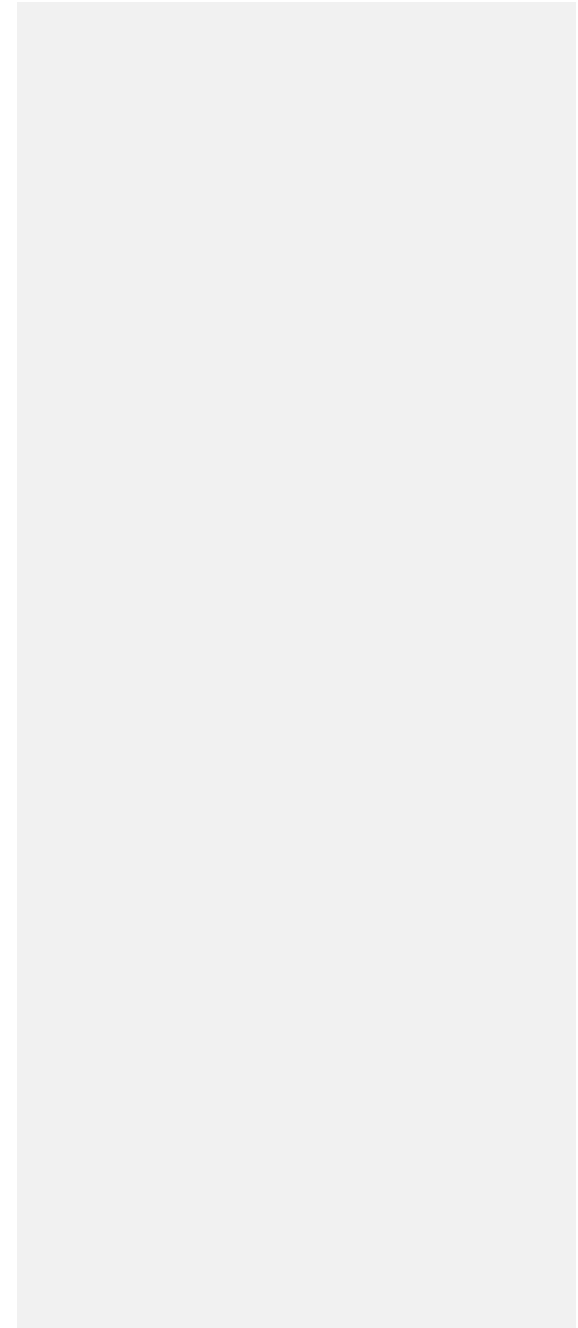
Inclusive Space Subcommittee

Subcommittee Co-Chairs:

Tonga Pham
Associate Vice President, University Facilities

Korydon Smith
Professor and Chair, Department of Architecture

Inclusive Space Subcommittee

The built environment directly impacts wellness, human performance, and a sense of belonging. Moreover, where we live, work, socialize, and play can mediate or exacerbate health and achievement disparities between groups, particularly regarding race-based inequities. As such, this committee recommends policies, processes, funding, and other implementation strategies to provide direct and meaningful action to create inclusive environments for all university community members.

	Timeline	Metrics	Who is Responsible	Notes
Action Item 1: Research, Assessment, and Continuous Improvement Identify (a) health disparities, (b) achievement disparities, and (c) differences in perceptions of belonging by race and place (including students, faculty, and staff). • Conduct a literature review on health disparities, achievement disparities, and sense of belonging on college campuses. • Develop (or utilize existing) tools for assessing disparities on campus. • Carry out disparities assessments of existing campus spaces. • Review completed projects to enhance success for future projects.	Phase 1, collect existing research: June 2022 Phase 2, fill research gaps: June 2023	Standards for conducting research Peer benchmarking	VPIX CATT (with input from other PACOR subcommittees)	Resource need: student assistantships (with faculty and staff experts) to compile existing work, carry out literature reviews and case studies, and conduct focus groups. Coordinate with other subcommittees, e.g., student and faculty recruitment.

Action Item 2: Policy Making
Articulate design standards and processes for maintenance, renovation and new construction projects.
• Integrate findings from Action Item 1, feedback from stakeholders, and other goals for the design of campus spaces.
• Assess the various building certifications for new construction, renovations, and maintenance to determine which program is in keeping with our values, e.g., LEED, Well, etc.
• Define design standards for inclusive design.
• Define processes for promoting inclusive design, such as:
   o Establishing a process wherein decanal units via their FPMOs will, at a minimum, meet annually with stakeholders to obtain feedback on space needs, culminating in a report to the dean and University Facilities.
   o Including language in all RFIs, RFQs, and RFPs when hiring subject matter experts that include inclusive design experience.
   o Establishing a requirement that all space committees – e.g., Public Art Committee, Contemplative Sites Committee, Landscape and Building Naming Committee, and Small Spaces Committee – are charged to include inclusive design in their project reviews.
   o Provide training to project planners, implementers, and stakeholders on inclusive design.
	In Progress
	Phase 1, draft of standards: June 2022
	
	Phase 2, revision: June 2023
		Best practices for developing design standards
		
		Peer comparisons
		
		Ensure comprehensive review of existing efforts and groups on campus
		
		Requirements from building certification program
			University Facilities,
			IFSC Pedagogy & Design,
			Public Art Committee,
			Contemplative Sites Committee
				Resource needs:
				1) Student assistantships to assist the process, e.g., the Experiential Learning Network
				
				2) Engagement of an architectural historian and architect consultant to review North & South Campus buildings to assist with the development of design standards in keeping with the campuses existing inventory.

