

OUR COMMITMENT TO  
INCLUSIVE EXCELLENCE

University at Buffalo's  
Strategic Diversity and Inclusion Plan

December 2016

**“As a chemical engineer, I expect to contribute significantly to the search for more sustainable energy sources by challenging the outdated norms in the industry.”**

Abdul-Malik Davies, Junior  
Chemical Engineering

*Here*  
IS HOW

**“In order to be an effective change agent, you need to be passionate, driven and able to work with a diverse amount of people who all have different views of the world.”**

Jenna Bower, Senior  
Graphic Design

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## I. INTRODUCTION: INCLUSIVE EXCELLENCE FRAMEWORK

As one of the nation's leading public research universities, the University at Buffalo is committed to **achieving inclusive excellence by leveraging our research expertise, expansive curriculum, and campus diversity**. Recognizing that a diverse, equitable and inclusive community is an essential foundation for achieving excellence and success, UB has long been committed to fostering diversity and inclusivity on campus, and we aspire to be a national leader in advancing diversity-related scholarship and education. We currently have a variety of ongoing strategies and efforts to enhance diversity and inclusivity across campus. However, UB still has work to do to achieve our diversity and inclusion goals. We believe we can maximize the effectiveness of our diversity and inclusion-related efforts with better university-wide coordination to enhance impact, minimize overlap, and more deeply integrate inclusivity into all aspects of the university.

"Our Commitment to Inclusive Excellence" provides an overview of our earlier and ongoing efforts to ensure that UB is diverse and inclusive. It explores the evolution of faculty, staff and student demographics and the campus environment. In order to enhance the impact of these efforts, "Our Commitment to Inclusive Excellence" presents a plan to integrate inclusive excellence in all aspects of university operations, foster a sense of shared responsibility, better monitor progress to goals, and create a Center for Inclusive Excellence that facilitates and coordinates diversity and inclusion-related efforts across campus. This institutional culture of inclusive excellence will add to the diversity of our campus community, enhance teaching and scholarship, increase cultural understanding, and create a welcoming environment in which all faculty, staff and students are valued, respected and empowered to achieve their highest potential.

### *THE INCLUSIVE EXCELLENCE FRAMEWORK*

**Inclusive excellence is a comprehensive approach that integrates inclusivity into all aspects of university operations and creates a culture of shared responsibility in which all members of the university community are integral to fostering a diverse and inclusive environment.** UB holds as axiomatic that building and sustaining a diverse and inclusive community are an essential foundation for achieving excellence and success. Historically, university diversity initiatives focused on building racial or ethnic diversity in response to calls from business and community leaders to strengthen workforce diversity, the desire to redress past societal inequities, or a general feeling that making the student body more diverse is the "right thing" to do. Inclusive excellence, in contrast, addresses the broader diversity of the campus community (faculty, staff, administrators, students), the multiple social identities of individuals (such as gender, class, sexual orientation, national origin, religion, culture, family, ability status), the campus climate that determines whether diversity is sustainable, and the importance of curricular

transformation to include differing perspectives and modes of inquiry previously neglected or missing.<sup>1</sup>

Adopting inclusive excellence as the center of our diversity and inclusion strategy challenges UB to **employ the principle as a strategic framework for actively examining whether our practices, policies and procedures iterate inclusive excellence in every aspect of our operations and how we might foster changes to move towards this goal.** Adopting inclusive excellence requires UB to be honest and clear about identifying challenges and issues related to diversity and inclusion so that we can come together as a campus community to address them.

### ***KEY DEFINITIONS***

**DIVERSITY** refers to the range of human differences, and campus diversity efforts include attention to race, ethnicity, sex, nationality, age, sexual orientation, gender identity and expression, disability, religion, socio-economic status, veteran status, and the specific needs of international, first-generation, transfer, and returning students. Historical and persistent barriers to campus diversity deeply engrained in American culture support a particular focus on racial, ethnic and gender diversity.

**EQUITY** is not a guarantee of "equal outcomes;" rather, it entails treating people fairly across their differences so that they have equal opportunities to succeed.

**INCLUSION** is a state of being valued, respected, affirmed and supported. It is about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential. Inclusion should be reflected in an organization's culture, practices and relationships, and is an indispensable condition of sustaining diversity.

**UNDERREPRESENTED MINORITIES** generally refers to African American/black, Native American, Pacific Islander, Alaskan Native, and Hispanic/Latino people who are typically underrepresented in their fields relative to their numbers in the general population. In some fields, Asian Americans, women and others may also be underrepresented. We use "underrepresented groups" to signal such specific situations.

### ***FOCUS ON COORDINATION AND GOAL ATTAINMENT***

Our review of our campus climate, together with feedback from grant reviewers on three separate National Science Foundation ADVANCE grant applications submitted by UB since 2004<sup>2</sup>

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<sup>1</sup> Damon Williams, Joseph B. Berger, and Shederick A. McClendon, *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*, Association of American Colleges and Universities (2005).

