

Boston College

The Office for Institutional Diversity

Boston College's Office for Institutional Diversity (OID) was established in the spring of 2004 as the successor to the Office of Affirmative Action, which was itself established in September 1971 and was one of the first of its kind in the nation. In establishing the OID, the University signaled its commitment to redirect and strengthen its efforts in the area of diversity. Its overarching goal is to make diversity a way of life at Boston College, thereby helping members of the campus community live out their Jesuit Catholic heritage more fully, while recognizing diversity as a conduit to create a competitive advantage for the University. This goal is reflected in their mission statement.

Six Major Objectives:

1. Developing a strategic plan for diversity.
2. Increasing faculty and staff diversity.
3. Managing diversity.
4. Leveraging diversity as a resource.
5. Fostering an organizational culture and climate that fully welcomes diversity.
6. Developing an organizational structure to support diversity.

Mission Statement

In support of the University and its goals, the mission of the Office for Institutional Diversity is to facilitate efforts to advance and sustain an organizational culture and climate that fully welcomes diversity and inclusiveness for all members of the Boston College community. Our objective, through effective management of our diversity, is to use it to create a competitive advantage for the University, and at the same time to help us live out the social justice imperatives inherent in our Jesuit and Catholic heritage. Officers of the University and all Deans, Directors, Department Heads, and Managers are responsible and accountable for the proactive implementation of our diversity mission and are expected to exercise leadership towards its achievement.

Staff:

- Executive Director
- Associate Director
- Administrative Assistant

Location

The Office for Institutional Diversity is located in Human Resources on the top floor of More Hall, which is just off Commonwealth Avenue in the northeast section of the main campus.

Programs, Resources, and Events

Events

The Inaugural Celebration of Hispanic Heritage Month at Boston College - September 15 - October 15

Celebrations are taking place across the country to recognize the independence, culture and traditions of U.S. residents who trace their roots to Spain, Mexico, and the Spanish-speaking nations of Central America, South America, and the Caribbean. The Hispanic Heritage Month planning committee at BC is sponsoring "Latino Americans: Our Rich Culture Contributing to America's Future." For a full list of the month's events visit the [UGBC Hispanic Heritage Month website](#).

- [AHANA Student Events Calendar](#)
- [Boston College Events Calendar](#) -find out what is going on campus

Programs

- [Women in Science and Technology Program](#)
- [Benjamin E. Mays Mentoring Program](#)
- [University Affiliates Program](#)
- [Diversity Programs](#)
- [Employee Development Programs](#)
- [Archbishop Oscar A. Romero Scholarship](#)
- [Asian American Scholarship](#)
- [Martin Luther King, Jr. Scholarship](#)
- [Ronald E. McNair Post Baccalaureate Achievement Program](#)
- [John A. Dinneen, S. J. Hispanic Alumni Community Service award and Nomination Form](#)

Resources

- ☒ Boston College Affinity Groups:
 - [APIE](#) - Asian, Pacific Islander Employees

- [BFSAA](#) - Black Faculty, Staff and Administrators Association
- [L@BC](#) - Latino/as at Boston College
- [LGFSAA](#) - Lesbian and Gay Faculty, Staff and Administrators Association
- [Women's Collaborative](#) - informal network of women sharing experiences and resources, career and family concerns, and a desire for a collective voice in the BC community. Meets monthly. Contact: Carolyn Bargoote bargoot@bc.edu
- [Tuesday's Women](#) - gathering of Catholic women (students, staff, senior administrators...) who share experiences and talk about gender-related issues, specifically in the Church. Contact: Shelia McMahon sheila.mcmahon.1@bc.edu

☒ [Women's Resource Center](#) - located in McElroy 141 and is a space for all students, faculty and staff at BC. The WRC coordinates speakers, lunchtime discussions, and programs throughout the year for the BC community.

☒ For Students with Disabilities:

- [Student Grievance Procedure for Students with Disabilities](#) - Grievance policy for students with disabilities subjected to discrimination under any University program or activity.
- [Science Careers: Opening Doors for Scientist with Disabilities](#)
- [Dean for Students Office at Boston College Law School](#) - accommodations for students with physical limitations and learning challenges
- [Disability Services Office, Office of the Dean for Student Development](#)

☒ [Student Intercultural Clubs](#)

☒ [Job Opportunities at Boston College](#)

☒ [General Diversity Reading Material](#)

☒ For Faculty:

- [Faculty Openings](#)
- [Faculty Diversity Reading Material](#)

The university strategic plan can be found at <http://www.bc.edu/sites/strategic-plan/>.

Demographics:

Size:

Total undergrads: 9060

First-time degree-seeking freshmen: 2167

Degree-seeking undergrads: 9060

Graduate enrollment: 4027

Student Body:

<1% American Indian/Alaskan Native

10% Asian/Pacific Islander

6% Black/Non-Hispanic

7% Hispanic

66% White/Non-Hispanic

5% Non-Resident Alien

7% Race/ethnicity unreported

Boston University

The Council on Diversity and Inclusion

Boston University's Council on Diversity and Inclusion was established in 2006 to help lead the University's efforts to develop and sustain an institutional environment that attracts and supports a diverse faculty to our campuses in order to offer exceptional educational opportunities to our students. The Council will work with the Faculty Council, the leadership of our schools and colleges, the department chairpersons, and the senior administration to help the university create this environment.

Among the issues that the Council will address are the following:

- Advise the University on how best to insure that salaries, promotions and leadership opportunities are given to all faculty equitably on the basis of merit.
- Examine the policies and processes for faculty hiring and promotion at Boston University and make recommendations on how to improve faculty procedures to enhance the recruitment and retention of women and minority candidates.
- Recommend programs and policies that are sensitive to the need to balance an academic career with family life.

Staff:

- Provost David K. Campbell
- Council on Faculty Diversity and Inclusion

Location

The Council has no physical location; however, it is overseen by the Office of the Provost.

Resources:

- [Results from the Faculty Climate Survey](#)
- [Contact the Council](#)
- [Council's Statement on Diversity](#)
- [Diversity Links](#)
- Downloads
 - [Faculty search guide](#)
 - [Legal and illegal pre-employment inquiries](#)
 - [Reviewing applicants: Research on Bias and Assumptions](#)

Statement on Diversity

Boston University is committed to fostering a diverse University community, where differing views can be expressed freely within a supportive and respectful environment. We believe that faculty diversity is essential to our success as a leading research university with a global reach, and that diversity is an integral component of faculty excellence. Diversity is multidimensional and may encompass life

experience, gender, sexual orientation, race, national origin, ethnicity, physical ability, spiritual beliefs, and intellectual approach. As students and faculty engage and are challenged by one another, diverse perspectives will enhance the quality of intellectual exchange and the creation of knowledge.

A university that develops and sustains a diverse community must support the varying needs of community members so that they can participate in university life to their fullest capacities and with wholehearted dedication. Faculty, staff and students need to feel respected and valued for who they are and the talents they bring to their work. Respect for a diverse faculty includes respect for all aspects of faculty identities including their community, family, and religious roles, as well as faculty roles and identities as scholars and teachers. A university that fosters diversity must support the quality of life of its faculty members in order to maximize their productivity and the caliber of their scholarship and intellectual contributions. The University is committed to providing opportunities for professional advancement and leadership roles to its faculty that reflect and sustain the values of diversity and inclusion.

Faculty members wishing to communicate with the Council may use the button below.

Comments can be made to an open forum shared by other participating faculty or made privately to the Council. In addition, comments to the Council can be made anonymously.

Statement on Diversity

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Comments can be made to an open forum shared by other participating faculty or made privately to the Council. In addition, comments to the Council can be made anonymously.

The university strategic plan can be found at <http://www.bu.edu/president/strategic-plan/> and specifically addresses diversity as a goal in two sections, “Where We Are Today” and “The Point of Departure”.

Demographics:

Size:

Total undergrads: 18,534

First-time degree-seeking freshmen: 4131

Degree-seeking undergrads: 16,474

Graduate enrollment: 11,002

Student Body:

<1% American Indian/Alaskan Native

14% Asian/Pacific Islander

3% Black/Non-Hispanic

7% Hispanic

43% White/Non-Hispanic

10% Non-Resident Alien

23% Race/ethnicity unreported

Brown University

The Office of Institutional Diversity

Mission:

In 2003, President Ruth J. Simmons created the Office of Institutional Diversity (OID) to provide leadership for the formulation and oversight of policies related to pluralism and equity, and initiate programs and practices that promote diversity, inclusion and fair treatment of all members of the community. The associate provost and director of institutional diversity leads the work in OID.

The Office of Equal Employment Opportunity and Affirmative Action (EEO/AA) is part of the OID. It provides services related to affirmative action; equal employment opportunity; sexual harassment awareness and prevention; faculty and staff employment disability management; and complaint resolution.

Philosophy:

Diversity is the foundation of the academic enterprise. Exposure to a broad range of perspectives, views and outlooks is key to fostering both breadth and depth in intellectual knowledge.

Diversity policies and programs at Brown are designed to: (1) redress historical patterns of exclusion and (2) foster opportunities to embrace the greatest mix of ideas, opinions, and beliefs so important to the achievement of academic excellence. Accordingly, the term diversity is used at Brown in the broadest sense to encompass many things such as race, color, religion, age, national and ethnicity origin, disability, status as a veteran, language, socio-economic background, sex, sexual orientation, gender identity, gender expression, political ideology, theoretical approach and the list can go on. It is through the interaction among individuals from a diverse set of experiences, histories and backgrounds that true intellectual diversity is achieved.

At Brown, we seek to achieve diversity in our living, learning and working environments by placing emphasis on the recruitment and retention of students, faculty and staff from a wide range of backgrounds and experiences. We also work to ensure diversity in our curricular and co-curricular offerings, and we invest in the structural supports needed to manage our lively, provocative, and stimulating community

Staff

- Associate Provost and Director of Institutional Diversity
- Data Analyst/Executive Assistant
- Director of Disability Support Services

Diversity Programs and Services at Brown:

Diversity programs and services at Brown are designed to accomplish three major goals: (1) to build diverse student, faculty and staff populations through aggressive and strategic recruitment efforts; (2) to create significant opportunities to engage diverse ideas inside and outside the classroom through

curricular innovations; and (3) to provide sufficient structures for managing a diverse environment. Below are descriptions of and links to many of the diversity programs and services at Brown.

Recruitment

Faculty Recruitment Programs

Brown uses multiple recruitment strategies toward the goal of achieving greater diversity among its faculty. The Office of Institutional Diversity partners with every department undertaking a faculty search in order to assure that the most active and aggressive measures are taken to identify and attract diverse applicant pools and that all candidates are treated equitably and fairly in the process. As Brown is also in the process of expanding the size of its faculty, we use the availability of new positions and flexible recruitment strategies through a target of opportunity program to further enhance our diversity recruitment efforts.

College Admission

The College Admission office actively recruits students and sponsors matriculation programs that encourage underrepresented students to consider Brown. An overnight visit during A Day on College Hill brings admitted students to campus to encourage their matriculation at Brown. The office also hosts annual open houses for prospective Black and Latino Students, as well as receptions in major urban areas across the country that inform prospective students on the admissions process, the academic program, and the community of color at Brown. Talent Quest is a program designed to assist students from economically disadvantaged backgrounds in the college application process. The goal of the program is to enable Brown to build and maintain an ongoing relationship with selected high schools around the country and reach out to talented students in grades 9-12.

Need-Blind Admission

Beginning with the Class of 2007, Brown implemented its need-blind admission policy. Need-blind admission simply means that an applicant's ability to pay for their education is not a factor in the admission decision. This policy applies to all U.S. Citizens and Permanent Residents regardless of the program to which the applicant has applied.

Sidney Frank Scholars

In September 2004, Sidney E. Frank, a member of the class of 1942, made a gift of \$100 million to Brown University to establish an endowed scholarship fund that will provide financial assistance for the neediest undergraduate students, who could not otherwise afford the full cost of tuition and other costs of receiving an education at Brown. Recipients of the scholarships from this fund receive financial assistance that replaces standard loan expectations with additional scholarship.