	Timeline	Metrics	Who is Responsible	Notes
Action Item 3: Project Planning and Financing Target investments toward under-performing buildings, spaces, and places identified in Action Item 1. • Integrate racial equity and inclusion as a criterion for evaluating and planning capital projects. • Establish an annual budget to support public art, contemplative sites, and small spaces on all three campuses. • Encourage all decanal units to integrate public art and contemplative sites, which promotes critical reflection and a sense of belonging regarding racial justice, in their space planning, budgeting, and renovation projects.	In Progress Phase 1, articulation of criteria: June 2022 Phase 2, integration of criteria in process: June 2023		University Facilities (capital, planning, D&C, small spaces) VPIX	Iterative with Item 2.
Action Item 4: Project Design and Feedback Review primary, secondary, and unintended positive and negative consequences of planning and design decisions. • Utilize research findings, case studies, and stakeholder feedback to establish review criteria. • Identify the stakeholders and the phases of planning, design, and construction for project review. • Carry out the review of project implications.	In Progress Phase 1, articulate process and stakeholders: June 2022 Phase 2, implementation: June 2023	Number of projects reviewed/implemented Capital resources for projects Communications	University Facilities (Design Review Committee, post-implementation reviews)	This is a critical item and needs to remain a priority. Resource need: capital projects funding to achieve goals
Action Item 5: Project Implementation Coordinate project implementation. • Provide ongoing facilitation and supervision to increase the likelihood that goals are met. • Communicate the process, contributions, and results of projects to stakeholders throughout the planning, design, and implementation phases. • Conduct a post-occupancy evaluation of the process and project, "closing the loop" of the work back to Action Item 1.	In Progress Phase 1, develop protocols: Phase 2, implement protocols Phase 3, revise protocols	Minority-owned businesses and minority-led projects, teams, and team members Communications Metrics (qualitative and quantitative) of space outcomes	University Facilities	Resource need: additional planning and project management resources Include qualitative components in the space inventory system
Action Item 6: Meta-assessment Carry out regular reviews of the attached framework and action items above. • Establish the entity responsible for carrying out routine assessments of the actions above. • Define the timeline or cycle for reporting and assessment. • Carry out the assessment.	TBD	See: STARS Assessment	PACOR?	Continuous process improvement

Community Engagement Subcommittee

Subcommittee Co-Chairs:

Beth Del Genio
Chief of Staff to the President

David A. Milling
Senior Associate Dean for Student and Academic Affairs, Jacobs
School of Medicine and Biomedical Sciences

PACOR Community Engagement Subcommittee

Subcommittee Members:

Beth Del Genio, Co-Chair, *Chief of Staff to the President*

David A. Milling, Co-Chair, *Senior Associate Dean for Student and Academic Affairs, Associate Professor of Medicine, Jacobs School of Medicine and Biomedical Sciences*

Hadar Borden, *Director of Blackstone LaunchPad*

Meelin Chin Kit-Wells, *Clinical Assistant Professor of Pediatric and Community Dentistry, School of Dental Medicine*

Nathan Daun-Barnett, *Associate Professor and Chair of Educational Leadership and Policy, Graduate School of Education*

D'Ann Keller, *Senior Associate Athletic Director, Senior Women's Administrator*

Ophelia Morey, *Coordinator, Community Outreach Services, University Libraries*

Tess Morrissey, *Former Director of Community Relations, Deputy Director of State Relations, Government and Community Relations*

Kyria Stephens, *Director of Inclusion and Community Initiatives, Buffalo Niagara Medical Campus*

Lillian Williams, *Associate Professor of Africana and American Studies, College of Arts and Sciences*

Subcommittee Charge: The subcommittee on community engagement will address UB's community engagement mission by seeking ways to further collaborate with university partners and neighbors in the community to promote and support diversity, equity and inclusion.

Background Observations:

1. UB has a range of community focused programs and initiatives that addresses social and racial justice, but broader visibility of those efforts may be lacking.

    a. There are already many community engagement efforts happening around the campuses, to name a few: the Jacobs School of Medicine's Lighthouse Free Medical Clinic, Buffalo-area Engineering Awareness for Minorities (BEAM), the Law School's Civil Rights & Transparency Clinic and the School of Management's free Tax-prep Program.

2. Community engagement efforts may lack the supporting infrastructure for meaningful and sustainable community engagement work.

3. Successful community engagement is grounded in a culture of trust between the university and communities we serve, especially historically marginalized communities.

4. These observations led to the subcommittee focusing, in part, on the organization, visibility and sustainability of efforts already ongoing.

PACOR Community Engagement Implementation Matrix

I. **STATEMENT OF VALUES:** *"As a university community, we commit to deepening our engagement in the region by further partnering with our local community to contribute to the social, cultural and economic vitality of Western New York. To be successful in these endeavors, our engagement efforts must grounded in the principles of inclusion, diversity and social justice and conducted ethically through mutual collaboration with our partners."*

II. **PRINCIPLES TO GUIDE OUR WORK**: *Collaborative, Inclusive, Education, Impactful, Listening, Partnership, Sustainable, Trust, Value*

Action Item 1	Recommendations:	Timeline:	Who is Responsible:

"Consider a UB-wide structure that would create better coordination, assessment, and visibility of engagement programs. UB has a range of community-focused programs and initiatives that address social justice and racial inequities, but they largely function independently of each other and often lack visibility."	1. *Visibility and Coordination* – Adopt consistent language "community engagement" to facilitate visibility and coordination in UB's digital presence.
	
	   a. Office of Community Relations will host the university's central digital hub for community engagement programs, news, events, faculty experts (site links to unit-based community engagement websites through CMS), with a serious focus on better digitally cataloging the work that is currently happening across the university, and making campus + community connections, as appropriate, where able.
	
	   b. Use of the term "community engagement" + UB hashtag will be encouraged across all CMS and social media platforms.
	