<sup>2</sup> Proposal for ADVANCE – Institutional Transformation Grant (#0548406), entitled *UB Advancing Diversity* (submitted in 2005); Proposal for ADVANCE-PAID grant (#0820067), entitled *“Adapting and Implementing*

to increase representation of female faculty in STEM fields, make it clear that UB has a strong institutional commitment to diversity. However, UB's diversity and inclusion-related efforts would benefit from (1) a coordinating structure that would provide cohesiveness for these efforts, and (2) less of a reliance on faculty and staff (many of them women and minorities) "contributing their time" and taking on diversity-related duties as an "add-on" to their existing responsibilities.<sup>3</sup> These observations suggest that providing more comprehensive coordination for diversity and inclusion-related efforts would be an institutional investment in enhancing UB's opportunities for greater partnerships. UB thus is **focusing on coordinating and facilitating diversity and inclusion-related efforts and processes to support inclusive excellence university-wide** for several reasons, including:

- (1) **Researchers and experts suggest that diversity strategic plans are more effective when they are integrated into core decision-making processes of their institutions.** In order to be effective and enduring, diversity initiatives must be supported by a broad commitment to institutional transformation and inclusion. Since issues of diversity impact many aspects of a campus environment, paying attention to matters of compositional diversity alone does not fully achieve the positive educational outcomes that a diverse environment can bring to *all* students, faculty and staff. In fact, gains in attracting individuals from groups underrepresented in higher education are likely to be short-lived if the climate and culture of the university are not welcoming and inclusive.
- (2) **At present, UB's efforts at enhancing diversity and inclusion are dispersed** across an array of different programs. The campus community would benefit from a coordinated strategy for diversity and inclusive excellence.
- (3) **An integrated, comprehensive diversity and inclusion strategy will make UB more competitive for major diversity-related grants, sponsorship and other forms of partner support.**
- (4) **An ongoing process of assessment, evaluation and response will facilitate the enhancement of diversity and inclusion becoming a priority for all members of the university community, and at all levels of UB's operations.**

### ***THE CENTER FOR INCLUSIVE EXCELLENCE***

UB's response to these challenges prompts the creation of a Center for Inclusive Excellence that brings together university leaders, faculty, staff and students to focus on achieving inclusive excellence at UB. This Center for Inclusive Excellence is the centerpiece of UB's strategic diversity and inclusion plan. Under the leadership of the Vice Provost for Equity and Inclusion, the center

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Strategies for Recruitment and Development of Women Engineering Faculty" (submitted January 17, 2008, re-submitted in 2009).

<sup>3</sup> Reviewer comments on the 2005 "UB Advancing Diversity" proposal.

will coordinate and facilitate university planning processes, program initiatives, educational strategies, and research inquiries that shape goals, actions, and advancement of inclusive excellence at UB. It will foster a culture of shared responsibility for equity and inclusion and will create transparent processes that encourage the entire university to work toward the ideal of inclusive excellence by ensuring that benchmarks and goals are set and progress toward them is monitored. The center will focus on facilitating:

- Improved communication and coordination among UB's various equity and inclusion assets;
- A climate that is supportive for all members of the UB community (faculty, students, staff, administrators);
- A culture of self-reflection and innovation to address issues of diversity, inclusion and excellence;
- The structuring of environments and interactions in which individuals can be encouraged to explore and understand others, learn from their differences/commonalities and succeed together, and where our institutional leaders are at ease with the tools and best practices for inclusive excellence, thereby enhancing their strength as diversity leaders;
- The infusion of diversity-related content in courses, programs, and experiences across the disciplines, and in the social aspects of the campus environment;
- Research, education and engagement programs that support diversity and inclusion in the community;
- The development of diversity and inclusion-related goals and plans at the department and school levels;
- The monitoring of compositional diversity and assurance of access and success across different groups; and
- Continuous improvement in progress toward inclusive excellence through assessment of progress and incorporation of improvements.

## II. MISSION AND VISION

*The University at Buffalo is a **diverse, inclusive scholarly community** dedicated to bringing the benefits of its research, scholarship and creative activity, and educational excellence to global and local communities in ways that impact and positively change the world. –University at Buffalo Mission Statement*

UB is committed to achieving inclusive excellence in a deliberate, intentional and coordinated fashion, embedding it in every aspect of our operations. We aspire to foster a healthy, productive, ethical, fair, and affirming campus community to allow all students, faculty and staff to thrive and realize their full potential.