Graduate School Admissions

The Graduate School actively recruits students who in the past, because of ethnic, racial or gender prejudice or discrimination or economic disadvantage, might not have had access to graduate education. The Associate Dean for Diversity works actively with individual departments and programs, visits

historically black colleges, colleges with large populations of under-represented groups and minority serving institutions, and brings potential students and their faculty mentors from such institutions to the Brown campus to interact with current students, meet faculty and have classroom visits. The Associate Dean works actively with the Leadership Alliance to identify potential graduate applicants through its summer research programs. The Graduate School provides individual departments with funds for recruitment activities and brings admitted students to campus for Super Monday, an all day event for students of color, with both Graduate School and departmental components, including panels about Brown's community of color, living in Providence, academic support, etc.

Graduate School Support

The Graduate School offers Target of Opportunity fellowships to underrepresented groups, including students of color and women in science. These fellowships enable programs and departments to bring qualified students into their programs in addition to their normal fellowship allocations.

Staff Recruitment Programs

Among many things, the Office of Equal Employment Opportunity and Affirmative Action (EEO/AA) provides services related to affirmative action and equal employment opportunity. The director of EEO/AA works collaboratively with staff search committees to identify opportunities to increase the diversity of applicant pools. The director of EEO/AA also provides employment counseling to individuals seeking employment at Brown.

The institutional master plan can be found at [www.brown.edu/Facilities/Facilities.../Institutional Master Plan 2006.pdf](http://www.brown.edu/Facilities/Facilities.../Institutional_Master_Plan_2006.pdf) and specifically addresses diversity in "Enhancing Excellence through Diversity".

Demographics:

Size:

Total undergrads: 6095

First-time degree-seeking freshmen: 1548

Degree-seeking undergrads: 5874

Graduate enrollment: 1814

Student Body:

1% American Indian/Native Alaskan

17% Asian/Pacific Islander

7% Black/Non-Hispanic

9% Hispanic

40% White/Non-Hispanic

10% Non-Resident Alien

17% Race/ethnicity unreported

Clemson University

The Chief Diversity Office

The Vision

The vision for the Chief Diversity Office is derived from the University's aspirational statement regarding inclusion, which reads as follows:

"Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences. Clemson University will strive to reflect these differences in its decisions, curriculum, programs and actions. The institution will seek to ensure that underrepresented groups have equal access to the education and resource opportunities available at the University. Policy and procedures are carefully scrutinized to sustain an inclusive and productive environment."

Staff:

- Chief of Diversity
- Administrative Coordinator

Diversity Programs

Access and Equity

Providing services for every individual at Clemson on such topics as workplace diversity, sexual harassment, and accommodations for individuals with disabilities.

Call Me MISTER

The Call Me MISTER (acronym for Mentors Instructing Students Toward Effective Role Models) National Initiative is to increase the pool of available teachers from a broader more diverse background particularly among the State's lowest performing elementary schools.

Student Disability Services

Providing equal access for students with identified disabilities at Clemson University.

Emerging Scholars

Enhancing South Carolina's economic prosperity by increasing the number of college graduates that come from economically disadvantaged areas and first generation families.

Gantt Intercultural Center

Committed to fostering a welcoming and inclusive campus community which values and celebrates the diversity of its members.

Center for Research on Health Disparities

Providing leadership for the development and advancement of comprehensive, culturally sensitive, community-based participatory research that improves health outcomes and enhances quality of life.

International Affairs

Coordinating international activities and collaborative efforts on Clemson's campus and around the world through programming, services, and development.

Pan-African Studies

An innovative interdisciplinary program, which combines the best of the academic world with the best of the social and community world.

Programs for Educational Enrichment and Retention (PEER)

Assisting minority College of Engineering and Science students to achieve all the goals you have set for yourselves as you prepare for a demanding career in an engineering or science related field.

Pre-College, Summer and Outreach Programs

Providing leadership in developing pre-college enrichment programs that support recruitment and retention in the Division of Undergraduate Studies.

The Charles H. Houston Center

Examining and address issues as well as disseminate information about the Black experience in education in the State of South Carolina and throughout the United States

Office of Academic Excellence

Implementing precollege enrichment and academic mentoring programs that support the recruitment and retention of college students.

Women in Engineering and Science (WISE)

Helping and supporting females in engineering and science majors. From mentoring and networking to test banks and tutoring, W.I.S.E. offers unlimited resources and information.

Women's Studies

Women's Studies is a minor that compliments many majors in which new research has begun to focus on women's issues and perspectives: history, English, sociology, nursing, education, business, the sciences, and the creative arts.

President's Council on Community and Diversity

Assisting the University in achieving its goals of promoting and supporting an inclusive University community, President James F. Barker established the Clemson University Council on Community and Diversity in 2000.

President's Commission on the Status of Black Faculty and Staff

Documenting the status of black faculty & staff and advising the President and Administrative Council with specific recommendations for increasing diversity and enhancing the quality of life among black employees in the University's workforce.

President's Commission on the Status of Women

Encouraging and inspiring women to become leaders, problem solvers, and innovators making meaningful contributions to American society.

The values and strategic plan can be found at <http://www.clemson.edu/administration/ugs/values.html>.

Demographics:

Size:

Total undergrads: 14,713

First-time degree-seeking freshmen: 2923

Degree-seeking undergrads: 14,624

Graduate enrollment: 3604

Student Body:

<1% American Indian/Alaskan Native

2% Asian/Pacific Islander

7% Black/Non-Hispanic

2% Hispanic

82% White/Non-Hispanic

<1% Non-Resident Alien

7% Race/ethnicity unreported

Colgate University

The Diversity Council

The Diversity Council directs the multiyear effort to examine the recommendations contained in the report issued by the diversity pre-planning group.

Members of the council have been drawn from faculty, staff and student body.

The council is responsible for analyzing the recommendations in the pre-planning report and either implementing, or justifying the non-implementation, of each recommendation.

The council also develops and implements new recommendations that will make measurable progress towards the larger issues and goals raised in the report and in the strategic plan.

A small executive committee, chaired by the dean of the faculty and dean of the college, meets on a more regular basis to oversee the work of the council.

The work of the council is conducted in two ways:

The council meets regularly in open session. Each meeting focuses on a specific topic and gives the entire community an opportunity to participate.

The executive committee works to ensure implementation of the council's recommendations. The committee comprises senior leaders of the administration and faculty. The group consults with representatives of various programs, departments and other Colgate entities as needed. The executive committee reports its progress to the president every six months.

The council will be active for three years. At the end of three years, it will submit a report to the president that outlines its accomplishments and challenges and that presents measurable progress on diversity at Colgate.

The president will report on the council's progress and activities to Colgate's Board of Trustees and to the faculty.

Staff:

- Dean of Diversity

Diversity Programs

Programs that foster diversity on the Colgate campus are supplemented continuously by workshops, seminars, and an array of guest speakers and lecturers who offer their unique perspectives.

These initiatives have enabled Colgate to make strides over the last several years in developing a

difference-friendly institutional climate.

The campus is now examining ways that encourage collaboration between programs and create dialogue that allows best practices, commonalities, strengths and weaknesses, and programs that complement each other to be identified.

Here is a look at some of the key initiatives and programs on campus:

Breaking Bread

As has been proven throughout human history, across all manner of cultural differences, coming together often begins in the kitchen. For it is the kitchen where the meals are created that bring us all to the table. And this is precisely what the Breaking Bread program is all about.

The program, created to provide an experience of the process of what it takes to work together across differences toward a common goal, has been designed to accomplish a central program objective; to create opportunities whereby working partnerships, alliances and networks across difference are developed.

The logistics of the program have been developed in such a way to accommodate and meet the unique needs of individual groups, while fostering a sense of community among all participants, allowing for productive and important networks to be developed.

This network will not only provide organizational support, access to resources, and other benefits to emerging leaders and their respective groups/organizations, it will benefit the larger Colgate community by enhancing the climate for diversity and for building healthy communities.

Guest Lecturers

Distinguished academics, alumni, authors, poets, and politicians are frequent guests on the Colgate campus, adding a fresh dimension to the discussion of race, gender, and equality while raising the level of discourse on campus.

Just this past academic year, guests such as Def poet Nikki Giovanni, sociologist Allan G. Johnson, actress and playwright Anna Deavere Smith, Native American writer Sherman Alexie, bisexual activist Robyn Ochs, and actors Danny Glover and Felix Justice appeared on campus.

The ALANA Cultural Center will often host follow-up discussions that allow for a more extensive discussion of topics raised by guest speakers such as Ann Coulter or Alan Keyes. Brown bag lunches and discussion groups, both in and out of the classroom setting, also focus on diversity, allowing students and faculty to explore the issue in a variety of ways.

Skin Deep

An intensive workshop that invites members of the Colgate community to address what it takes to build a diverse, committed, and dynamic human community.

The workshop addresses community-building from multiple perspectives: personal, institutional, and social and address the problems, difficulties, challenges and opportunities embodied in the process.

Social oppression, fear, insecurities, isolation, misinformation and stereotypes impact each one of us, whether we are socialized into position of power and privilege or a “victim” role.

Through honest sharing and active listening, participants have an opportunity to bring their whole selves to the table and build a vision of community for Colgate and beyond.

The goal of the workshop is to create a safe environment for each voice to be heard, to share openly and honestly toward creating community.

Abolitionist Hall of Fame

Colgate’s Upstate Institute has teamed up with Morrisville State College’s Johnson Institute and the Smithfield Community Association to launch the Abolitionist Hall of Fame and Museum in the hamlet of Peterboro, N.Y.

In addition to honoring the historical figures responsible for eradicating slavery in the United States in the 1800s, the initiative will bring attention to modern battles against injustice around the world and educate the public about human rights issues.

The effort is an important way for Colgate to support diversity programs in the wider community and an opportunity to build recognition of the Central New York region's historical significance.

David Blight, a nationally recognized expert on the Civil War and abolitionist Frederick Douglass, spoke about the region's importance as a hotbed of abolitionism and home to several stops on the Underground Railroad during a visit to campus.

The Colgate plan can be found at <http://www.colgate.edu/desktopdefault1.aspx?tabID=978> and specifically addresses diversity in “Our students learn how to be good citizens, helping them to build better communities.”

Demographics:

Size:

Total undergrads: 2836

First-time degree-seeking freshmen: 738

Degree-seeking undergrads: 2806

Graduate enrollment: 8

Student Body:

1% American Indian/Native Alaskan

4% Asian/Pacific Islander

7% Black/Non-Hispanic

7% Hispanic

74% White/Non-Hispanic

4% Non-Resident Alien

3% Race/ethnicity unreported

College of William and Mary

The Office of Diversity and Community Initiatives

The Office of Diversity and Community Initiatives coordinates the College's diversity efforts. The mission of the office is to work collaboratively with academic departments and offices to provide resources that promote access, respect, and community for all. The Assistant to the President works with the President and other senior administrators to prioritize the strategies that embrace inclusive excellence both in and out of the classroom.

Staff:

- Director, Office of Equal Opportunity
- Assistant Director, Office of Equal Opportunity
- Director, Center for Student Diversity
- Interim Assistant Director, Center for Student Diversity
- Graduate Assistant, Center for Student Diversity
- Office Manager, Center for Student Diversity

Multicultural Programs

Lecture Series

An important part of the mission of the Center for Student Diversity is to educate the entire campus community on issues of diversity and multiculturalism. Through various programs during Celebrative months, several noted speakers have visited campus throughout the years such as: Dr. Cornel West, Nikki Giovanni, Gomez Pena, Julian Bond, Maria Hinajosa, Myrlie Evers-Williams, Alvin Pouissant, Roland S. Martin, and many more.

Leadership Retreat

An annual leadership retreat for presidents of our student organizations is held in August before the academic year. The three day event is held off- campus and consists of "getting-to-know-you" activities, program planning, cultural potluck dinner prepared by the student participants, and mini workshops on topics such as "conflict management," "motivating your members," and "doing more with less."

Graduate Recognition Dinner

A dinner coordinated by the Center for Student Diversity is held to honor our graduates. The program consists of dinner, a slide show, and presentations.

Dr. Martin Luther King, Jr. Candlelight Vigil and Commemoration Lecture

The Center for Student Diversity sponsors an annual Candlelight Vigil on the third Monday observance in January. The vigil consists of excerpts of one of Dr. King's speeches read by various faculty, administrators, and students. Following a small program, the walk begins with the ringing of the Wren Building bell. The march proceeds to a campus-wide commemoration service.