	2. Office of Community Relations will constitute a Community Engagement **Advisory Board** comprised of UB faculty, staff, students and Buffalo community leaders (as appropriate) who are responsible for, and engaged in, community engagement *(for example: the Assistant Dean of Community Engagement from the School of Public Health).* **See Appendix A.**
	
	3. Encourage external community voices to be a part of Dean Advisory Councils so they can make impact where the actual community engagement is happening. Those discussions will be incorporated in the internal Community Engagement Advisory Board's activities.
	
	4. **Visibility and Coordination** - Office of Community Relations to facilitate, organize, *for example:*
	   a. UB Community Engagement Week
	   b. Monthly "lunch and learn" sessions
	
	5. **Assessment** - From development of engagement program through the conclusion of program, utilize comprehensive assessment tool to determine the degree of efficacy, value and impact of community engagement programs (such as: Example 1, Example 2, Example 3) and to facilitate data driven campus-level conversations regarding the efficacy of programs.
		1. ASAP
		
		2. To begin meeting at the start of 2022
		
		3. ASAP
		
		4. Planning to begin for 2022 events
		
		5. Fall 2022
			1. Community Relations & University Communications
			
			2. Community Relations & decanal unit leaders
			
			3. UB Deans
			
			4. Office of Community Relations
			
			5. Office of Community Relations lead (working with Office of Micro-credentials and OIA)

Action Item 2 *"Consider resources and support structures (ie. UB grant programs) for faculty and staff engaging in racial/social justice initiatives in the community to recognize and incentivize such work and avoid activist burnout."*	**Recommendation:** 1. **Support Structures**: The Office of Micro-Credentials, in partnership with the Office of Community Relations, develop and offer best practice training/micro-credential for students, faculty and staff who are interesting in conducting and or participating in community engagement programs. 2. **Support Structures:** Office of Community Relations to coordinate and facilitate Community Engagement Orientation for faculty and staff who are interested in conducting community engagement programs. 3. **Resources:** Through the Office of the Provost, create a grant program for community engagement work with faculty, staff and students eligible for awards. **See Appendix B** 4. **Recognition:** Creating a community engagement award (possibly as part of the Celebration of Academic Excellence) for faculty, staff and students. 5. **Recognition:** The University should consider the role of engaged scholarship in promotion and tenure.	**Timeline:** 1. Planning to begin for 2022 offerings 2. Planning to begin for 2022 events 3. Fall 2022 4. First given out at Fall 2022 Celebration 5. Initiate discussion process immediately	**Who is Responsible:** 1. Community Relations & Office of Micro-Credentials 2. Community Relations 3. Office of the Provost 4. Community Relations (Community Engagement Advisory Board), Office of the Provost 5. Office of the Provost, PRB
Action Item 3 *"Explore how to create a culture of trust between UB and communities that have been historically marginalized in the Western New York area."*	**Recommendations:** 1. Intentionally create interior and exterior spaces to ensure that the community feels welcome on campus (such as, complete renovation of Allen Hall so it can be re-established as the community's front door to UB; memorial gardens; campus namings that reflect our university's rich and diverse history). 2. The University should support and encourage the expansion of K-12 pipeline programs for traditionally underrepresented students. 3. Consider how we might provide access for our students to reach the community in the form of transportation (for example NFTA passes). Connecting our students to the community will help to build a culture of trust with marginalized communities, as historically different programs have experienced fits and starts based on the ability of our students to reach the broader community.	**Timeline:** 1. ASAP 2. Immediate	**Who is Responsible:** 1. Capital Planning (Offices of the provost and VPFA) 2. Office of the Provost, decanal units

Appendix A

Recommendation: The Office of Community Relations will constitute a Community Engagement Advisory Board comprised of those across the university (decanal units, vice presidential units) who are responsible for, and engaged in, community engagement (for example: the Assistant Dean of Community Engagement from the School of Public Health).

Community Engagement Advisory Board

1. Statement of Purpose

    a. To deepen the connection between and among the campus and community to the benefit of both, with active community engagement.

    b. To ensure that UB's community-engaged and community-placed programming is of high quality, respects community values and benefits community members.

2. Board Functions

    a. Reporting on current and upcoming community engagement plans for respective decanal units; discuss opportunities in respective decanal areas, including service-learning, volunteerism, upcoming events and news.

    b. Promoting collaboration and partnership within the university, fostering new relationships between UB's decanal units and community partners.

    c. Serving as ambassadors by promoting the opportunities in and accomplishments of UB's various community engagement efforts.

    d. Emphasizing the importance of increasing equity and supporting inclusivity in community engagement programming.

    e. Elevating common challenges in community engagement with the aim to find collaborative solutions.

3. Participants

    a. University at Buffalo faculty, staff and students (as appropriate) who serve as community engagement advocates/ambassadors.

    b. Those across the university (decanal units, vice presidential units) who are responsible for, and engaged in, community engagement (for example: the Assistant Dean of Community Engagement from the School of Public Health).

    c. Community Engagement Advisory Board liaisons quarterly with community representatives.

Appendix B

Recommendation: Through the Office of the Provost, create a grant program for community engagement work with faculty, staff and students eligible for awards.

<u>Community Engagement Grant Program</u>

1. Purpose of the grant program

    a. The University at Buffalo Community Engagement grant funds community-engaged projects that emerge from a compelling community-identified need.

2. Impact of the grant

    a. To help advance and support community-based research/projects by members of UB faculty, staff and/or student population.