We have set ambitious institutional goals, and our efforts to achieve them will be undertaken across five broad areas that define inclusive excellence:

- **Access, Equity and Success** – promote access to the full range of programs and services available at UB for students, faculty and staff, enabling all UB community members to have an equal opportunity to reach their highest potential
- **Inclusive Climate and Culture** – assess and recommend practices and inculcate values that enhance existing diversity and inclusion-related efforts and promote mutual respect for all others within the living, learning, working and recreational environments of the university
- **Integrating Inclusive Excellence** – create a culture of shared responsibility for fostering inclusive excellence; assist members of the UB community in identifying, proposing and piloting innovative approaches to embedding inclusive excellence in all aspects of university operations; and promote diversity and inclusion as a source of creative and innovative teaching, learning, research, workforce and administrative excellence
- **Applied Research** – encourage interdisciplinary and engaged research and creative work that focuses on understanding and addressing the most challenging research questions regarding diversity and inclusive excellence and inform diversity and inclusion-related practices with that knowledge
- **Monitoring Progress to Goal Attainment** – implement a cycle of transparent evaluation and continuous improvement to ensure that we continue to make progress toward achieving the goals identified in this diversity and inclusion plan



### III. RECENT EXPRESSIONS OF UB'S COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION

Founded in 1846, the University at Buffalo joined the SUNY system in 1962 and, in doing so, committed to providing access to high quality education to the people of New York State, with all segments of the population being represented. UB's focus and processes for achieving this have evolved over time. What follows is a sampling of recent expressions and commitments made by UB that demonstrate our university's strengths and challenges related to diversity and inclusion.

[UB 2020 \(2007\)](#), the University at Buffalo's strategic plan, acknowledges the importance of a culture of diversity and inclusive excellence in the university's effort to be recognized as one of the best research universities in the world. One of our [strategic goals](#) expresses our desire to further enhance our faculty and student diversity through focused enrollment and hiring strategies and the implementation of best practices that strengthen the campus climate and ensure that all students achieve the objectives that brought them to UB. Our current mission statement emerged from UB 2020 and emphasizes our aspiration to become stronger as a diverse, inclusive scholarly community dedicated to bringing the benefits of our research, scholarship and creative activity to global and local communities to positively impact the world.

In 2009, in recognition of the inseparable connection between diversity and excellence and to determine how UB could better support a culture of faculty excellence and sustained scholarly achievements, President Tripathi (then, Provost Tripathi) charged the [Commission on Academic Excellence and Equity](#) with identifying barriers to faculty success and making recommendations to ensure that faculty members could flourish, without regard to gender, race or ethnicity. The commission's findings were published in a 2012 report entitled, "**In Pursuit of Academic Excellence: Equity Across Diversity.**" Among the commission's observations are the following:

- UB had commendable stated commitments to diversity and equity as key components of excellence.
- UB would benefit from a central department that would "be able to coordinate the various efforts and institutes that deal with diversity and equity issues, provide a single service accountability forum for these issues, promote and monitor UB's goals and practices in this regard, engage in strategic diversity and equity planning, and demonstrate to both insiders and outsiders UB's commitment to equity across diversity."<sup>4</sup>
- UB experienced more success in recruiting Asian faculty members than underrepresented minority faculty members.
- Underrepresented minorities and women comprised only a small percentage of distinguished faculty at UB, and despite moderate to good representation in the senior leadership ranks, underrepresented minorities and women were underrepresented in the ranks of department chairs, a significant pathway to leadership.
- Effective mentoring and work-life balance are necessary to retain and develop a distinguished and diverse faculty.

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<sup>4</sup> In Pursuit of Academic Excellence: Equity Across Diversity, p.7

In light of these observations, the commission made several recommendations, many of which have already been implemented. They include:

- Establishing a senior leadership office supported by a Diversity Advisory Committee, to design the mission for diversity and inclusion strategies at UB
- Making department chairs and search committee chairs aware of best practices for recruiting minority faculty members
- Making standards and expectations for tenure clear from the beginning and coupling them with consistent, constructive feedback and mentoring
- Developing more systematic and centralized data collection on hires and instituting exit interviews to better understand why faculty leave before tenure evaluation
- Being proactive in diversifying UB's leadership and creating pipelines and succession plans to maintain a diverse body of leaders

After the commission report, an Implementation Team considered the findings and produced a list of recommendations for action in 2013. While the team's findings were based upon the commission's recommendations, it explicitly broadened the scope of its work to include students and staff, in addition to faculty. CAEE objectives were also expanded to go beyond issues of gender and race alone, so as to reflect the diversity of the UB community more broadly, in areas such as (but not limited to) sexual orientation, disabilities, and veteran status. UB appointed a new Vice Provost for Equity and Inclusion, Teresa A. Miller, in March 2014, and an Equity and Inclusion Advisory Council was charged to advise and support her in October 2015.