S.P.A.N. Peer Mentorship Program

The SPAN Mentoring program was designed to encourage students from underrepresented/underserved populations to form closer relationships within the William and Mary community. First-year students are paired with trained upperclass students who volunteer to serve as the student's mentor for the academic year. The ultimate goal of the program is to increase retention by alleviating initial isolation, increasing student/faculty interaction, and providing the student with additional encouragement and inspiration to be successful by bridging the gap between college services and support systems. A series of programs and activities are designed to assist students with their adjustment to college life.

Multicultural Celebrations

The Office of Multicultural Affairs invites you to view a portion of the cultural celebrations sponsored by our 25 multicultural organizations chartered at William and Mary. For additional information, please call (757) 221-2300. Some of the yearly events include:

- Harvest Moon Festival - Sponsored by [Vietnamese Student Association](#) and Chinese Student Organization
- Hispanic Heritage Month Banquet - Sponsored by the [Hispanic Cultural Organization](#)
- CHUSOK- Korean Harvest Festival - Sponsored by the [Korean American Student Association](#)
- Homecoming Greek Step Show - Sponsored by the [Black Student Organization](#)

- Tidewater Gospel Festival - Sponsored by the Music Department and the Office of Multicultural Affairs
- Expressions of South Asia - Sponsored by the South Asian Student Association
- African Culture Night - Sponsored by the African Cultural Society
- Pre-Kwanzaa Celebration - Sponsored by the Office of Multicultural Affairs
- Dr. Martin Luther King, Jr. Commemoration and Celebration - Sponsored by the Office of Multicultural Affairs
- Lunar New Year Banquet - Sponsored by the Chinese Student Organization, Korean American Student Association, and Vietnamese Student Association
- Filipino Culture Night - Sponsored by the Filipino American Student Association
- Vietnamese Culture Night - Sponsored by the Vietnamese Student Association
- HORIZONS (formerly known as "Taste of Asia") - Sponsored by the Asian Student Council

The strategic plan (2004-2008) can be found at

<http://www.wm.edu/about/administration/provost/planning/index.php> and specifically addresses

diversity in Goal 1.5, "Maintain and improve programs designed to assure student access and success."

William and Mary is embarking on a new strategic planning effort, having conducted an "open, inclusive process" to develop a five-year plan for 2010-2015.

Demographics:

Size:

Total undergrads: 5850

First-time degree-seeking freshmen: 1387

Degree-seeking undergrads: 5811

Graduate enrollment: 1414

Student Body:

1% American Indian/Alaskan Native

9% Asian/Pacific Islander

8% Black/Non-Hispanic

6% Hispanic

49% White/Non-Hispanic

3% Non-Resident Alien

23% Race/ethnicity unreported

Dartmouth College

The Office of Institutional Diversity & Equity

The Office of Institutional Diversity & Equity (IDE) creates partnerships with offices and individuals across the institution to provide resources that promote access, respect, and community for all.

- We are Equal Opportunity & Affirmative Action: Processes and Policies
- We are Disability Resources: Access and Accommodation
- We are Research & Planning: Information and Analysis
- We are Training & Educational Programs: Excellence and Leadership
- We are Support: Collaboration and Resources
- We are Consultation: Assessing and Strategizing
- We are Child Care: Guiding and Inspiring
- We are Outreach Projects & Programming: Community Building & Awareness

Staff:

- Vice President for Institutional Diversity & Equity
- Executive Assistant
- Director, Equal Opportunity & Affirmative Action
- Associate Director for EO/AA
- EO/AA Coordinator
- Office Manager
- Director for Training & Educational Programs
- Director & EO/AA Programs Assistant
- Director, Child Care Resources Office
- Director, Child Care Center

Resources

- Student Accessibility Services (information for undergraduate students, faculty, and administrative support staff)
- Reasonable Accommodation Process (information for employees)
- Top 10 Accessibility Tips for Professors (student created tips!)
- Disability and Accessibility Related Contacts at Dartmouth (includes contacts for graduate and professional schools)
- Americans with Disabilities Act (ADA): Questions & Answers
- Americans with Disabilities Act of 1990, as amended

- Special Assistance Needs and Disability Emergency Building Evacuation Plan

The strategic plan can be found at <http://www.dartmouth.edu/~stplan/introduction/planning.html> and specifically addresses diversity.

Demographics:

Size:

Total undergrads: 4147

First-time degree-seeking freshmen: 1096

Degree-seeking undergrads: 4067

Graduate enrollment: 1384

Student Body:

4% American Indian/Alaskan Native

15% Asian/Pacific Islander

9% Black/Non-Hispanic

8% Hispanic

52% White/Non-Hispanic

7% Non-Resident Alien

5% Race/ethnicity unreported

Davidson College

Davidson currently has no information regarding diversity initiatives listed on its website. The registrar's webpage indicates that each student is required to complete a Cultural Diversity requirement, consisting of a course that deals principally with one or more cultures that differ from the majority cultures of the United States or Europe; however, this is the extent of listed diversity-related resources and/or programs.

The strategic plan can be found at www3.davidson.edu/.../STRATEGICPLANFINAL10_5_2009.pdf and specifically addresses diversity in "Strategic Objective IV: Diversity and Inclusion".

Duke University

The Office for Institutional Equity

Mission Statement

Under the auspices of the President, the *Office for Institutional Equity* provides institutional leadership in sustaining a respectful and inclusive environment. We provide a range of services to employees, managers, senior leaders and students that ensure access to employment and educational opportunities, coordinate federal and state compliance efforts, and facilitate learning opportunities for all Duke employees.

Staff:

- Program/Event Coordinator
- Director, Equal Opportunity/Affirmative Action Programs
- Director, Harassment Prevention and Special Projects
- Cross-Cultural Relations Specialist
- Analyst, Equal Opportunity/Affirmative Action Programs (2)
- Assistant to the VP and Office Manager
- Vice President
- Director, Diversity and Equity Programs
- Program Coordinator
- Staff Assistant

Resources

- OIE's Coaching Clips
- Duke University Information
- Definitions & Commonly Used Terms
- Gender & Women's Issues
- International Issues Staff & Students
- LGBT Links
- Race and Culture Links
- Federal and State Laws & Regulations
- Federal Government Agencies
- Student Links
- Support
- Supplier Diversity Program (The Supplier Diversity Program works to ensure that diverse firms have an equal opportunity to do business with Duke University and Duke Medicine.)
- Workplace Post Requirements Poster

The strategic plan can be found at <http://stratplan.duke.edu/goals.html> and specifically addresses diversity in “Recommit to Diversity and Access”.

Demographics:

Size:

Total undergrads: 6496

First-time degree-seeking undergrads: 1699

Degree-seeking undergrads: 6352

Graduate enrollment: 5884

Student body:

1% American Indian/Alaskan Native

22% Asian/Pacific Islander

10% Black/Non-Hispanic

6% Hispanic

48% White/Non-Hispanic

7% Non-Resident Alien

6% Race/ethnicity unreported

Emory University

The Office of Community and Diversity

Sr. Vice Provost for Community and Diversity

Ozzie Harris, II, JD serves as the Senior Vice Provost for Community and Diversity at Emory University. As a senior member of the Provost's Office, Mr. Harris is charged with identifying, creating and advancing efforts that lead to the development of "community," both internal and external, at Emory. Mr. Harris' areas of concern are three-fold: building community through existing programs and policies on campus; working with academic units and external sources to transfer theory to practice in the Atlanta community; and creating meaningful opportunities for interaction on campus.

Our Mission

"Emory University is a welcoming, diverse and inclusive campus. The Office of Community and Diversity is dedicated to supporting and enhancing Emory's commitment to engaged scholarship and courageous inquiry. By providing leadership, encouragement and guidance we hope to increase our institutional capacity for self-reflection, community building and pluralism. We will work in partnership with individuals and departments across the campus to enhance practices of access, equity and respect. Our efforts will deepen Emory's traditions of ethical, personal and institutional engagement in all of our learning and working environments."

Staff:

- Senior Vice Provost for Community and Diversity
- Senior Secretary

Resources

- Center for Women at Emory
- Office of Equal Opportunity Programs
- Office of Disability Services
- Office of University-Community Partnerships
- The Emory Facilitator Network (EFN)
- National Coalition Building Institute (NCBI/Emory)
- Transforming Community Project

The strategic plan can be found at <http://www.emory.edu/strategicplan/> and specifically addresses diversity in "Creating Community, Engaging Society".

Demographics:

Size:

Total undergrads: 5214

First-time degree-seeking freshmen: 1278

Degree-seeking undergrads: 5169

Graduate enrollment: 4165

Student body:

<1% American Indian/Native Alaskan

20% Asian/Pacific Islander

9% Black/Non-Hispanic

3% Hispanic

49% White/Non-Hispanic

10% Non-Resident Alien

8% Race/ethnicity unreported

Size:

Total undergrads: 5214

First-time degree-seeking freshmen: 1278

Degree-seeking undergrads: 5169

Graduate enrollment: 4165

Student body:

<1% American Indian/Native Alaskan

20% Asian/Pacific Islander

9% Black/Non-Hispanic

3% Hispanic

49% White/Non-Hispanic

10% Non-Resident Alien

8% Race/ethnicity unreported

Georgetown University

Institutional Diversity, Equity & Affirmative Action

Vision Statement

The launching of a coherent and comprehensive institutional diversity and equity initiative at Georgetown University is an ambitious undertaking that will be collaborative, involving all segments of our community. Changes in programs, policy and process, building on past diversity efforts, will be systematic and sustained. These efforts are designed to achieve a more caring and inclusive community of learners and colleagues: Georgetown must more fully embrace diversity as it pursues excellence.

It is clear that during the next two decades the American population will witness extraordinary changes in its racial and ethnic composition. Demographers forecast that by the middle of this century, there will no longer be a majority race in the United States -- the groups we regard now as minorities (such as African Americans, Latinos, and Asian Americans) will join already increasing numbers of working women to create a vastly different workforce than that of the mid-20th century. As a major research institution, Georgetown is well-positioned to offer even greater educational access to students of diverse backgrounds, not only in the United States, but in other parts of the world, as evidenced by the opening of our Qatar campus. Georgetown's leadership in sending students overseas to study abroad and its welcoming of international students to our American campuses already anticipate the growing interdependence of nations. This international openness must be sustained and accompanied by openness to the varied cultures that can be found within our national borders.

The Office of Institutional Diversity and Equity will lead Georgetown's efforts to strengthen the University's diversity efforts. It will also develop a framework for strategic planning with academic, administrative and other units of the University in consideration of the following priorities:

- Principled leadership and comprehensive change that supports a culture of diversity & inclusion;
- Recruitment & retention of diverse undergraduate, graduate and other students;
- Recruitment & retention of faculty and staff from diverse populations;
- Strengthening linkages between the campus and community;
- Substantive engagement with faculty, staff and students.

Georgetown University does not stand alone in grappling with issues of diversity, equity and excellence. Programs launched by other universities and by corporations and government agencies illustrate broad recognition of the importance of diversity in the U.S. economy and society. Although national and international events and the University's own resource limitations may pose challenges to making the campuses more diverse, inclusive, and equitable, the University must remain firm in its commitment to creating a community in which all members can participate fully. To be true to its Jesuit heritage requires nothing less.

The Office of Institutional Diversity and Equity will take an active role in leading collaborative ventures with academic departments and student programming areas, to promote the intellectual examination of experiences, perspectives and contributions of various cultures and groups and to prepare students to live and work in a multicultural and interdependent world. Finally the Office of Institutional Diversity and Equity will work with others on the three campuses, such as the Diversity Action Council, to create a

University climate where tolerance and respect for all individuals are even more strongly encouraged than they are today.

Staff:

- Vice President, Institutional Diversity & Equity
- Executive Assistant
- Director, Affirmative Action Programs
- Associate Director
- Assistant Director
- Statistical Analyst

Initiative on Diversity and Inclusiveness

Georgetown University's President John J. DeGioia announced steps to foster respect for diversity and inclusiveness within the campus community at a student town hall meeting on April 20, 2009. Vice President for Institutional Diversity and Equity Rosemary Kilkenny and Provost Jim O'Donnell are the co-chairs of this initiative, which is composed of three working groups:

- **Working Group on Academics:** This working group will look at questions of how we can best and most appropriately facilitate cross-cultural learning, dialogue and understanding in the classroom and through the curriculum.
- **Working Group on Admissions and Recruitment:** This working group will recommend ways to increase the number of underrepresented students at Georgetown. It will also recommend ways that the University can ensure that all applicants considering Georgetown understand that the university seeks students who will contribute to, learn from, and always respect the university's multicultural community.
- **Working Group on Student Life:** This working group will look at student life -- especially Georgetown's co-curricular approaches to preparing students to live and interact in a multicultural community. The working group will identify improvements that we can make in New Student Orientation, Residence Life programming, and leadership development and mentoring for student clubs, among other topics.