3. What needs to be included in a grant request for proposal? For example:

    a. Purpose of the program

    b. Program (*A consideration*: Grants may be used either to launch a new project or program or to strengthen/expand an existing project or program.)

    c. Impact

    d. Length of time

    e. Amount (*A consideration*: Grants used to fund expenses, such as materials, supplies, conference fees, data collection, and transportation that are integral to the development, implementation or evaluation of qualifying projects.)

4. Other requirements

    a. Statement of Support from partnering organizations that confirm both the need for the project and the partnering organization's interest in collaborating with the applicant are not required but highly recommended and will be strongly considered in the grant review process.

April 14, 2022

University at Buffalo The State University of New York

President's Advisory Council on Race Implementation Committee Final Report

Appendix C:
Student Advisory Committees

Student Advisory Committees

Membership

Facilitator:

- Cheryl Taplin, Senior Associate Vice Provost, Director of Student Success and Academic Support

Undergraduate Student Advisory Committee:

- Efua Asmah, School of Management
- Nicholas Claudio, School of Law
- Becky Paul-Odionhin, School of Engineering and Applied Sciences
- Lauren Russell, College of Arts and Sciences
- Grayson Smith, College of Arts and Sciences
- Jahneca Williams, Jacobs School of Medicine and Biological Sciences

Graduate Student Advisory Committee:
- Jung (Amy) An, Graduate School of Education
- Keyanna Brown, Jacobs School of Medicine and Biological Sciences
- Chioma Jube-Ibe, School of Pharmacy and Pharmaceutical Sciences
- Zach Korosh, School of Architecture and Planning
- Jiwon Ohm, College of Arts and Sciences
- Angelica Soto, Graduate School of Education
- Brianna Bennett, Graduate School of Education

Meeting Notes

Student Advisory Committee Meeting
Wednesday, October 27, 2021
5:00 p.m. – 6:00 p.m.

Community Engagement
The Advisory Council made several recommendations regarding community engagement. This subcommittee is being charged with recommending steps for implementing those recommendations.

The subcommittee on community engagement will address UB's community engagement mission by seeking ways to further collaborate with university partners and neighbors in the community to promote and support diversity, equity and inclusion.

Questions:

1. How can we, as a university, better prepare students to successfully participate in community engagement programming?
   - **Make the University's intentions a practice, by fulfilling what is stated in the mission as it relates to community service and the University, the University must have a culture that link their policies, practices and culture to inclusion, engagement and success of students.**
   - **University offices should collaborate and coordinate more so one knows what the other is doing.**
   - **Build in full participation of community service into the core values of what students should be expected to do as a University member. For example, as part of academic programs, etc. (For example, 1-credit community service activity that everyone must participate in tor graduate).**
   - **Community service activities outside of the classroom, should offer some type of incentive, which would in turn get more students outside of their classroom activities more involved.**
   - **By class – have extra credit points in class for participation in a community service activity related to the course.**

2. What types of community engagement programming would students like to see?
   - **Having a fair for community engagement so that students are made aware of what is out there (Central place that students could go to or having student organizations to come together to have a space, such as a multicultural club, safe space, event that will give something back to the community, etc.)**
   - **Utilizing a database or other vehicle to highlight the community service opportunities that is available to students would be great. As a student it feels like everything is siloed and not shared at UB and students have to seek out these things on their own.**

Curriculum and Pedagogy Sub-Committee
The Advisory Council made several recommendations specific to Curriculum and Teaching, addressing undergraduate general education learning outcomes, anti-racist curricula, inclusive pedagogy, and undergraduate research. Currently, UB has an institutional learning outcome for all students requiring that students should *recognize the relevance of human and cultural diversity within local and global contexts.* This outcome is addressed for undergraduate students through general education; graduate programs are expected to align with the institutional learning outcome and any requirements which come from accreditation and licensing bodies.

The charge of this subcommittee is to provide direction regarding implementing the Advisory Council recommendations as well as to provide related guidance regarding curriculum and teaching. Subcommittee recommendations should support inclusive pedagogy, curriculum, academic support, and co-curricular experiences that all contribute to a university culture which realizes ideals of equity, diversity, inclusion, and social justice.

Questions:
Pedagogy:
What are some examples of courses they've experienced where the faculty embodied inclusive/anti-racist teaching strategies? What were some of those strategies or teaching approaches/methods?
- o At the end of the syllabus, there is some resources that talk about this, but no details.
- o Professor are teaching what they are supposed to teach and not adding any additional information as it relates to equity, diversity, inclusion and social justice.
- o Getting some type of diversity, equity and inclusion course at the beginning of their academic career and getting and updating the current terminology that is being used would be helpful.
- o Design courses that incorporate pedagogy such as using experiential learning and reflection to incorporate inclusiveness and anti-racist strategies.
- o Students indicated that they have experienced courses where faculty members incorporated inclusive and anti-racist teaching strategies. They indicated that in subjects like Biology and Public health, faculty included readings and articles that highlighted racism in science, medical disparities and inequalities. Discussing these topics in classes embodied a way on accommodating including teaching. In classes where students were not sure of inclusive and anti-racist teaching strategies being implemented, resources were added in the syllabus as requirement. Faculty didn't emphasize these sections of the syllabus.
- o One student is taking a course that focuses on health disparities in relation to racism and systemic oppression
- o The instructor discusses self-determinants of health related to race/ethnicity, gender, religion, ability, and other identities.

What are examples of assessments they've completed/participated in that they believe embodied anti-racist principles or practices?
- o Implicit Association test was taken in the Social Diversity class, which is the diversity course required for UB Curriculum.
- o Unless the course is geared at diversity, these principles and practices are not included in courses they have taken.

As you look at teaching, what method do you feel is the best approach in order to ensure that instruction provides inclusiveness when it comes to discussing race?