[\*Realizing UB 2020: Achieving Academic Excellence \(2013\)\*](#) develops implementation strategies for the goals identified in UB 2020. UB aspires to accomplish those goals by building interdisciplinary communities of faculty, staff and students to approach complex issues facing humankind and its environment; restructuring the curriculum to better prepare students for lifelong learning; and coordinating a program of community engagement to create new student learning opportunities and produce more impactful research. **Realizing UB 2020 broadens UB 2020's commitment to faculty, student and staff diversity, and introduces the principle of inclusion while recognizing its "inextricable link" to equity and excellence.**<sup>5</sup> It acknowledges the importance of enhancing the quality of life in the local community to UB's core mission, and creates several initiatives to expand the civic and cultural competence of UB students.

In preparation for re-accreditation by the Middle States Commission on Higher Education (MSCHE), UB engaged in a self-study process resulting in the 2014 report [\*Framework for Excellence\*](#). In the report, UB identified as a strategic goal for the immediate future further enhancing "faculty and student diversity through focused enrollment and hiring strategies and implementation of best practices with regard to recruitment and retention."<sup>6</sup> The report identified other goals related to diversity, equity and inclusion as well, such as deepening UB's

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<sup>5</sup> Realizing UB 2020: Achieving Academic Excellence, p.10

<sup>6</sup> University at Buffalo, *Framework for Excellence: A Self-Study Submitted to the Middle States Commission on Higher Education* (February 1, 2014).

impact and outreach in the community; strengthening programs and partnerships contributing to the social, cultural and economic vitality of the region; improving health-care outcomes for the region; and preparing students to live and lead in a global world.

The *International Student Inclusion and Engagement Task Force*, charged by Provost Zukoski in 2014 to investigate, analyze and report on challenges UB faces in regard to the rapidly increasing international student population at UB, issued a report in May 2016. The report identifies the need to incorporate the inclusion and engagement of international students as a priority and makes key recommendations that include:

- Creating activities that foster meaningful intercultural interactions between domestic and international students, both inside and outside the classroom;
- Providing welcoming spaces and facilities for international students that are centrally located, attractive, and accessible; and
- Ensuring that responsibility for welcoming, supporting and integrating international students is shared by the entire university community, particularly those programs enrolling international students in large numbers.

On January 27, 2015 UB joined a host of Buffalo businesses and organizations in signing the City of Buffalo [Mayor's Opportunity Pledge](#) (2015). The pledge was created to demonstrate a commitment to advancing new business, job and educational opportunities resulting from the university's growth in downtown Buffalo and the city's economic renaissance, and to ensure that the new opportunities being created in Buffalo are available to all. In signing the pledge, President Tripathi reaffirmed UB's commitment to equity, diversity and inclusion in the hiring of faculty and staff, in the enrollment of students and in creating a safe and welcoming campus environment for all people.

Following these plans, reports and commitments, UB has taken a variety of steps – many of which are described in the next section – to enhance diversity and inclusivity on campus. While these efforts have increased opportunities and enhanced our campus culture, challenges remain.

#### IV. ASSESSMENT OF CURRENT CAMPUS DIVERSITY AND INCLUSION EFFORTS

This section presents the current campus climate, demographics of our campus population, and a brief overview of current campus-wide diversity and inclusion-related initiatives, programs, and policies. UB's faculty, staff and student populations are distinct and reflect distinctly different demographic trends and constraints.

##### *CAMPUS CLIMATE*

In preparation for "Our Commitment to Inclusive Excellence," the Vice Provost for Equity and Inclusion conducted a series of interviews to create a general characterization and assessment of our current campus climate. These interviews and our demographic data demonstrate that UB does very well in some areas promoting diversity, respect, welcome-ness, and openness, but could improve in other areas.

These interviews and data show that the university has succeeded at:

- Building an international and multi-cultural campus community with increased students and faculty with international backgrounds or diverse national origins compared to 10 years ago
- Evaluating deans and academic unit progress through diversity metrics
- Tangible changes in leadership structure and in the number and quality of initiatives designed to improve campus equity and inclusion
- Increasing international and multi-cultural experiences across campus, helping students develop a multi-cultural perspective and preparing them to thrive as active global citizens
- Significantly improving the four and six-year graduation rates for all undergraduates and reducing the completion gap for underrepresented minority students

While UB has seen improvements, there is more work to do. The interviews and data identified numerous opportunities for greater impact:

- Better coordination and integration of diversity and inclusion-related efforts, faculty research, and educational opportunities
- Further enhancing diversity across campus, and in particular seeking greater representation from underrepresented groups in the faculty and staff including university police, advising and others in student support services
- While we have an increasingly diverse senior leadership team, achieving greater diversity among leaders across campus and particularly among department chairs
- Enhancing the diversity of countries of origin of international students
- Further improving graduation rates and closing completion gaps

- Discerning the larger lessons of difficult moments on campus when tensions have been high by continuing to foster and increasing campus discussions about how to balance academic freedom, freedom of expression, and inclusivity
- Ensuring that we are not over-relying on individual, volunteer female and underrepresented minority faculty for diversity-related duties
- Completing an analysis of hiring pools and ensuring that appropriately representative applicant pools are achieved in all searches
- Reviewing salary equity on a more regular and frequent basis and addressing any inequities if/when they occur
- Developing better and more systematic ways to assess diversity, equity and inclusive excellence goal attainment
- Achieving a broader sense of shared responsibility across campus for creating and maintaining a diverse, equitable and inclusive campus environment

### *DEMOGRAPHIC PROFILE*

As our demographic profile indicates, UB's various efforts to enhance diversity, equity and inclusion have resulted in a more diverse and supportive campus. However, it is also clear that we need to continue to work toward enhancing compositional diversity, especially among faculty and staff, recognizing the importance of pipeline programs to achieve this.