Initiative on LGBTQ Student Resources

Georgetown University's President John J. DeGioia announced steps to strengthen the climate and resources for LGBTQ students at Georgetown University in an open meeting on campus on October 24, 2007. The initiative of three working groups was coordinated by Vice President for Institutional Diversity and Equity Rosemary Kilkenny and Vice President for Public Affairs and Strategic Development Daniel R. Porterfield.

The working groups were formally named and charged to begin their work on November 2, 2007. At the end of January 2008 all of the working groups submitted reports to President DeGioia and Provost O'Donnell for their review and consideration. On February 7, 2008 President DeGioia and Provost O'Donnell notified the University Community of their acceptance of these reports and outlined steps to

begin implementation of these efforts.

The working groups are:

- **Working Group on Reporting**: to evaluate existing mechanisms and develop a plan to strengthen the process for notifying members of the university community when acts of intolerance, hate or bias are reported and develop a clear statement of when, how and why the University makes public notifications and who makes these decisions.
- **Working Group on Resources**: to evaluate and determine the range of student needs that should be addressed and the level of appropriate support, including the possibility of a full time LGBTQ resource coordinator and an LGBTQ resource center, for coordinating these issues in a manner consistent with Georgetown's Catholic and Jesuit identity; and that attention be given to students who have not come out or are questioning their sexual identity.
- **Working Group on Education**: to evaluate the use of educational programs to promote inclusion of, and respect for, the LGBTQ community and develop ideas that complement and reinforce Georgetown's academic mission and desire to sustain many forms of diversity.

Georgetown is in the process of creating a new campus plan to span the next ten years and does not include its current plan on its website; however, some information on the steering committee and components of the upcoming plan can be found at <http://community.georgetown.edu/campusplan.html>.

Demographics:

Size:

Total undergrads: 7092

First-time degree-seeking freshmen: 1571

Degree-seeking undergrads: 6692

Graduate enrollment: 5330

Student Body:

10% Asian/Pacific Islander

6% Black/Non-Hispanic

6% Hispanic

70% White/Non-Hispanic

5% Non-Resident Alien

3% Race/ethnicity unreported

The Pennsylvania State University

Office of the Vice Provost for Educational Equity

Created in July 1990, the Office of the Vice Provost for Educational Equity was originally charged to foster diversity at Penn State. In 2001 the mission expanded to support educational access for targeted groups of low-income, potential first-generation college students both here at Penn State and at sites throughout the state.

Beyond the University, in targeted high schools and counties, the office helps low-income youth and adults to overcome the social, cultural, and educational barriers to success in higher education. Within the University, the office supports and evaluates the many diversity initiatives and serves as an advocate for a range of populations. These include historically underrepresented racial/ethnic minorities; persons with disabilities; persons from low-income families who would be the first generation to college; veterans; lesbian, gay, bisexual, and transgender persons; and women.

Staff:

- Vice Provost
- Assistant Vice Provost (2)
- Staff Assistant (2)

Resources

Penn State for Adult Students

Helps adult learners who are thinking about beginning or returning to college or transferring from another institution or Penn State location.

American Indian Leadership Program

Provides support for American Indian students seeking graduate degrees from the College of Education.

Affirmative Action Office/Diversity Education Services

Responsible to support and monitor Penn State's Affirmative Action plan and provide diversity training for Penn State work units.

Center for Ethics and Religious Affairs

Provide and facilitate opportunities for the voluntary practice of religion so as to make evident the contribution of religion to the life of the mind.

Center for Women Students

Provides advocacy, information, educational programming, services, and referrals for women students.

College Multicultural Programs

College-based programs that provide support for students and staff of color within their respective colleges. All University Park based colleges have a college multicultural office. The links below lead to a list of college multicultural programs offices and those colleges that have Web pages for these offices.

Commission for Adult Learners

Recommends changes in policies and procedures and fosters coordination and information sharing about programs and services that recruit and retain adult learners.

Diversity Efforts at Penn State

FastStart (Faculty Alumni Student Triad)

A mentoring program designed to help first-year students from African American, Latino/Hispanic, Asian and Asian/Pacific Americans backgrounds, as well as those students who simply want to get their college careers off to a fast start.

Office of Graduate Educational Equity Programs

Coordinates the recruitment, retention, and professional development of underrepresented graduate students.

McNair Scholars Program

Works with undergraduate students from disadvantaged backgrounds in order to prepare them to pursue advanced studies in the disciplines of their choosing.

Multicultural Resource Calendar

Sponsored by OVPEE for use by the Penn State community. Please note that a valid Penn State Access account is required to view the calendar.

Paul Robeson Cultural Center

A forum for the cultural, educational, and social involvement of all students at Penn State, emphasizing the many forms of African American culture and how they intersect, overlap, and complement other cultures.

Student Minority Advisory and Recruitment Team

Student organization designed to share success stories at Penn State and assist the university with the recruitment of ethnic minorities.

Women in Engineering Program

Recruits women into engineering, facilitates the development of women engineers through advocacy and action, and promotes an equitable and productive learning and work environment within the College of Engineering.

The strategic plan can be found at strategicplan.psu.edu/StrategicPlancomplete.pdf and specifically addresses diversity in "Maintain Access/Affordability and Enhance Diversity".

Demographics:

Size:

Total undergrads: 37,988

First-time degree-seeking freshmen: 7241

Degree-seeking undergrads: 37,171

Graduate enrollment: 6130

Student Body:

<1% American Indian/Alaskan Native

6% Asian/Pacific Islander

4% Black/Non-Hispanic

81% White/Non-Hispanic

6% Non-Resident Alien

Rice University

Diversity at Rice

"We recognize our educational responsibility to prepare students to live, work, serve, and lead in our increasingly diverse society.

Our commitment to cultural inclusiveness is a way of thinking, seeing, and behaving that demonstrates as learned understanding and respect for all ethnic and cultural traditions."

Dr. Roland B. Smith, Jr.,
Associate Provost

Staff:

- Associate Provost

The Rice University Commitment to Cultural Inclusiveness

The following resolution adopted unanimously at the September 1997 meeting of the Rice University Board of Governors. The resolution reiterates the university's commitment to long-standing policies.

RESOLUTION OF THE BOARD OF GOVERNORS

Rice University is convinced that it can most effectively carry out its "Enduring Vision" in a learning community drawn from the full range of ethnic and cultural traditions represented in Houston, our nation and throughout the world. Further, in the spirit of academic excellence, the University recognizes its educational responsibility to prepare its students to live, work, serve, and lead in our increasingly diverse society.

The Rice commitment to cultural inclusiveness, therefore, is not represented merely in numerical terms. It is much more. It represents a way of thinking, seeking, and behaving that demonstrates a learned understanding and respect for all ethnic and cultural traditions. Cultural inclusiveness at Rice embodies the University's commitment to an atmosphere of civility and rich dialogue where these various traditions can contribute to a sharing of perspectives in the pursuit of scholarship and truth. It includes the acknowledgement – both individual and collective - of those ethnic or racial groups whose contributions to the history of our nation and the University deserve far more recognition than they have been accorded in the past. It also includes the recognition and celebration of the cultural differences that bind together the Rice community.

SALVATION ARMY BOYS AND GIRLS CLUB OF METROPOLITAN HOUSTON SUMMER UPWARD PROGRAM

Through a joint collaboration, the Office of the Associate Provost Diversity Outreach facilitates the Salvation Army Boys and Girls Club Summer Upward Bound program for underprivileged and high risk students on the Rice campus. Only students from Lee High School in the Houston Independent School

District are eligible to participate in the program. Services provided for students beginning in the 9th grade and continuing through graduation and college enrollment include academic tutorial and college preparatory instruction; academic advisement and guidance; academic tutorials and preparation for college entrance exams; career awareness and guidance; college and financial aid information; field trips to colleges, career and enrichment sites; and assistance with admissions, financial aid and scholarship applications.

The strategic plan can be found at <http://www.ruf.rice.edu/~provweb/plan/goalsinitstoc.html> and specifically addresses diversity in “Goal 2: Make a Rice education accessible to students from diverse origins and with diverse outlooks, regardless of their financial means, in a residential setting conducive to learning.”

Demographics:

Size:

Total undergrads: 3154

First-time degree-seeking freshmen: 789

Degree-seeking undergrads: 3102

Graduate enrollment: 2302

Student Body:

<1% American Indian/Native Alaskan

21% Asian/Pacific Islander

8% Black/Non-Hispanic

11% Hispanic

44% White/Non-Hispanic

8% Non-Resident Alien

7% Race/ethnicity unreported

Rutgers University – New Brunswick/Piscataway

Office of Institutional Diversity & Equity

Mission Statement

Rutgers, The State University of New Jersey is committed to the ideals of excellence in fostering an enriching learning community of students, faculty and staff from a broad spectrum of nations, cultures, and historical perspectives.

Diversity is an integral component of human experience, and encompasses but is not limited to issues of race, ethnicity, culture, social class, national origin, gender, age, religious beliefs, sexual orientation, mental ability, and physical ability.

Our collective goal is to create an institutional consciousness of diversity reinforced with equity and excellence through our policies, practices, and programs of inclusion, non-discrimination, and pluralism for all members of the University Community.

Our Common Purposes

Rutgers, The State University of New Jersey embodies the ideals of diversity and demonstrates exemplary leadership in its abiding commitment to excellence and equity in the pursuit of new knowledge and exchange of ideas.

Staff:

- Associate Vice President for Academic Affairs

Pipeline Programs

- [Office for Diversity and Academic Success in the Sciences](#)
- [Douglass College: The Douglass Project](#)
- [Ford Foundation Diversity Fellowships](#)
- [The Graduate School: Commitment to Enhancing Diversity](#)
- [National Girls Collaborative Project](#)
- [PhD Project](#)
- [Project L/EARN](#)
- [RISE Research Program for NSF Mentoring](#)
- [Ronald E. McNair Postbaccalaureate Achievement Program](#)
- [Rutgers Future Scholars Program](#)
- [Sloan Foundation Minority PhD Program](#)
- [STEP Program](#)
- [TARGET: The Academy at Rutgers for Girls in Engineering and Technology](#)
- [Women INvesting in and Guiding Students \(WINGS\)](#)

The strategic plan can be found at oirap.rutgers.edu and specifically addresses diversity in “Diversity and Community”.

Demographics:

Size:

Total undergrads: 28,031

First-time degree-seeking freshmen: 5840

Degree-seeking undergrads: 27,753

Graduate enrollment: 7538

Student body:

<1% American Indian/Alaskan Native

26% Asian/Pacific Islander

8% Black/Non-Hispanic

11% Hispanic

48% White/Non-Hispanic

1% Non-Resident Alien

5% Race/ethnicity unreported

Stanford University

About Diversity Works

Diversity Works is a consortium of departments and offices across Stanford University whose work involves issues relating to a diverse population of all the members of our campus community, undergraduate and graduate students, faculty, and staff. The group meets periodically to share information and to hear speakers on various topics of diversity.

A list of some of the offices that are involved with Diversity Works effort at Stanford include:

[African & African American Studies](#)

[Alumni Association](#)

[Asian American Activities Center](#)

[Black Community Services Center \(BCSC\)](#)

[Center for Comparative Studies in Race and Ethnicity \(CCSRE\)](#)

[El Centro Chicano](#)

[Faculty Recruitment](#)

[Office of Graduate Education - Humanities and Sciences](#)

[LGBT Community Resources Center](#)

[Native American Cultural Center \(AIANNHP\)](#)

[Stanford School of Medicine Office of Diversity and Leadership](#)

[Vice Provost for Graduate Education](#)

[Vice Provost for Undergraduate Education](#)

[Women's Community Center](#)

Diversity Works collaborated together to develop a central portal with links to the Stanford online sites that provide information about the many and various types of efforts that support diversity across our campus. We appreciate your browsing our website to learn more about the many programs and initiatives at Stanford that reflect our long history of commitment to diversity.

About Diversity at Stanford

Since the University's founding in 1891, Stanford has been committed to an inclusive approach to higher education. As a major research university we recognize the value of diversity and our commitment to it is reflected in our student body, faculty and staff, academic departments and programs.