- o Students indicated that they would like to see more reading and articles in their STEM fields/courses that demonstrates issues of race and inclusion. i.e. in Biology class and public health courses. Faculty, though focused on the most important parts of the course, should be mandated to present research that mirrors these thematic concerns.
- o Creating a class space where students feel free to share their thoughts and opinions

When it comes to curriculum, research, pedagogy, academic support and co-curricular experiences, what suggestions do you have that will assist the university to implement strategies the will contribute to a university culture which realizes ideals of equity, diversity, inclusion, and social justice?

- o Students suggested that course content that highlight these areas be included in course especially in STEM fields, implement a program where students can connect with other such as the "GENERATION SCHOLARS" program in the Honors college. Students indicated that UB has available resources that can cater for these needs, but finding them remains a huge challenge for students. UB must also improve on its strategies on building networks and connections. e.g. connect Alumni with current students to share experiences and other resources needed to succeed outside UB.

Academic Support:
Do you agree with the top 5 recommendations of best practices for providing academic/advising support? (Note: these recommendations are for the undergraduate and graduate level)

- o Mandatory annual anti-racist training (for students, faculty and staff) – As long as the training is not redundant, must find creative ways to present annually. It should also be done before the semester begins, as the semester tends to be very busy, which then would involve less participation.
- o Expand mentoring programs/opportunities (offer peer, staff and faculty mentors) – This is a great idea, if the University could coordinate and collaborate across campus.
- o Infuse social justice/anti-racism content into courses, such as the UB Seminar and UB Capstone course – This would be a good idea to have as part of the courses.
- o Create an Equity, Advocacy and Concerns Committee (committee to review reports of suspected bias in practice, to investigate, review, triage and extend support to students) – Could students submit a report anonymously, as they may be afraid to come forward. Think it would be fine – what criteria would be followed based on each situation presented to the committee?
- o Offer diversity and inclusion events/workshops/clubs – Adding something to the welcome weekend programming.
- o Students agreed that mandatory annual training be provided for UB community. However, they draw concerns about the redundancy and non-engaging style of similar trainings. Annual trainings on thematic issues of race and inclusion may elicit resentment but only completed because it is mandatory. Trainings must be engaging for participants to benefit and derive value.
- o Students agreed to the expansion of mentoring program and opportunities. Students also strongly agree that social justice/anti-racism content be included in courses. Students suggested that UB Seminar courses and UB Capstone on issues race, racism, gender, inclusivity be mandated for all students as some point or the other before graduation. Making the classes optional allows students to evade such classes, therefore graduating with not formal knowledge on these thematic issues.

- The students agreed that an Equity, Advocacy and Concerns committee be created. However, such committee should include faculty and staff whose research interests are in these areas as well as other members of the university committee that have functioned in similar capacity. Students mentioned that such committee be headed by academic Professors rather than administrators.
- The students recommend that the University can leverage on Social and Academic clubs to organize events and workshops on inclusion and diversity.

1. If not, what additional academic support recommendations would you suggest?
   - **None to suggest**

Student Advisory Council Meeting
Wednesday, November 17, 2021
6:00 p.m. – 7:00 p.m.

The President's Advisory Council on Race (PACOR) was established to help guide the university's progress in realizing the ideals of equity, diversity, inclusion and social justice in its educational, research, and engagement missions. The foundation of UB's implementation effort of the PACOR recommendations lies in seven subcommittees focused on key PACOR recommendations. Led by co-chairs, each subcommittee will be guided by a unique charge, have diverse membership, be committed to formulating timely short and long-term actionable recommendations, and be committed to collaboration and integration across other subcommittees.

Subcommittees

1. **Curriculum and Pedagogy Subcommittee**
The Advisory Council made several recommendations specific to Curriculum and Teaching, addressing undergraduate general education learning outcomes, anti-racist curricula, inclusive pedagogy, and undergraduate research. Currently, UB has an institutional learning outcome for all students requiring that students should *recognize the relevance of human and cultural diversity within local and global contexts.* This outcome is addressed for undergraduate students through general education; graduate programs are expected to align with the institutional learning outcome and any requirements which come from accreditation and licensing bodies.

The charge of this subcommittee is to provide direction regarding implementing the Advisory Council recommendations as well as to provide related guidance regarding curriculum and teaching. Subcommittee recommendations should support inclusive pedagogy, curriculum, academic support, and co-curricular experiences that all contribute to a university culture which realizes ideals of equity, diversity, inclusion, and social justice.

Discussion Questions
Pedagogy:

What has been your experience with the quality of instruction received from graduate students as it pertains to diversity, equity, inclusion, and justice?
- PhD student taught a course at the graduate level and the quality was not the best. The course was the hardest to get through, possibly overworked graduate student. The graduate student apparently was asked to take charge of the course over a racial incident that took place during that semester and the instructor left without any explanation, just stated the GA would be teaching for the remainder of the semester. It appears false information was being taught in the course and it appears the graduate student may not have been thoroughly prepared. This course was in Architecture and Planning.
- Classes taught by graduate students did not discuss diversity, equity, inclusion and justice, the only way these topics were discussed in the class was when the graduate student gave examples of their experience, but none of those topics was included in the course content.
- When reviewing current research, it appears that certain information as it pertains to the history of the topics diversity, inclusion, equity and social justice many of that information is left out and not discussed or even brought forth in the content of the course. A lot of the

research is coming from white scholars and we as students would love to see the research and work of a diverse group of scholars.

- TA's who tend to be part of helping with building of the content within the course tended to do better in teaching the course. Those who do not have a part in building the course content and is just told what to teach, they tend to do worse.