UB currently collects **employee data** that includes race, national origin, sex, disability status and veteran status. We do not collect employee information about sexual orientation, gender identity, religion, or other categories of diversity. There is a legitimate concern about the extent to which employees might feel that official data collection in these areas would be intrusive and an invasion of privacy, even if this information was collected on a voluntary basis and kept confidential. An option for collecting this might be through a voluntary employee climate survey.

UB collects **student data** that includes race, national origin, and sex, and we are able to use this data in assessing our efforts to anticipate student concerns and needs. UB also collects information about sexual orientation, gender identity, first generation student status, disability and veteran status during registration through the SUNY Student Information Survey. Pursuant to SUNY policy, the campus collecting the data has only limited access to it. After the campus collects the information, it is sent to SUNY System Administration, who shares only summary data with campuses and benchmarks against the system as a whole and sector values. These summaries cannot be cross-tabulated or combined with other data to give our campus more insight into the needs of the students the surveys were designed to identify. Since we cannot use the data, we cannot make use of the survey to improve services and campus climate. Therefore, at the campus level, we have no ability to use this data to measure our effectiveness in recruitment, retention, and student success efforts, or to inform campus planning processes.

## Faculty Diversity

Among all faculty members, diversity has grown in the last 10 years, and as a result, the percentage of white faculty members has decreased from 74% in 2005 to 63% in 2015. Female faculty representation has increased four percentage points over the same time (from 33% to 37%), and the percentage of female "ladder faculty" (which includes tenured and tenure-track faculty) increased by a similar margin. The greatest increase in diversity occurred in international faculty, which rose from 9% in 2005 to 24% in 2015. Asian American, Hispanic/Latino, and African American/black faculty shares decreased, with the most significant decrease occurring in Asian American faculty (from 10% in 2005 to 7% in 2015).

Racial and ethnic diversity is slightly greater among ladder faculty members, with white faculty representation falling from 74% in 2005 to 60% in 2015. Similar to the entire faculty, the bulk of the growth occurred in international ladder faculty representation, which increased from 10% in 2005 to 27% in 2015, while there were slight decreases in Asian American, Hispanic/Latino and African American/black ladder faculty percentages over the same time period. **See Appendix A.**

When comparing UB's ladder faculty diversity to the other SUNY university centers and our AAU peers, UB has a lower than average percentage of white faculty and a higher percentage of international faculty. However, UB's percentages of domestic minority and female faculty are below average. This is partly because there are narrower minority faculty pipelines to the academy and increased competition for underrepresented minority candidates. UB will continue working to recruit and retain an increasingly more diverse faculty. **See Appendix B.**

## Staff Diversity

Among staff, Hispanic/Latino, Asian American and international representation grew slightly from 2005 to 2015, while the percentage of white members decreased from 88% to 85%. The percentage of African American/black staff declined slightly, and the percentage of male staff has increased from 44% to 48% from 2005 to 2015. UB needs to explore why staff diversity has not changed more significantly and continue working on building a more diverse staff. **See Appendix A.**

## Student Diversity and Success

### Student Diversity

Student enrollment has grown over the past 10 years from 26,773 (Fall 2005) to 28,119 (Fall 2015). Diversity of UB's students has also increased, and as a result, domestic white student representation has decreased from 61% to 50% over the past 10 years. Overall, African American/black, Hispanic/Latino, and Asian American representation has increased, with the greatest increases in the latter two groups. **See Appendix C.**

### International Students

For the last 14 years, UB has been consistently recognized by the Institute of International Education as having one of the [top 25 largest international enrollments](#) in the nation. In the last 10 years, UB's international student enrollment has grown from 12% to 17%.