We are a diverse community with a student body of approximately 15,000 (6,800 undergraduates and 8,200 graduate students) from all parts of the country and world representing all racial/ethnic and religious groups and including men, women, and members of the lesbian, gay, bisexual and transgendered communities. We have numerous student organizations covering a range of interests: academic, international, ethnic, social and recreational. We also have over 40 recognized religious organizations on campus.

The faculty and staff at Stanford are also diverse. We believe a diverse campus community enriches the educational and scholarly experience and opportunities, for faculty and students and offers a more rewarding experience for everyone. Diversity is integral to the mission of Stanford; it touches every part of this community – faculty, students, and staff.

Staff:

- Associate Vice President for Student Affairs and Advisor to the President on Campus Life

Students

In addition to studying, doing research and preparing for exams, Stanford students are actively involved in many different activities on campus – dancing in the Stanford hip hop dance group, singing with the *Talisman* a cappella group, tutoring elementary students at local schools. There are approximately 640 organized student groups covering a range of interests: academic, athletic, ethnic, cultural, and social. Student activities are also coordinated through the four ethnic theme houses and eight community centers on campus.

These organizations serve both our undergraduate and graduate populations. For resources specific to graduate life please explore [Graduate and Postdoctoral Life](#).

[Bechtel International Center](#)

[Career Development Center](#)

[Disability Resource Center](#)

[Haas Center for Public Service](#)

[Hillel at Stanford](#)

[Office for Religious Life](#)

[Residential Life at Stanford](#)

[Student Government and Organizations](#)

[Student Mental Health and Well-Being Task Force](#)

Student Centers:

[Asian American Activities Center](#)

[Black Community Services Center](#)

[El Centro Chicano](#)

[Lesbian, Gay, Bisexual, and Transsexual Community Center](#)

[Native American Cultural Center](#)

[Women's Community Center](#)

Student Groups:

[Asian American Students Association](#)

[Association of Chinese Students and Scholars](#)

[Multicultural Greek Council](#)

[Multiracial Identified Community](#)

[Stanford Society of Black Scientists and Engineers](#)

[Taiwanese Cultural Society](#)

[Undergraduate Korean Students Association](#)

[Vietnamese Student Association](#)

[Women in Earth Sciences](#)

[Diversity Works At Stanford University](#)

Graduate Students

Stanford University's graduate students come from states across the country and from approximately 87 foreign countries. We recognize that the diversity of our student body enhances the educational experience of all students. Faculty, students, deans and administrators are committed to supporting the diversity of our graduate population and to maintain the diversity in our academic programs, curricula and teaching methods. In addition the University provides services and resources to support our diverse student body and to our students who are involved in different activities.

Read the [report](#) (PDF) of the Commission on Graduate Education.

Listed below are links to programs, organizations, and services for our graduate population:

[DARE Doctoral Fellowships](#)

[Graduate Life Office](#)

[Graduate Student Council Diversity Advocacy Committee](#)

[Engineering](#)

[Graduate Women's Network](#)

[Humanities and Sciences](#)

[Ph.D. Program in the Biosciences](#)

[Postdoctoral Services \(Medical School\)](#)

[STANDOUT Program](#)

[Vice Provost and Dean of Research and Graduate Policy](#)

[Vice Provost for Graduate Education](#)

Professional Schools

[Graduate School of Business](#)

[Law School](#)

[Medical School](#)

[School of Education](#)

[Diversity Works At Stanford University](#)

Faculty

This section includes information regarding reports, offices, and resources available to faculty and staff:

[Building on Excellence: Guide to Recruiting and Retaining an Excellent and Diverse Faculty at Stanford University \(PDF 1MB\)](#)

[Diversity & Access Office](#)

[Faculty Development Office](#)

[Faculty Recruitment Office](#)

[Family Matters at Stanford for Faculty \(PDF\)](#)

[Human Resources](#)

[Multicultural Springfest](#)

[President / Provost Statement on Faculty Diversity News article](#)

[Provost's Advisory Committee on the Status of Women Faculty Report \(PACSWF\)](#)

[Sexual Harassment Policy Office](#)

[SLAC](#)

Diversity Works At Stanford University

Although the university's strategic plan is not listed on the website, the medical school's strategic plan is outlined at http://medstrategicplan.stanford.edu/fullreport/mission_goals.html and specifically addresses diversity at various points.

Demographics:

Size:

Total undergrads: 6532

First-time degree-seeking freshmen: 1703

Degree-seeking undergrads: 6502

Graduate enrollment: 10,280

Student Body:

3% American Indian/Alaskan Native

21% Asian/Pacific Islander

10% Black/Non-Hispanic

15% Hispanic

31% White/Non-Hispanic

7% Non-Resident Alien

13% Race/ethnicity unreported

Tufts University

Office of Institutional Diversity

Mission Statement

The mission of the Office of Institutional Diversity (OID) is to lead a concerted and sustained institutional effort in the advancement, coordination, and development of related programs and policies at Tufts. We work with the President and Provost, as well as Deans, Vice-Presidents and Managers across divisions and schools, to infuse the campus community with an understanding of the centrality, importance and complexity of diversity within all aspects of University life. Our outreach and programmatic efforts underscore historical and emerging scholarship and research related to race, ethnicity, culture, gender and sex, disability, sexual identity, gender identity, educational and socioeconomic status, age, religion and national origin.

Vision Statement

A commitment to diversity and academic excellence is integral to the mission of research, teaching, global awareness (1) and active citizenship at Tufts University. Many are familiar with President Larry Bacow's address entitled "A University Poised", in which he outlines some of Tufts' greatest strengths. He states, "a great university must embrace diversity in every possible dimension. We must sample from the full range of human capital available to us, and invest more" so that we might enjoy a "broadly representative and inclusive community" (2). As a "great university" we recognize the importance of respecting, valuing and learning from one another while also seeking out innovative and creative ways to address issues of inequity and bias, recruitment and retention and cultural literacy and competency.

Population trends suggest that the demographics of our nation and universities are rapidly changing. We, as an educational institution, must respond proactively to these changes and be prepared to meet these challenges with new and distinct ideas and perspectives. Our future academic prominence will be determined, in part, by how productive and effective we are at integrating understandings of difference into our educational approaches and traditions. Given that "we are a microcosm of the larger world, complete with many of the same tensions and frustrations" our focus includes understanding the significance of a heterogeneous educational community - one that acknowledges, cultivates and sustains a variety of social and cultural values that mirror the changing profile of U.S. society (3).

Diversity and cultivating a global orientation are central components of Tufts' Vision Statement (4) and therefore, we invite all Tufts citizens to participate in the numerous and varied opportunities for on-

going learning and education and encourage faculty, staff and students to engage practices that are attentive to discrete viewpoints, beliefs and values that allow us, as a community, to productively work, learn and live together in an increasingly complex world.

Staff:

- Executive Director

DIVERSITY RESOURCES

Outline of relevant events, initiatives and programs

This list is only a starting point and is far from exhaustive. Many of you are involved in, or are leading, programs that are not on this list. There is a tremendous amount of activity going on that we need to do a better job communicating. The Provost's Office and the newly established OID are developing websites that will serve as virtual clearing-houses on diversity, with links to events and resources around the university. These should be up and running sometime this semester. If you would like something listed, please email the Provost at provost@tufts.edu or the Executive Director of OID at Lisa.Coleman@tufts.edu.

Office of Institutional Diversity and other Diversity Initiatives

The administration has established a new Office of Institutional Diversity (OID), which reports directly to the President and to the Vice President for Human Resources, with a dotted line reporting relationship to the Provost. This Office was established so that we can focus more attention on forging a campus climate that can strengthen and sustain diversity in all its facets. Additional staff will be hired to work on compliance, grievance and ADA issues that will continue to be the focus of the Office of Equal Opportunity (OEO), enabling the Executive Director and others to be more pro-active on issues of diversity. As announced last Friday, Lisa Coleman has been appointed the first Executive Director.

Community meetings following the publication of the carol parody

Just before the holidays, President Bacow met with student leaders, and at a special dinner at Gifford House met with black leaders from the Boston area to discuss the situation. Tufts students organized a unity rally at which Dean of Undergraduate Admissions Lee Coffin [spoke](#).

Student Journalism Conference

President Bacow has launched the Student Journalism Conference, at which professionalism, ethics, and responsible journalism will be discussed. The leaders of major campus publications (from Tufts and other schools), alumni, and professional media groups will be involved, as will members of our faculty and Tisch College.

Admissions Initiatives

Last spring, Deans Sternberg and Abriola enhanced the budget for minority recruitment and approved the recruitment of an additional admissions officer dedicated to minority recruitment. These resources have enabled the staff to visit more schools serving under-represented students across the country, access more programs and mailing lists for high-achieving students of color, and sponsor a two-day campus visit in November for guidance counselors from urban high schools. We are pleased to report that the effect of these outreach efforts has been dramatic. A record number of students participated in the Telescope Weekend, an annual program that showcases multiculturalism at Tufts. Nearly 300 came to campus for the two-day program versus 80 who attended the previous year. Many of the participants have applied for admission to the Class of 2011, enhancing the applicant pools for both African-Americans and Hispanics. Our African-American applicant pool has increased more than 20 percent over last year and the Hispanic pool has climbed nearly 15 percent.

Of course, larger applicant pools do not necessarily translate into larger enrollments. Steadily expanding our ability to offer need-based financial aid is the key to ensuring progress on this front. That's why financial aid is our top priority for the "Beyond Boundaries" Capital Campaign.

Undergraduate Education Initiatives

- Dean of Undergraduate Education James Glaser has formed a Task Force on Retention to examine climate and retention issues at the undergraduate level.
- The Biology Department is seeking NSF grant funding for a Research Experience for Undergraduates (REU) and Undergraduate Research Mentoring (URM). The intent of both programs is to increase the participation of under-represented students in scientific research.

Other Diversity Initiatives

OID builds on other staffing initiatives that were launched over the past few years. These include the appointment of Yvette Dalton-McCoy as a diversity recruiter in the Office of Graduate and Professional Studies on the Medford Campus, and the appointment of Elise Ahyi as Assistant Provost, with a range of responsibilities including diversity. Elise has since moved to South Carolina, but leaves behind a powerful legacy on which OID can build. Among the initiatives she launched in the Provost's office are:

- Tufts Diversity Network, which brings together faculty and staff representatives from across the University, and
- Graduate and Professional Student Admissions Recruitment Committee (GAPSARC), which coordinates and shares diversity-related admissions practices across Tufts' schools. GAPSARC has put together a diversity brochure for prospective students of all the graduate and professional schools

With Elise's departure, her role as an advocate for diversity within the central administration has been elevated to the newly created position of Executive Director of OID. These recent initiatives in turn build on the existing Office of Diversity, headed by Margery Davies, serving the Schools of Arts & Sciences and Engineering.

As an institution of higher education, it is important that we seek to study and understand the fundamental nature of bias as we debate how to address it. We are fortunate to have several faculty members whose work is focused on this topic. The work of Sam Sommers, Keith Maddox, and Nalini

Ambady, all faculty members in the Psychology Department, was recently featured in the Tufts Magazine. Assistant Professor Sam Sommers has also been organizing a Diversity & Cognition lecture series, bringing in speakers around the country to speak on campus and share their research.

Fletcher School Diversity Initiatives

<http://fletcher.tufts.edu/about/diversity.shtml>

Dean for Multicultural Affairs at School of Medicine

Dean of the School of Medicine Michael Rosenblatt organized a forum on diversity, which was attended by over 100 students, faculty and staff. At the forum, Dean Rosenblatt announced the creation of a new position for the medical school: Dean of Multicultural Affairs.

Other Initiatives on the Health Sciences Campus

The School of Dental Medicine:

- Annual dinner to recognize members of the Student Hispanic Dental Association and the Student National Dental Association
- Mentoring program in which dental students mentor students at local middle schools and high schools and encourage their interests in health science careers
- Joint admissions agreement between the School of Dental Medicine and Tougaloo College, an historically black college in Jackson, Mississippi

Friedman School of Nutrition Science and Policy:

- The Agriculture Food and Environment Program (AFE) received a USDA National Needs Fellowship grant to support 5 Sustainable Science Fellows from traditionally underrepresented populations
- The nutritional epidemiology program has an active program of research focused explicitly on the health and nutrition problems affecting minority populations - studies are ongoing at the moment on Latino populations and in Chinatown

The strategic plan can be found at http://as.tufts.edu/docs/tradition_and_innovation.pdf and focuses specifically on diversity in "Culture and Society".