What has been your experience with the quality of the instruction received from adjunct faculty as it pertains to diversity, equity, inclusion, and justice?
- Adjunct professors want to say more in class as it relates to diversity, equity, inclusion and justice, but because they are "adjunct", they don't feel they could do so. For example, an adjunct in Urban Planning discussed race in the class and when some students complained, he was told not to bring that topic up in the class. Adjuncts are more likely to have discussions around race, diversity, etc., but they are afraid based on the possibility of not being asked to teach anymore.
- Have had really good experience with Adjunct faculty. More classroom management would be beneficial for adjunct, such as having more training on how to handle class discussions around these topics.

What has been your experience with the quality of the instruction received from tenure track and tenured faculty as it pertains to diversity, equity, inclusion, and justice?
- Hard to distinguish between both, within Architecture most faculty are tenured. Tenured professors are more willing to have the conversation and open the door for discussion related to diversity, equity, inclusion and justice, etc. Example of a project, where a student was asked to make the people in his project more neutral instead of the African Americans he depicted in the project and when the student asked within the department why was he asked to make such a change on his project when he filed a complaint, he stated the department brushed it off, due to the professor have the status of being tenured. You get some professors who are amazing and you get some professor where you hit a wall and no one will do anything.
- Faculty sometimes ask questions related to current events happening, such as the protests occurring, etc. Big classes (undergraduate level especially) make it more difficult to bring these issues up for discussion due to the class size.
- You have many professors that fall into tenure track or tenure that are committed and very good with these topics, as they are willing to take the risk and push the boundaries. Then you have others who are not so good. It would be wonderful to see some type of training or remediation for faculty who have received a number of complaints, we don't wish anything bad on a faculty, they just need to be better informed. For example, continuous training, no punishment, but allow people to create alternative possibilities as an outcome.

Are you aware of the office (Office of Inclusive Excellence) that reviews these complaints?
- Is aware of the office and it appears when they used the office they were not satisfied with the outcome.

For those students who are or have served as TAs, what do you believe are appropriate types and quantities of training/professional development in order to be able to teach/serve as a TA? For example, would you be willing to attend a 3-hour in-person session on grading and giving feedback?

- Would be happy to attend training to ensure that the basic things are covered that is needed to teach the course. Also, being able to have input in the course content would be valuable, so you're not going in cold teaching something that someone else made up. My experience as a TA, I did not receive the proper training. As far as the time limit related to the hours of training, it would vary based on each individual, as everyone comes to the table with varying experiences and expertise.

What recommendations do you have for improving your instructional/course experience in working with TAs in diversity, equity, inclusion and justice?

- Maybe take a day from instruction to discuss and have a good conversation related to these areas.
- Providing TAs with a little bit more control and power, but make sure they are well trained. Have some sort of mid semester review to go over things to ensure they are doing well.

What recommendations do you have for improving your instructional/course experience in working with professors in diversity, equity, inclusion and justice?

- Maybe take a day from instruction to discuss and have a good conversation related to these areas.
- Training on how to have these difficult conversations in the classroom, but need to make sure it is done in the right way, maybe having a moderator that has experience in these discussions.
- Restorative justice framework, making sure students are aware of knowing what they are getting into. What are the best frameworks of restorative justice and take into account what we teach and how we teach.

Student Research: (Topic added at SAC request):

- Those students doing their research on marginalized populations have run into issues as far as getting data. When it comes to getting the information, programs and professors should support the students to get the appropriate data for their research.

2. **Student Experience and Programs Subcommittee**

The Advisory Council made ten recommendations related to improving pipeline programs; student recruitment, admissions, retention, and graduation that are intended to combat racism and dismantle structural barriers to inequality. These recommendations were based on student feedback, input from key stakeholder offices, institutional data, and research on best practices and successful programming at peer AAU, APLU, and MAC institutions. The recommendations were presented and discussed, along with recommendations in other critical areas, in a university-wide town hall meeting.

Please identify any barriers (including cultural barriers) you have faced as students when it comes to programming and support at UB? i.e. no central coordination of programs or no central place to look for programs based on need.

- UB reconnecting with the actual city of Buffalo. UB has done a very good job in excluding themselves from the community. As a student being out in the community, the Buffalo community tends to frown upon me as a UB student based on the University location in the city and many people (mostly low income, underrepresented) feel UB makes them feel they are not worthy of attending the institution or not doing enough for the city. UB should showcase a lot more of what they are doing and all the programs they do offer that is helping the city.
- Need to have all the information as it relates to programming and support for diversity, equity, inclusion and social justice in one place where students could go and find, so they could participate or get the support they need.
- Professors should also support the programming that is already going on.
- Overall, look at things such as accessibility (i.e. physical, funding issues, etc.) at the University to ensure that it's helping students with any issues.
- Students felt that programs and initiatives are visible and inviting to people of color, especially culturally-focused programs, clubs, and organizations
- Both students didn't feel as included in discussions/initiatives related to anti-racist practices since they do not identify as women of color.
- This could be a great opportunity for training/programs in what it means to be an ally to or be in solidarity with people of color, to both invite them into the conversation and help continue to create a culture of inclusivity.
- Students mentioned that UB has lots of duplicate programs across all departments and unit. Therefore, students are not well informed about programs and events. Also, students survive on a very tight schedule, leaving no real time to attend other programs other than labs and classes. They indicate the low number of students participating in this focus group is a typical example. Students also indicated that many programs are tailored the assumed needs of the students rather than their actual needs. Advisors, counselors and mentors should be able to coordinate programs which meets students' needs.

What are some initiatives as it relates to social justice, social belonging, etc. do you suggest the University implement?