Analyzed by country, the student population from China has experienced the most dramatic growth, with an increase of 333%, from 374 in 2005 to 1,620 in 2015. India has also had significant growth, increasing 105%, from 719 in 2005 to 1,470 in 2015. The remaining top countries' growth is confined to double digits, but still represents significant upward movement. **See Appendix D.**

#### Completion Data for Underrepresented Students

UB's four-year graduation rate for underrepresented minority students rose 25 percentage points in the past decade – from 24% for the cohort entering in 2001 to 49% for the 2010 cohort. Over that same time period, the four-year completion gap for underrepresented minority students compared to domestic non-underrepresented minority students decreased from 17.1 to 9.3 percentage points. Because of these gains, UB was recently recognized by the Education Trust in "[Rising Tide II: Do Black Students Benefit as Grad Rates Increase?](#)" as one of the few universities nationwide that improved overall graduation rates while also achieving significant gains for black students during the last decade. According to the report, the completion gap decreased from 15.4 points in 2003 to 8.8 percentage points in 2013. These data are consistent with the success of UB's [Finish in 4](#) program, a focused initiative to provide students with the resources and guidance needed to complete their baccalaureate degree in four years. While these gains are impressive, there is still more work to do to completely close the completion gap for underrepresented minority students. **See Appendix E.**

#### Projected Student Demographics

While the high school graduate population in New York State will fluctuate, it is projected to be higher than present levels as far out as 2028. While the number of Hispanic/Latino and Asian American high school graduates will continue to grow, the number of African American/black and white graduates will steadily decline. **See Appendix F.**

### **SELECTED CAMPUS-WIDE DIVERSITY AND INCLUSION LEADERSHIP, POLICIES AND PROGRAMS**

University leaders are increasingly vocal about the importance of diversity and inclusion and are placing greater emphasis on these issues across UB. This is demonstrated in public statements about the importance of diversity and inclusion by senior leadership, including the president's commencement and State of the University addresses; increased training and education of faculty and staff; and the appointment of faculty and administrators to focus on equity and inclusion issues.

Across UB, more organizations and offices are initiating and fostering diversity and inclusion programs than ever before in the history of the university. For example, both UB's [Faculty Senate](#) and [Professional Staff Senate](#) now have committees to address issues pertaining to equity, diversity and inclusion, and simple searches of "diversity," "inclusion," and "equity" on UB's website yield more than 50 programs, services, scholarships and fellowships for UB students across the university.

UB currently has in place [policies](#) relating to

- [Discrimination and harassment](#) and [workplace violence prevention](#) that prohibit behavior that “diminishes the dignity of others through unlawful harassment”
- [Reasonable accommodation](#) that ensures all members of the UB community physical access to university programs, activities, and services
- [Religious accommodation and expression](#), which provides rights and accommodations to members of the university community to allow them free religious beliefs and practices
- [Recruitment](#), [recruitment exceptions](#), and [nepotism](#) to ensure that UB hiring practices are fair and that UB is hiring diverse and excellent employees
- [Supplier diversity](#) to increase economic opportunities and support “small business, minority, women, disadvantaged, and veteran owned business enterprises”

To fully understand the scope and effectiveness of efforts, programs and policies across campus, UB needs to systematically inventory our diversity-related assets and policies and do so continuously.

In this section we describe some of UB's many campus-wide diversity and inclusion-related offices, programs and initiatives. The section is intended to provide a variety of example efforts, but it is by no means complete and does not include the wide range of programs that are available within each of the schools and college.

### **Vice Provost for Equity and Inclusion**

UB's creation of the [Office of the Vice Provost for Equity and Inclusion](#) (VPEI) in 2014 and the addition of the VPEI to the President's Cabinet in 2015, demonstrate UB's commitment to diversity and inclusion leadership at the highest levels of university administration. The VPEI is UB's Chief Diversity Officer, with responsibility for UB's diversity and inclusion strategies and policies and for transformation of the campus culture. The VPEI works within university leadership to create strategies that empower members of the campus community – whether faculty, students or staff – to achieve their full potential, unburdened by barriers to access and advancement based on stereotypes and bias. She is a strong advocate for access, diversity, inclusion and equity in educational and employment policies and practices. Selected initiatives:

- [Difficult Conversations Series \(DIFCON\)](#): Created in response to national issues and conversations related to diversity and inclusion, DIFCON increases university-wide cultural competence by developing the skills of faculty, staff and students to communicate about controversial and emotionally fueled topics while fostering norms of civil discourse. By acknowledging the tension between freedom of expression and the desire of our community members to feel included and welcomed, the DIFCON series fosters a culture in which UB community members can unpack and process diversity and inclusion issues.
- [Thanksgiving Without Borders](#): Developed in collaboration with International Student and Scholar Services to provide a more inclusive campus experience for international students by connecting them with UB faculty and staff for Thanksgiving dinner.