Demographics:

Size:

Total undergrads: 5044

First-time degree-seeking freshmen: 1297

Degree-seeking undergrads: 5029

Graduate enrollment: 3251

Student body:

<1% American Indian/Alaskan Native

14% Asian/Pacific Islander

5% Black/Non-Hispanic

6% Hispanic

53% White/Non-Hispanic

6% Non-Resident Alien

16% Race/ethnicity unreported

University of Connecticut

Office of Diversity and Equity (ODE)

ODE is a neutral investigatory unit within the University that was created by statute and charged with investigating internal discrimination and discriminatory harassment complaints (including but not limited to Title VI and VII of the Civil Rights Act) from employees; individuals who have business with the University and/or approved use of University facilities (vendors and contractors); and persons who are interviewed for vacant positions. Students are also protected under Title IX of the 1972 Educational Amendments. ODE is further charged with making findings and recommendations designed to mitigate the harm caused by discriminatory conduct, and to prevent recurrence of discriminatory conduct. For more information, please visit our [Discrimination and Discriminatory Harassment](#) web page.

ODE coordinates and monitors campus compliance with the requirements of the Americans with Disabilities Act and Sections 503 and 504 of the Rehabilitation Act. This responsibility includes providing guidance and evaluating efforts to improve access to campus facilities and programs as well as advising staff, faculty, and visitors regarding disability accommodations. For more information, please visit our [Reasonable Accommodations under the Americans with Disabilities Act \(ADA\)](#) web page.

ODE is also responsible for monitoring employment transactions by providing consultation to departments and search committees on recruitment strategies and procedures and monitors faculty and staff hiring decisions. A number of University committees and offices may also perform these and related functions in an effort to ensure compliance with University policies and procedures. For more information, please visit our [Unclassified Professional Searches](#) web page.

ODE prepares the University's Affirmative Action Plan(s), which demonstrate the University's continuous efforts in providing equal access to employment opportunities to qualified members of protected classes. This includes monitoring recruitment activities and providing consultation to departments and search committees, promotion activities, and training activities for upward mobility to qualified employees. For more information, please visit our [Affirmative Action Compliance Program \(Federal & State Plans\)](#) web page.

ODE provides state-mandated training programs that are integral to successful implementation of the University's programs of equal opportunity and diversity. The Office offers these services to all departments and we will tailor sessions to meet the needs of specific participants regarding affirmative action, discrimination and discriminatory harassment in the workplace and in the classroom, diversity awareness and cultural competence, and workplace accommodations. For more information, please visit our [Diversity Training \(State-Mandated\)](#) web page and/or our [Sexual Harassment Prevention Training \(State-Mandated\)](#) web page. At this time, the training is not available on-line.

Staff:

- Associate Vice President for Diversity & Equity
- Executive Assistant
- Secretary
- Budget Specialist
- Director, Institutional Case Management

- Case Manager
- Investigator
- Paralegal and Legal Administrator
- Search Compliance Coordinator (2)

Resources

- Affirmative Action Compliance Program (Federal and State)
- Diversity Training (State-Mandated)
- Sexual Harassment Prevention Training (State-Mandated)

The strategic plan can be found at <http://www.uc2000.uconn.edu/strategicplan/> and specifically addresses diversity in Strategic Goals 1, 2, and 4.

Demographics:

Size:

Total undergrads: 16,765

First-time degree-seeking freshmen: 3604

Degree-seeking undergrads: 16,459

Graduate enrollment: 6583

Student body:

<1% American Indian/Native Alaskan

8% Asian/Pacific Islander

5% Black/Non-Hispanic

5% Hispanic

62% White/Non-Hispanic

1% Non-Resident Alien

18% Race/ethnicity unreported

University of Georgia

Office of Institutional Diversity

A commitment to diversity is an integral part of the University of Georgia's educational mission. The institution's mission statement says in part that UGA "endeavors to prepare the university community and the state for full participation in the global society of the 21st century. Through its programs and practices, it seeks to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry."

The mission of the Office of Institutional Diversity is to lead a focused institutional effort to evaluate existing programs and develop new initiatives to support diversity and equity at the University of Georgia.

The Office of Institutional Diversity seeks to ensure a University of Georgia where people of many different backgrounds and perspectives join together to actively advance knowledge. As a community dedicated to scholarship, research, instruction, and public service and outreach, we recognize the importance of respecting, valuing and learning from each other's differences while seeking common goals. The Office of Institutional Diversity will provide the leadership to establish the University of Georgia as a national and international model in creative ways to address diversity and equity issues in an academic setting.

Staff:

- Associate Provost & Chief Diversity Officer
- Executive Director
- Director for Programs and Outreach
- Assistant Director for Programs and Outreach
- Assistant Director
- Business Manager
- Administrative Associate

Resources

- UGA Louis Stokes Alliance for Minority Participation (UGA-LSAMP)
- Faculty-student mentoring program
- UGA Safe Space
- Campus Visit Program

The strategic plan can be found at <http://www.uga.edu/provost/strategicplanning.html> and addresses diversity in "Building the New Learning Environment" and "Competing in a Global Economy".

Demographics:

Size:

Total undergrads: 25,467

First-time degree-seeking freshmen: 4791

Degree-seeking undergrads: 25,150

Graduate enrollment: 7160

Student body:

<1% American Indian/Alaskan Native

8% Asian/Pacific Islander

8% Black/Non-Hispanic

3% Hispanic

81% White/Non-Hispanic

1% Non-Resident Alien

<1% Race/ethnicity unreported

University of Michigan

The Office of Institutional Equity (OIE), a unit of University Human Resources (UHR), provides the delivery of programming and services for faculty, staff, students, and management to support diversity, inclusiveness, equal access, equitable treatment, and cultural understanding and competency. The Office provides training and consultation on achieving and supporting diversity in the workplace, on Americans with Disabilities Act issues, and on preventing and resolving discrimination and discriminatory harassment. The Office also provides support to a number of constituency groups.

Our Mission

The University of Michigan has a long and proud legacy of commitment to the principles of equality and equal opportunity for all students, faculty and staff. The mission of the Office of Institutional Equity is to provide leadership and support on matters relating to equity, diversity, respect and inclusiveness for all members of the University of Michigan community. OIE staff provides guidance, support and delivery of programming, services and educational initiatives to University faculty, staff, and students to support diversity, inclusiveness, equal access, equitable treatment, cultural understanding and the prevention of prohibited discrimination and harassment.

OIE oversees, facilitates and supports the University's efforts to ensure equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions.

To fulfill our mission, the Office of Institutional Equity provides:

- Information, consultation, training and resources to the University community with regard to diversity, harassment and discrimination prevention, affirmative action, equal opportunity and disability matters;
- Individual consultation with University managers, supervisors, staff, faculty, students, and administrators;
- A mechanism for responding to complaints of harassment and discrimination;
- Oversight of and support for the University's compliance efforts in the areas of equal opportunity, affirmative action, harassment and discrimination prevention, and compliance with all applicable State and Federal civil rights laws.

Staff:

- Associate Vice Provost for Academic and Faculty Affairs and Senior Director
- Associate Director (2)
- Assistant Director and ADA Coordinator
- Assistant Director
- Web Accessibility and Adaptive Technology Coordinator
- Administrative Assistant

Education and Training Programs

The Office of Institutional Equity has developed educational and training packages and presentations on a variety of subjects, including workshops on:

- Racial, ethnic, sexual orientation, and gender-identity sensitivity
- Accommodating employees with disabilities
- Removing barriers to access for people with disabilities
- Hiring procedures, including hiring and retaining workers with disabilities, effective selection interviewing, etc.

In addition, the OIE responds to requests for customized programs to meet special circumstances, including speeches and guest lectures.

Rather than a single strategic plan for the entire university, various departments have constructed their own individual plans. The strategic plan of Human Resources specifically addresses ensuring faculty, staff and student diversity and can be found at <http://www.hr.umich.edu/strategicplan/goals.html>.

Demographics:

Size:

Total undergrads: 25,994

First-time degree-seeking freshmen: 5783

Degree-seeking undergrads: 25,865

Graduate enrollment: 12,391

Student Body:

1% American Indian/Alaskan Native

12% Asian/Pacific Islander

6% Black/Non-Hispanic

3% Hispanic

66% White/Non-Hispanic

4% Non-Resident Alien

8% Race/ethnicity unreported

University of North Carolina at Chapel Hill

Diversity and Multicultural Affairs

Our Vision and Mission

Our Vision | to build and sustain an inclusive campus community that values and respects all members of the University community

Our Mission | Our mission is to provide university-wide leadership in developing and implementing initiatives that promote access to and diversity within our student, faculty and staff communities. We provide leadership, consultation and project management of policies, programs and services that promote diversity as a means of achieving educational excellence and enhancing the quality of life for all members of the University community.

Our Commitment to Diversity | The University of North Carolina at Chapel Hill understands that diversity is a critical element of Carolina's pursuit of academic excellence, and has a strong commitment to creating a diverse, inclusive community.

What We Do

- Leadership for university-wide diversity plan
- Policy review and monitoring of institutional diversity
- Diversity education, training and consultation
- Assessment and research of diversity issues
- Recruitment and retention of students from diverse backgrounds and cultures
- Multicultural programming and leadership
- Diversity resource development

Staff:

- Associate Provost for Diversity and Multicultural Affairs
- Director, Diversity Education and Research
- Multicultural Programs Coordinator
- Communications Specialist
- Administrative Assistant
- Administrative Support Associate
- Director, Recruitment and Multicultural Programs
- Outreach and Support Programs Coordinator
- Office Assistant

Educational Events | Sponsored by Diversity and Multicultural Affairs for members of the larger University community, including students, staff, faculty and community members | Please call 919-962-6962 for more information.

2009–2010 Recruitment Events | Sponsored by Diversity and Multicultural Affairs for Prospective Undergraduate Students, Parents, School Counselors | Please call 919-843-6086 for more information.

August 2009

21-24 | Pre-Orientation

September 2009

18-19 | Hispanic Student Recruitment Weekend

26 | High School Honors Day I

October 2009

9 | UNC Scholars Day

16-17 | American Indian Senior Day & Recruitment Weekend

22-23 | Tar Heel Target

November 2009

21 | High School Honors Day II

January 2010

30 | Carolina Pathways (for 7th & 8th graders)

February 2010

17 | Decision Day I (for first deadline admitted students)

22-24 | Minority Student Phone-a-thon

March 2010

19 | Annual Carolina Indian Circle Banquet

20 | Native American Visitation

20 | Annual Carolina Indian Circle PowWow

26 | Decision Day II (for first deadline admitted students)

April 2010

5-7 | Minority Student Phone-a-thon

10 | Hispanic Student Visitation/Dia de Bienvenida

10 | CHispA Noche Latina

24 | Horizons Male Initiative

May 2010

12-15 | North Carolina Renaissance

20-22 | Project Uplift (week 1)

27-29 | Project Uplift (week 2)

June 2010

3-5 | Project Uplift (week 3)

10-12 | Project Uplift (week 4)

Campus Events | UNC-CH events for members of the larger University community, including students, staff, faculty and community members.

The academic plan can be found at <http://provost.unc.edu/academicplan/academicplan> and specifically addresses diversity in "Priority D. Increase diversity among faculty, student, and staff."

Demographics:

Size:

Total undergrads: 17,895

First-time degree-seeking freshmen: 3865

Degree-seeking undergrads: 17,422

Graduate enrollment: 8275

Student body:

1% American Indian/Alaskan Native

8% Asian/Pacific Islander

11% Black/Non-Hispanic

6% Hispanic

68% White/Non-Hispanic

1% Non-Resident Alien

5% Race/ethnicity unreported

University of Notre Dame

Office of Institutional Equity

The mission of the Office of Institutional Equity is to ensure that the University of Notre Dame does not discriminate on the basis of race/ethnicity, color, national origin, sex, disability, veteran status, or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs or in employment. We support the University's efforts to comply with both the letter and spirit of laws regarding equal opportunity and affirmative action. We strive to develop a diverse community by welcoming and recruiting others who bring a multitude of talents and backgrounds to the University.