- In conjunction with the current committees, they should review the recommendations found in the Racial Equality and Social Justice Coalition Report completed in March 2021.
- One student suggested hiring more Counseling Services staff. She said that she scheduled a counseling session for three weeks out from the time that she called, and she feels having more counselors would help students feel more of a sense of belonging.
- Another student appreciated receiving a call at the beginning of the semester, and would really like more of this
- Students believe that the University has programs that need more visibility rather than incorporating new initiatives.

3. **Inclusive Space Subcommittee**

The Advisory Council made several recommendations that related to creating a welcoming and equitable campus environment for all members of the university community. The subcommittee on inclusive spaces will address the spatial and visual dimensions of the university's mission to be a more welcoming place for all.

Identify how you would envision space on campus that would foster a sense of belonging and inclusiveness?
- Representation of underrepresented faculty and administration is important. Ensure more staff of color is hired across campus.
- There should be a space grounded within campus to show the many differences that would educate people. For example, the work around indigenous inclusion, there should be these type of opportunities for other populations, such as for African Americans, Hispanic, Latin X, etc.
- As a woman athlete on the Women's Soccer team, she feels that men's sports are much more valued, advertised and invested in here at UB. She feels that women's sports are an afterthought, and more effort to support them is needed.
- Another student feels that a central, identified space specifically for international students is needed and important for them to feel a sense of belonging.

Do you feel that health (i.e. mental health) and achievement (i.e. learning) would be better if you had an environment that was inclusive and safe? If so why? For example in classroom design, does the lighting, furniture, temperature, color impact learning?
- Seat arrangement, etc. – even zoom having the camera off makes students feel more comfortable. In-person – when a student walks into that space do they have a say in that space.
- One student wishes that there were more lounges in the residence halls, especially in Ellicott Complex, since her lounge is two floors down from where she lives.
- She feels that the study areas in Capen Hall are good, but not as conducive to studying with a friend or group.
- Another student felt upset, describing how when a couple of years ago a student committed suicide, other than a mass email of condolences from senior-level administration, nothing was done or planned in celebration or remembrance of his life. She said the students themselves planned a candle-light vigil for the student who committed suicide, because they needed space to grieve.
- Students agree that that being in a safe environment can foster good mental health and learning. As an addition, they believe that mental health programs should be made more visible and accessible to students. They argue that many students struggle with mental health issues as a result of work overload, low grades, family issues and inability to management time. Students wants more benches be placed on hallways i.e. Math building. Lockwood Library needs to be renovated. Its current state is outdated; lightings, more comfortable chairs for the carrels on the 3-5th floors. Room temperature should also be worked on, especially during Fall and Winter seasons.

What are your thoughts on the campus renaming buildings and/or spaces?

- If it's a name that encapsulates a meaning of why the name was chosen and its significance to the building then yes it is meaningful, but if the institution is just naming the building to go with the current flow of things without meaning then no we don't agree. It is great to get the name off a building if there is some type of negative connotation towards a particular group.
- It is our hope that the University do not do this as a one-time thing in the name of being inclusive; it's our hope that as new buildings are built the naming of them are researched and will provide some significance of the buildings use, etc. "Don't do something and wipe your hands of it once it's done."
- Would be nice to have these changes on a website or in one place that students could go, so they are more aware of these changes.
- Land acknowledgement is very important as the University moves forward, need to make sure the recognition is not just talked about and forgotten but the discussion is a part of the University culture.
- One student said it is a nice gesture, but the timing of renaming the buildings felt opportunistic, like as if the university was just following a trend to be perceived as more inclusive.
- Another student said it was a good idea, but wondered if renaming Millard Fillmore College erased his accomplishments and what he did for UB.
- The naming and renaming of buildings must reflect the universities values and culture.

What places on campus – rooms, buildings, outdoor spaces, etc. – would you describe as "spaces of *inclusion*," where you feel most safe, welcome, or at home? Why?
- Honors College lounge – space you could go and have discussions. The Honors College have an underrepresented student council.
- CPMC Programs (Acker Scholars, CSTEP, McNair, Student Support Services), EOP Office, LSAMP (there should be a lounge built for these programs so students could network and share ideas).
- The Student Union is super welcoming with lots of places to sit, eat, and lots of activities.
- The libraries are inviting since people can find a space where they feel comfortable
- The rainbow crosswalk at the Union makes them feel included and affirmed

What places on campus – rooms, buildings, outdoor spaces, etc. – would you describe as "spaces of *exclusion*," where you feel particularly unsafe or unwelcome? Why?
- Certain areas in the Student Union, especially when the Greek organizations take over the Union, it's not a great place to be in.
- Whenever a group takes over in the Student Union or any public space – it does not feel very welcome all the time, unless it's an event that does not exclude a particular group.
- Design of the spaces when you look at the color, etc. – the spaces are lacking a lot of warmth and a welcoming environment. Maybe to warm spaces up add a little color, different furniture and lighting.

- The gym at Alumni Arena is not inclusive at all. Usually, it is filled with men, and women are not made to feel welcome. One student and her friend signed up for gym memberships at a gym off campus just to feel safe and welcome.