## Equity, Diversity and Inclusion

Reporting to the President, the [Office of Equity, Diversity and Inclusion](#) (EDI) is the university's compliance office for matters involving discrimination and harassment. EDI investigates reports of discrimination, and also provides confidential assistance and advice to members of the UB community who are concerned about situations that could be harassment or discrimination. EDI has chaired or co-chaired proactive activities relating to accessibility, transgender inclusion, and Title IX compliance relating to sexual assault. Selected initiatives:

- [Students' Bill of Rights](#) and the [Options for Confidentially Disclosing Sexual Violence](#) (originally UB's Confidentiality and Reporting Protocol): These policies clarify for students their options for sexual assault reporting and support, as well as their rights under Title IX. The 2014 SUNY Board of Trustees resolution against sexual assault and New York State's "Enough is Enough" legislation have incorporated these UB policies.
- [Pregnancy Accommodation](#) for students and designated lactation rooms for the campus community.
- [Unlawful Harassment Prevention Training](#): This training can be mandated by unit managers and supervisors. About 50 percent of staff and approximately 10 percent of faculty have taken it. UB has recently adopted a new online program that will replace the Unlawful Harassment Prevention training and also include topics such as micro-aggressions, cultural competence and Title IX.
- [Accessible IT Working Group](#): Formed to develop policies and practices that will promote the accessibility of university websites, online courses, email, videos, and other electronic information. Efforts include an Accessibility Web Portal with information about how to procure and create accessible hardware and software, an accessible IT policy, and benchmarking university peers to determine best practices in IT accessibility.
- [Working Group for Transgender Inclusion](#): Currently examining and creating policies and practices – including the designation of all-gender facilities – to support the university's transgender community.
- [SUNY \(Sexual Violence\) Campus Climate Survey](#): UB is one of five schools piloting this survey, which will help us understand the extent to which sexual assault is underreported; how well students understand the university offices and resources devoted to response, support and prevention; and areas where we can enhance our sexual assault prevention efforts.

## University Life and Services

UB's [University Life and Services](#) offers a variety of programs and services that create a university experience that nurtures students and fosters their intellectual and social growth. University Life and Services offers counseling and health services, career services, activities, orientations, and hundreds of clubs and organizations. Their numerous diversity and inclusion-related programs include:

- [Intercultural and Diversity Center \(IDC\)](#): Offers high quality programs, events and activities that celebrate UB's diversity and educate our community on topics such as

appreciating our commonalities and differences, the role identity plays in our lives and how to be an advocate. The IDC's mission is to support all students in their personal development, create a sense of belonging, celebrate diversity, and discuss issues that broaden a student's perspective.

- [Veteran Services](#): Provides assistance and support to UB's more than 300 students who are veterans, active duty/reservists, or dependents of veterans. Services include assistance with educational benefits and a designated student lounge. Our recent enhancement of our services earned UB designation as a "[Military Friendly Institution](#)" the last two years from Victory Media, an independent assessor.
- [Accessibility Resources](#): Provides a variety of services, accommodations and training to ensure that all faculty, staff, students, and visitors have access to the university and all of its programs. In order to meet students' increasing and changing accessibility needs, Accessibility Resources has recently significantly expanded and enhanced its office space.
- [LGBTQ Resources and Safe Zones](#): University Life and Services' Wellness Education Services contributes to a welcoming and affirming campus community for all members with marginalized gender identities, gender expressions and/or sexual orientations through services, training and education resources.
- **Student Training and Workshops**: Incoming students receive mandatory online and in-person training on the topics of alcohol use and Title IX, including sexual assault and interpersonal violence. Students are also offered a number of workshops related to diversity and inclusion topics, including bystander intervention, how to support a sexual assault survivor, how to be a transgender advocate, global competency, and invisible forms of oppression.
- [Violence Prevention Team](#): A subcommittee of the Personal Safety Committee dedicated to forming strategies to promote awareness of sexual assault, the importance of affirmative consent, strategies for bystander intervention, and the effectiveness of support and reporting resources. By proactively seeking to combat campus sexual assault through a research-based public health perspective, UB has become a nationwide leader in sexual assault prevention and response.

### International Education

Led by the [Office of the Vice Provost for International Education](#) (OIE), UB offers a variety of international education services and programs. As the office responsible for internationalizing the university, OIE works with the provost's office and the academic units to internationalize the curriculum, develop international studies and programs, and promote international learning opportunities both on campus and overseas. Selected programs and initiatives:

- [International Student and Scholar Services](#): Provides immigration, visa, social security and income tax support for international students, scholars and employees; programs and support for international students; and workshops, trips and events for international members of the university community to help them explore Buffalo and the campus community.
- [Immigration Services](#) for international faculty and staff

- International and Multi-Cultural Experiences: UB is dedicated to helping students develop an international perspective and preparing them to thrive as active global citizens. To accomplish this, we provide all students the opportunity to meaningfully engage with other cultures and societies through travel or classroom exposure. International experiences offered at UB include:
  - A wide range of [study abroad](#) and international study opportunities (UB students study abroad at more than eight times the national average).
  - A [Global Pathway](#) cluster of courses and/or study abroad requirement included in UB Curriculum
  - The [Global Perspectives Undergraduate Academy](#), a learning community that emphasizes experiential learning opportunities and facilitates interactions with people from around the globe