To fulfill this mission, the Office of Institutional Equity offers:

- Information, consultation, and resources for the Notre Dame community with regard to diversity, harassment and discrimination prevention, affirmative action, and equal opportunity matters;
- A mechanism for addressing complaints of harassment and discrimination;
- Oversight of and support for the University's compliance efforts in the areas of equal opportunity and affirmative action.

Staff:

- Director
- Assistant Director
- Institutional Equity Analyst
- Administrative Assistant

The Spirit of Inclusion at Notre Dame

The University of Notre Dame strives for a spirit of inclusion among the members of this community for distinct reasons articulated in our Christian tradition. We prize the uniqueness of all persons as God's creatures. We welcome all people, regardless of color, gender, religion, ethnicity, sexual orientation, social or economic class, and nationality, for example, precisely because of Christ's calling to treat others as we desire to be treated. We value gay and lesbian members of this community as we value all

members of this community. We condemn harassment of any kind, and University policies proscribe it. We consciously create an environment of mutual respect, hospitality and warmth in which none are strangers and all may flourish.

One of the essential tests of social justice within any Christian community is its abiding spirit of inclusion. Scriptural accounts of Jesus provide a constant witness of this inclusiveness. Jesus sought out and welcomed all people into the Kingdom of God—the gentile as well as the Jew, women as well as men, the poor as the wealthy, the slave as well as the free, the infirm as well as the healthy. The social teachings of the Catholic Church promote a society founded on justice and love, in which all persons possess inherent dignity as children of God. The individual and collective experiences of Christians have also provided strong warrants for the inclusion of all persons of good will in their communal living. Christians have found their life together enriched by the different qualities of their many members, and they have sought to increase this richness by welcoming others who bring additional gifts, talents and backgrounds to the community.

The spirit of inclusion at Notre Dame flows from our character as a community of scholarship, teaching, learning and service founded upon Jesus Christ. As the Word through whom all things were made, Christ is the source of the order of all creation and of moral law which is written in our hearts. As the incarnate Word, Christ taught the law of love of God and sent the Holy Spirit that we might live lives of love and receive the gift of eternal life. For Notre Dame, Christ is the law by which all other laws are to be judged. As a Catholic institution of higher learning, in the governance of our common life we look to the teaching of Christ, which is proclaimed in Sacred Scripture and tradition, authoritatively interpreted by Church teaching, articulated in normative understandings of the human person, and continually deepened by the wisdom born of inquiry and experience. The rich heritage of the Catholic faith informs and transforms our search for truth and our understanding of contemporary challenges in higher education.

This statement was adopted by the Officers of the University on August 27, 1997, in conjunction with the following open letter to the Notre Dame Community:

An Open Letter to the Notre Dame Community

The officers of the University have been asked to modify the University's nondiscrimination clause to

include sexual orientation. In spring 1996 the Ad hoc Committee on Gay and Lesbian Student Needs recommended that the officers consider this issue. The Faculty Senate and the Student Senate passed resolutions during the 1996-97 academic year supporting this change. In addition, the College Democrats, a student organization, submitted a petition signed by many students in favor of this change. During the 1996-97 academic year and this past summer, the officers of the University studied this issue—first, in a subcommittee I appointed, and then in the Officers' Group as a whole.

The officers began their discussions by reflecting on the teachings of the Catholic Church relating to gay and lesbian persons. The church distinguishes between homosexuality as an orientation and sexual activity between homosexual persons. The church teaches that homosexual orientation in a person is neither sinful nor evil. The call of the gospels is a call to inclusiveness—to a recognition of the dignity inherent in each person that flows from our creation in the image and likeness of a loving God, who brings us together as brothers and sisters through Jesus Christ on a common journey back to the God who created us.

The Church also teaches that all people, regardless of their sexual orientation, are called to live chaste lives in accordance with their vocations as single people, married couples, priests or religious. Specifically, the Church asks all people to reserve sexual union to the covenanted and consecrated union of a man and woman in marriage. Neither heterosexual union outside the permanent bond of marriage nor homosexual union is morally acceptable.

The University has tried to speak with an authentic voice on both of these dimensions of Church teaching—on homosexual orientation and on sexual union. In a number of different settings in recent years, we have stated publicly that we prize the gay and lesbian members of this community as children of God, entitled to the same respect as all other members of this community. Moreover, we deplore harassment of any kind as antithetical to the nature of this community as a Christian community. Our discriminatory harassment policy specifically precludes harassment based on sexual orientation. At the same time and with an equally strong voice, we strive to set policy and make operating decisions—perhaps most notably in the area of student life—in a manner that supports the teaching of the Church calling all people, regardless of their sexual orientation, to reserve sexual union to those who are married.

In all of our actions we have been guided by gospel values that we regard as normative for this community. We have premised our decisions and framed our statements on issues relating to the gay

and lesbian members of this community on the language of Church teaching. Indeed, we believe that some of the deepest aspirations of this community flow from the law of Christ and not necessarily from civil law.

The University exists, however, within a social and cultural milieu that does not always accept gospel values as normative. Moreover, society at large uses language in ways that mean different things to different people. With respect to this issue, for example, American society does not always use the phrase “sexual orientation” to mean only orientation. Many people use this single phrase in a manner that entangles what we regard as two distinct concepts—homosexual persons and homosexual conduct. Within society at large, the phrase “sexual orientation” sometimes becomes a term that does not admit of distinction between sexual orientation and the manner in which people live out their sexual orientation—a distinction that is critical to us as a Catholic institution.

We have been asked to change our nondiscrimination clause to add sexual orientation as a protected category. Institutional nondiscriminating clauses are highly stylized statements which are legally binding. Neither federal nor state law mandates that sexual orientation be included in nondiscrimination clauses. Thus, like a number of other institutions, our clause does not currently include sexual orientation.

After considerable reflection, we have decided not to add sexual orientation to our legal nondiscrimination clause. To make the change requested would mean that our decisions in this area would be measured by civil courts that may interpret this change through the lens of the broader social milieu in which we live. This, in turn, might jeopardize our ability to make decisions that we believe necessary to support Church teaching. We wish to continue to speak to this issue in the Catholic content that is normative for this community.

Civil law does not constitute the exclusive basis for commitments made within this community. As mentioned above, we regard some of our deepest aspirations as flowing from our call to live the message of the gospels. We choose not to change our legal nondiscrimination clause, but we call ourselves to act in accordance with what we regard as a higher standard—Christ’s call to inclusiveness, coupled with the gospels’ call to live chaste lives. In some senses both of these messages are counter-cultural. It is this dual call that is so deeply rooted in our religious tradition to which we commit ourselves.

We speak in a variety of settings—most notably, in our student life policies—to our affirmation of

Church teaching with respect to sexual conduct. As a way of underscoring our equally strong commitment to the Church's teaching on the dignity inherent in every person as a child of God, we will publish the above statement, The Spirit of Inclusion at Notre Dame, in all University publications.

The university's strategic plan can be found at <http://www.nd.edu/~stratgic/final/index.shtml> and contains a section, "D. Diversity".

Demographics:

Size:

Total undergrads: 8363

First-time degree-seeking freshmen: 2000

Degree-seeking undergrads: 8354

Graduate enrollment: 2779

Student body:

1% American Indian/Alaskan Native

7% Asian/Pacific Islander

3% Black/Non-Hispanic

9% Hispanic

77% White/Non-Hispanic

3% Non-Resident Alien

University of Richmond

Richmond does not have a specific office or initiative regarding diversity; however, it does address diversity and inclusion in its strategic plan.

Principle II: Diversity & Inclusivity

Principle II: The University of Richmond will be a diverse and inclusive community, strengthened intellectually and socially by the range of knowledge, opinion, belief, and political perspective and background of its members, whether of race, ethnicity, gender, sexual orientation, ability status, age, religious, economic, or geographic origin. Students will therefore be prepared to contribute to a diverse and global society.

The University of Richmond is faced with significant challenges to create a truly diverse and inclusive learning environment. While focused efforts have been underway since 2003 through the Common Ground initiative, much remains to be accomplished. The following goals and action steps can lead to results that will benefit the entire university community.

Goal 1: Ensure an open and inclusive campus environment that welcomes and benefits from people of diverse backgrounds, encourages the exchange of ideas from diverse perspectives, promotes social and academic interaction among people from a broad range of backgrounds, promises full access to places and programs, and opposes intolerance and educates against exclusion, so as to prepare students to function effectively in a diverse community.

Action Steps:

- II. 1. (i). Provide targeted funding to expand and market multicultural social events, create more physical spaces that encourage informal interactions, and support initiatives that promote inclusivity.
- II.1. (ii). Conduct an independent review of the university's accessibility (both physical and programmatic) for persons with disabilities and implement needed changes.
- II. 1. (iii). Assess cost/benefit of establishing cultural advisor positions in the residence halls, the Law School, and the School of Continuing Studies.
- II.1. (iv) Recognize staff and faculty who promote diversity and inclusivity in their professional activities through University compensation and reward systems.
- II. 1. (v). Provide a confidential point of contact for students, faculty, and staff to express concerns and to help ensure that their concerns are addressed appropriately.

Goal 2: Recruit and retain faculty, staff, and senior management with a substantially increased proportion of underrepresented minorities, so as to attain the critical mass needed for a diverse community.

Action Steps:

- II. 2. (i). Establish a policy and employ a full range of methods (including opportunity funds as appropriate) for hiring a diverse workforce at all levels.
- II. 2. (ii). Evaluate vice presidents, deans, chairs, and staff supervisors on their efforts and results in building diverse workforces.
- II. 2. (iv). Establish community-building opportunities for new hires with new hires at other area colleges and universities, including partner hire programs.
- II. 2. (v). Provide incentives for faculty to develop courses and non-credit programs that enhance learning about non-majority groups and cultures.

Goal 3: Recruit, retain, and graduate a student body with a substantially increased proportion of currently underrepresented minorities, so as to strengthen the learning environment and to expand the university’s reach.

Action Steps:

- II. 3. (i). Establish a summer “signature” conference for talented, underrepresented minority rising sophomore and junior high school students.
- II. 3. (ii). Train students and alumni to serve as “Admission Partners,” assisting in the recruitment and yield of prospective underrepresented minority students through on-and-off-campus programs.

The strategic plan can be found at http://provost.richmond.edu/faculty-resources/fac-meetings/pdf/12-11-08/Strategic_Plan_FINAL.pdf and specifically addresses diversity in “Principle II”.

Demographics:

Size:

Total undergrads: 2795

First-time degree-seeking freshmen: 738

Degree-seeking undergrads: 2689

Graduate enrollment: 168

Student Body:

<1% American Indian/Native Alaskan

3% Asian/Pacific Islander

5% Black/Non-Hispanic

4% Hispanic

65% White/Non-Hispanic

7% Non-Resident Alien

16% Race/ethnicity unreported

University of Virginia

The Office of the Vice President and Chief Officer for Diversity and Equity assists and monitors all units of the University in their efforts to recruit and retain faculty, staff and students from historically underrepresented groups and to provide affirmative and supportive environments for work and life at the University of Virginia.

We commit ourselves to a vision of leadership in diversity and equity, not out of a reluctant sense of obligation but because only by enriching ourselves and embracing diversity can we become the leading institution we aspire to be.

The Office for Diversity and Equity (ODE) provides leadership, information, consultation, coordination, and assistance to the various units and constituencies within the University of Virginia in an effort to embrace diversity and equity as pillars of excellence, synergize actions at all levels of the institution, and cultivate inclusiveness and mutual respect throughout the community. We also reach beyond the University to establish beneficial relationships with individual and institutional partners who share mutual goals and interests.

At the University of Virginia, we envision a community of understanding, tolerance and respect.

Staff:

- Interim Vice President and Chief Officer for Diversity and Equity
- Research Associate
- Executive Assistant to the Vice President and Chief Officer for Diversity and Equity
- Program Director for Virginia/North Carolina Alliance for Minority Participation
- Administrative Assistant
- Office Manager and Grants Administrator

Resources

- Asian/Asian Pacific American Programs
- Carter G. Woodson Institute for African-American and African Studies
- Graduate Diversity Programs
- Hispanic/Latino Programs
- International Studies Office
- Lesbian Gay Bisexual Transgender Resource Center
- Office of African-American Affairs
- Studies in Women and Gender
- Supplier Diversity
- Virginia/North Carolina Alliance for Minority Participation
- Virginia-Nebraska Alliance
- Women Center

The university's strategic plan is found at <http://artsandsciences.virginia.edu/strategicplan/> and specifically addresses diversity in "Highlighting Diversity in the Curriculum".