Miscellaneous comment:
- **After last summer, it appeared to be a knee jerk reaction based on what was occurring in the world, now it appears that the University is focusing on this area (diversity, inclusion, equity and justice), which is great, but there is previous work that was completed that appears to not be included in the current work, along with the recognition of the individuals who completed that work. This relates to the recommendations of the Coalition for Racial Equity and Social Justice, report dated March 18, 2021.**

President's Advisory Council on Race Implementation Committee Final Report

Appendix D:
President's Advisory Council on Race (2020-2021)

President's Advisory Council on Race (2021-2021)

Advisory Council Members

- **Satish K. Tripathi**, UB President
- **Despina Stratigakos**, Vice Provost for Inclusive Excellence
- **Mark Alnutt**, Director of Athletics
- **Jonathan Anguiano**, senior, psychology
- **Luis A. Colón,** A. Conger Goodyear Professor of Chemistry, Associate Dean for Inclusive Excellence, College of Arts & Sciences
- **Temara Cross**, master's student, public health
- **Margarita L. Dubocovich**, Senior Associate Dean for Diversity and Inclusion, Jacobs School of Medicine and Biomedical Sciences; SUNY Distinguished Professor of Pharmacology and Toxicology
- **Ellen E. Grant**, Deputy Mayor of Buffalo
- **Dante Haynes**, junior, business administration, student-athlete
- **Dexter Johnson**, NASA Technical Fellow, Loads and Dynamics
- **Ndubueze L. Mbah**, Associate Professor, Department of History
- **Lee H. Melvin**, Vice Provost for Enrollment Management
- **Sharon Mitchell,** Senior Director, Student Wellness; Director of UB Counseling Services
- **Tolulope F. Odunsi**, Assistant Dean for Diversity, Equity and Inclusion, School of Law; Lecturer in Law, Legal Analysis, Writing and Research
- **Raechele L. Pope**, Associate Dean of Faculty and Student Affairs, Chief Diversity Officer, Graduate School of Education; Associate Professor of Higher Education
- **Chazz Robinson**, PhD student, Graduate School of Education

Council Focus Areas

The President's Advisory Council on Race identified four key focus areas for their university-wide assessment and recommendations: Recruitment, Hiring, and Retention (faculty & staff); Recruitment and Retention (students); Curriculum and Teaching; and Community. Using this structure, the President's Advisory Council on Race members worked in four subgroups to address each focus area in detail.

Subgroup members used the following approach to guide their work:

- Reviewed and analyzed the applicable data.
- Used the data to identify and explain the problem/areas for improvement.
- Identified and reviewed best practices in the focus area.
- Determined benchmarks for the thematic area, positioning them relative to other AAU public research universities.
- Developed recommendations on how UB can achieve these benchmarks.
- Shared recommendations with the President and Provost.

Council Recommendations

Faculty & Staff Recruitment, Hiring and Retention

- Increase the number of underrepresented faculty/staff/senior leadership at UB with an institutional goal that meets or exceeds the levels of top AAU peers.
- Establish a committee or task force to review the hiring process for faculty/staff.
- Establish a committee or task force to review/re-imagine the tenure/promotion/permanent appointment for faculty/staff.
- Examine the career advancement/recognition process for faculty/staff.
- Assess/revise the current Faculty Mentoring Policy and its efficacy to hold accountability.
- Create accountability at the institutional level to uphold diversity standards.

Student Recruitment, Admissions, Retention & Graduation

- Provide transparent, regularly updated and easily accessed data on the President, Provost and University websites regarding race/ethnicity trends of Black, Indigenous and people of color (BIPOC) and other minority students, faculty, and staff as well as current programs and services.
- Articulate strategic diversity plans for recruiting, retaining, and graduating BIPOC and other minority students at the school and academic support department levels, including regular assessment of outcomes on these plans.
- Improve our BIPOC and other minority undergraduate and graduate student enrollment by applying campus-wide holistic admissions and institutional grant-funding criteria to ensure that prospective and admitted students can pursue higher education at UB with less apprehension about covering the cost of their education.
- Better coordinate, promote and increase programs designed to create a more welcoming and supportive environment for current UB students in order to improve retention and graduation rates.
- Organize and involve a broad spectrum of students in identifying needs and envisioning future diversity and social justice initiatives.
- Increase resources and funding to offices that promote student diversity programs and services to a level that is comparable to other AAU institutions.
- Identify academic support programs successfully retaining and graduating BIPOC and other minority students and provide funding support to scale these programs across the campus.
- Institutionalize annual celebrations of our diverse community in an ongoing manner such as awards, events, festivals, heritage months, etc.
- Enhance University Police arrest data collection protocols to provide more clarity and granularity on the demographic details.
- Create guidance for student-only messaging (emails, social media, etc.), to allow for time-sensitive communications when critical incidents take place on campus, locally, nationally, and globally.
- Create a structure for consistent budgetary support to enhance the student life cycle (academic and campus life) with focus on diversity, inclusion, and equity.

Curriculum & Teaching

- Require all UB students to take a course on racism and anti-racism, preferably in their first year; otherwise, before graduation.
- Require diversity and inclusion throughout the four components of the UB General Education Curriculum (UB Seminar, Foundations, Pathways, Capstone) and incentivize all schools to integrate questions of diversity, inclusion, inequality and social justice in their major curriculum.
- Develop a comprehensive, university-wide Underrepresented Researchers of Color (URC) program that emulates successful examples from peer institutions, but also leverages incipient strides at UB. Such UB-URC or its equivalent would become a model for a broader Diverse and Inclusive Undergraduate Research Academies at UB, or its equivalent, in the long term.

Community

- Create and maintain a UB-wide comprehensive reporting structure related to community programs that address social justice and racial inequity. There should be a definition or checklist of criteria for the programs to be included.
- After one reporting cycle, evaluate gaps in service to community and success of existing programs and compare with similarly situated universities that have very successful models for racial justice community programming/initiatives.
- Funding/pools of money should exist for programs that address community engagement as it relates to racial equality. Should include proposal/grant process.
- Create a coordinated and comprehensive pipeline program for students of color with the Buffalo Public Schools that feeds all UB schools/units. Engage existing pipeline programs.
- Create a culture of trust between the university and communities that have been historically marginalized in the Western New York area.