Demographics:

Size:

Total undergrads: 15,208

First-time degree-seeking freshmen: 3256

Degree-seeking undergrads: 13,869

Graduate enrollment: 7608

Student Body:

<1% American Indian/Alaskan Native

11% Asian/Pacific Islander

8% Black/Non-Hispanic

4% Hispanic

62% White/Non-Hispanic

6% Non-Resident Alien

9% Race/ethnicity unreported

Vanderbilt University

The Office of Leadership Development & Intercultural Affairs

The Office of Leadership Development and Intercultural Affairs (LDIA) was founded in spring 2006 when two separate offices combined to better serve the Vanderbilt community. It is a core belief of the office that strong future leaders are culturally and civically proficient in a world that is becoming increasingly inclusive.

LDIA strives to stimulate collaboration between the various divisions that comprise one of America's top universities. Located in the Community Partnership House on central campus, LDIA provides resources, advocacy, and programs to develop students as global leaders in a diverse society. The programs offered are nationally recognized as one of the TOP 100 Leadership Development programs in America.

Staff:

- Director
- Assistant Director
- Program Coordinator
- Administrative Assistant
- Graduate Assistant (2)

Programs

The Office of Leadership Development and Intercultural Affairs offers a wide range of programs for first-year students through rising seniors seeking to hone their leadership skills and explore issues relating to diversity and social change. It is important to empower students through creating opportunities for engagement and leadership. Many university faculty, staff, alumni, and Nashville area professionals collaborate with our office to provide students with real-world experiences, perspectives, and insights that complement the classroom experience.

Collegiate Leadership Vanderbilt : Collegiate Leadership Vanderbilt, or CLV, allows up to 40 students to meet once a month with campus, local, and state leaders in various capacities. At the end of the year long program, students travel to meet with alumni and explore a leadership topic based upon the city they visit.

Leadership Hall: Leadership Hall is one of Vanderbilt's premier living and learning environment. Leadership Hall is designed to help students after their first-year experience identify, develop, and practice personal leadership styles while living and working together within a residence hall. Students who participate in this program will examine their own leadership abilities based on academic and human development theory.

The PREP Program : PREP represents Preparation for Leadership and Service in a Diverse Society. The PREP program is a collaboration between the Office of Active Citizenship and Service and LDIA. This

program is an integration of leadership, social justice, and diversity training through experiential learning. Service internships and mentoring are key components of this program.

North Star Leadership Series: The North Star Leadership Series allows Vanderbilt students to discover the opportunities and challenges of leading diverse groups in this millennium. Throughout the year, LDIA will present a variety of events that will challenge student's notions of culture and humanity.

Collegiate Leadership Summit : the purpose of CLS is to bring students from across Tennessee together to learn about leadership. This annual event is planned by administrators from Vanderbilt, Austin Peay, MTSU, TSU, Motlow State and Volunteer State.

Magnolia Awards : The Magnolia Awards recognize student efforts in the campus community. Awards are chosen from either applicant pools or nominations; check the descriptions of each award to find the right one for you.

Leadership in the Professions : LIP is an annual event held in collaboration with one of Vanderbilt's professional schools. Students meet with faculty, staff, administrators, and professionals to learn about their careers and the leadership skills needed for their specific occupations. Administrators will also provide tips for admissions and answer questions concerning the process.

Ignite : During the first week of classes each academic year, LDIA holds Ignite, its annual Welcome Back cookout for students, in collaboration with Community Vanderbilt and the Office of Active Citizenship & Service. This event is traditionally held on the back patio and lawn of the Community Partnership House.

OneVU : OneVU is a joint effort between LDIA and the Jean & Alexander Heard Library in presenting a series of events to highlight the multidimensional talents of the Vanderbilt community.

The strategic academic plan for the College of Arts and Science can be found at <http://www.vanderbilt.edu/AnS/strategic/oldhome.htm> and addresses diversity in "SAPCAS Premises".

Demographics:

Size:

Total undergrads: 6637

First-time degree-seeking freshmen: 1569

Degree-seeking undergrads: 6598

Graduate enrollment: 4194

Student body:

1% American Indian/Alaskan Native

8% Asian/Pacific Islander

7% Black/Non-Hispanic

6% Hispanic

53% White/Non-Hispanic

5% Non-Resident Alien

21% Race/ethnicity unreported

Washington University at St. Louis

Office of the Provost

Provost's Message on Diversity

Diversity is essential for an excellent University. Competition among the best universities for the best faculty, staff, and students will only be possible with an unwavering commitment to a campus that values difference and is diverse. Improving the environment for all members of the University community, with a special focus on the climate for women and members of underrepresented groups, is critically important to Washington University. We welcome difference on this campus, in the form of gender, race, ethnicity, geography, socioeconomic status, age, politics, philosophy, disability, and sexual orientation.

Chancellor Wrighton asked me to develop and implement a plan to strengthen the diversity of our University community. Since I assumed the role of Provost in January, this has been, and will continue to be, one of my highest priorities. Next week, I will report to the Board of Trustees during their spring planning meeting on issues of diversity. Concern for this issue is truly University-wide.

During the past two months, I have sought input from several existing committees as well as a number of individuals who have been thinking seriously about diversity on both the Danforth and Medical campuses. I am impressed with the commitment that exists to this issue and thankful for the honest and open dialogue which has resulted. These meetings, as well as my visits last semester to several universities, have helped to confirm in my mind that Washington University has a real opportunity for progress and leadership in this area. Success will depend on mutually supportive actions by the administration, faculty, and staff.

In trying to brainstorm an action plan based on recommendations from seven different University committees, one fact is clear: different groups wrestle with different aspects of the problem and advocate different approaches. It is also clear to me that many people are frustrated about our response to this issue. As a result, I have decided that making swift and real progress in the area of diversity is too important an issue to delegate at this point. As Provost, I will dedicate a significant portion of my own

time to this effort. I will appoint a small, executive work group that will meet with me regularly. This group will help me create a plan with a timeline to aggressively move forward with the following:

Faculty Diversity Goals

1. Increase the proportion of women and underrepresented faculty at all ranks through hiring, retention and promotion.
2. Increase the number of women and underrepresented faculty in leadership positions at WU.
3. Ensure that we continue to pay all faculty equitably. The Provost will work closely with the Senate Council to evaluate faculty pay equity on a regular basis.
4. Foster an intellectual and administrative climate where all faculty have opportunities to contribute to the direction of the University.

Specific initiatives

In addition to forming the executive work group, I plan to regularly update University leaders on progress and enlist their help and support in this effort. In particular, I will work with individual school deans to devise plans to:

- Develop initiatives to promote faculty leadership, with an express purpose of involving women and minorities more deeply in University life.
- Recognize women and underrepresented faculty through endowed chairs and internal awards.
- Establish ombudspersons for both the Danforth and Medical Campuses who will provide confidential, independent, nonpolitical, and knowledgeable counsel and advocacy for faculty members.
- Ensure accepted search procedures are followed, particularly those that encourage diversity as an important criterion in searches. This will include supporting annual workshops for search committees.
- Develop target of opportunity recruitment policies (where they do not exist).
- Collect and report data on the representation of women and underrepresented groups in the applicant pools, finalist pools and offers made for all faculty searches.
- Strengthen faculty retention through mentoring and other processes.

- Initiate third party exit interviews for faculty who leave Washington University.
- Create standards for accountability to evaluate progress within schools, departments or divisions.

Faculty diversity benchmarks

Washington University's own faculty diversity data will be benchmarked by school (and within Arts & Sciences, by division) against the proportion of women *and* underrepresented faculty members at peer private research universities. We will monitor our progress at regular intervals with the goal to be *a leader* among our peer group.

Funding

Financial resources to advance diversity issues will be made available through the Provost's Office. Presently, a total of \$1M is available to enhance the strategic hiring of underrepresented faculty in the Danforth schools, to supplement work by the Coordinating Council on Diversity Initiatives, and to programming including ideas suggested by the now-disbanded Advisory Committee of Women Faculty. The Medical School has a separate fund for recruitment and retention of underrepresented faculty.

Reporting

In order to encourage transparency and ownership of this issue we will provide data to the Educational Policy committee of the Board of Trustees, to the Faculty Senate, and to the entire University community. These data will include numbers of women and underrepresented faculty at Washington University as well as among our peer institutions. In addition, a presence on the Provost Office website will be dedicated to diversity and related initiatives.

Coordination

Outlined above are actions that largely focus on faculty diversity. However, the Washington University plan must be an interdependent effort. I look forward to working together with other administrators and faculty on this important opportunity. I will coordinate efforts with Special Assistant to the

Chancellor Leah Merrifield and with Vice Chancellor Ann Prenatt on staff issues, along with Associate Vice Chancellor Jill Carnaghi, Vice Chancellor Jim McLeod, Dean of the Graduate School Richard Smith, and others on student issues.

Conclusion

This plan is just a beginning. I look forward to regular meetings with the work group to further develop real and measurable actions that will result in progress for the goals mentioned above. I will report back to the University community regularly and have established a website, provost.wustl.edu to post updates. Washington University should be known as a place that strongly supports diversity of all kinds and is dedicated to developing innovative ways to improve the environment for all members of our community.

Staff:

- Provost
- Assistant Provost – Analysis
- Assistant Provost – Institutional Initiatives
- Senior Executive Assistant to the Provost and the Executive Vice Chancellor for Academic Affairs
- Executive Receptionist

Washington University Resources

Distinguished Visiting Scholars Program

The Distinguished Visiting Scholars Program was established in Fall 1998 as part of Washington University's efforts to increase the representation of underrepresented faculty (African-American, Hispanic, and American Indian) on campus.

Division of Biology and Biomedical Sciences Diversity

For nearly 30 years, the Division of Biology and Biomedical Sciences has been a leader and innovator in the training of research scientists. The expertise of our world-renowned faculty, our commitment to a collaborative environment and an interdisciplinary approach to training allow us to offer programs of exceptional quality leading to the PhD and MD/PhD degrees. Our graduates have become leaders in science education, medicine and industry.

Division of Biology and Biomedical Sciences Research Apprenticeship Program Biomed RAP

BioMed RAP is a 10-week summer research program for exceptional students interested in pursuing biomedical research careers.

Graduate and Professional Student Organizations

Health Sciences Outreach

The Health Science Outreach program provides information about the many outstanding programs for a variety of communities.

Medical School Office of Diversity Programs (ODP)

The ODP promotes the concepts and benefits of pluralism throughout the medical center and will strive to recruit, develop and retain talented students and faculty from underrepresented groups.

Multicultural Student Groups - Undergraduate Students

Multicultural Student Groups - Professional and Graduate Students

Supplier Diversity Initiative

The Office of Supplier Diversity assists the university in sustaining diverse businesses and creating viable new diverse businesses in the St. Louis community, and increasing diversity representation in the workplace.

Washington University Diversity-Related Scholarships

Annika Rodriguez Scholars Program

Washington University's Annika Rodriguez Scholars Program recognizes students of exceptional merit who demonstrate academic and leadership achievements, along with the passion for service exemplified by Annika Rodriguez.

Chancellor's Graduate Fellowship Program

The Chancellor's Graduate Fellowship Program was established in 1991 for the purpose of providing strong encouragement as well as generous financial support to outstanding, diverse students interested in careers as college or university professors.

Enterprise Rent-A-Car Scholars Program

The Enterprise Rent-A-Car Scholars Program was established at Washington University thanks to a generous donation from Enterprise Rent-A-Car Company. The Enterprise Scholars Program makes it possible for a minimum of 30 to 40 deserving students each year to have an exceptional educational experience at Washington University.

John B. Ervin Scholars Program

Students who apply to any undergraduate division of Washington University may apply for the John B. Ervin Scholars Program. This nationally pre-eminent program is intended to foster a richly diverse educational atmosphere on campus and to enhance the overall quality and diversity of the Washington University student body.

The university strategic plan can be found at <http://theplan.artsci.wustl.edu/framework>.

Demographics:

Size:

Total undergrads: 6985

First-time degree-seeking freshmen: 1426

Degree-seeking undergrads: 6339

Graduate enrollment: 5051

Student body:

<1% American Indian/Alaskan Native

13% Asian/Pacific Islander

10% Black/Non-Hispanic

3% Hispanic

58% White/Non-Hispanic

6% Non-Resident Alien

11% Race/ethnicity unreported