### Faculty Affairs

The [Office of the Vice Provost for Faculty Affairs](#) (VPFAC) facilitates a culture of faculty excellence at the university in the areas of research, teaching, and service through coordination of the university's promotion and tenure process; welcoming and orienting new faculty to UB; assisting deans, department chairs, and faculty with issues associated with hiring and retention; facilitating award nomination processes; and partnering with the Vice Provost for Equity and Inclusion to develop proactive strategies for enhancing faculty diversity. Diversity and inclusion-related initiatives and programs include:

- [Faculty Mentoring](#): In 2015, the VPFAC and VPEI surveyed faculty members regarding their experiences with mentoring, and found that underrepresented minorities and women were less satisfied with mentoring than their counterparts. Subsequently the VPFAC and VPEI initiated a year-long program, pairing underrepresented minority and female faculty members with mentors who agree to participate in activities designed to produce more effective mentoring. The program began in September 2016 with a mentoring workshop given by the National Center for Faculty Development and Diversity.
- Faculty Development: The VPFAC offers a [Brown Bag luncheon series](#) to assist new faculty members in the development of a successful career at UB, and an [annual retreat](#) and [year-long workshop](#) to develop the leadership capabilities of department chairs. Among the topics discussed at these meetings are diversity leadership, interacting with students across cultural difference, and finding and cultivating faculty career mentors.
- [Tenure Clock Stops](#): UB allows tenure clock adjustments for critical life events such as childbirth, personal or family serious illness, and elder care issues, as well as research setbacks due to circumstances beyond the faculty member's control. The typical length of tenure clock stops is a year, but it can be extended. Clock stops for childbirth (different than maternity leave) may be granted on a gender neutral basis.
- [Institute for Research and Education on Women and Gender](#) (Gender Institute): The Gender Institute promotes research and teaching related to women, gender, and sexuality. The institute encourages and supports faculty and student scholarship on women and on the intricate connections between gender and other social forces, such as

sexuality, race, class, health, age, religion, and place. It convenes interdisciplinary networks and organizes lectures, workshops, conferences, and community events.

### **Athletics**

The [Division of Athletics](#) has been particularly proactive in initiating programs and developing policies to support diversity and inclusion among student athletes and across the university through its Gender Equity and Diversity and Inclusion offices. These efforts include production of the “You Can Play” video (LGBTQ inclusion), mandatory town hall meetings on sexual consent and sexual violence, highly visible diversity and inclusion messaging on UB Athletics websites, annual National Women and Girls in Sports Day events, and annual assessments of the effectiveness of its diversity and inclusion-related efforts.

### **Academic and Academic Support Programs**

#### Curriculum

##### *General Education Diversity Learning*

UB has instituted a [Diversity Learning](#) (DL) requirement as part of the [UB Curriculum](#), our new general education curriculum. DL courses serve to equip students with cultural knowledge and awareness necessary to live, work and thrive among the diverse groups that characterize the United States. Currently nearly 100 courses are being offered that satisfy the DL requirement.

##### *Diversity and Inclusion-Related Research and Education*

UB was a pioneer in the establishment of ethnic and gender studies programs in the late 1960s and early 1970s. Today, across UB many researchers, departments and schools boast strengths in diversity and inclusion-related research and education, such as our national leadership in fields that include critical race, critical class and feminist legal theory in the School of Law; queer studies in the Department of Art; universal design in the School of Architecture and Planning; women's health in the School of Public Health and Health Professions; and African American, American, Canadian, Caribbean, global gender, Latina/Latino, and Polish studies in the Department of Transnational Studies, to name just a few.

UB recognizes the clear benefit of robust diversity and cultural competency learning for the entire campus. We are therefore encouraging the incorporation of diversity, equity and inclusion-related content across the curriculum.

#### Cora P. Maloney College

[Cora P. Maloney College](#) (CPMC) Academic Excellence Programs help facilitate academic excellence, access, equity, and achievement for a diverse student population of more than 2,200 students. CPMC promotes academic achievement and excellence through advising and student support, collaborative learning workshops, mentoring to prepare for graduate studies and professional schools, summer bridge programs for entering freshmen and transfer students, and scholarships. These programs include the Daniel Acker Scholars, Ronald E. McNair Post-baccalaureate Achievement, Student Support Services, SUNY Empire State Diversity Honors Scholarship, Collegiate Science Technology Entry Program, and Access to College Excellence.

CPMC also houses UB's Science, Technology, Engineering, and Mathematics programs including the Louis Stokes Alliances for Minority Participation, UB's Bridge to the Doctorate, and National Science Foundation Scholarships in Science, Technology, Engineering, and Mathematics.

The largest program within the CPMC is the [Arthur O. Eve Educational Opportunity Program](#) (EOP), a multifaceted academic and student enrichment program for talented and resilient students from economically disadvantaged backgrounds, first-generation, and underrepresented minority communities who fall short of general admissions criteria. Established in 1970, UB EOP operates like a "college within a college," and offers students an opportunity to accelerate their learning and succeed at UB with the help of academic advisement, cohort programs, and other supports, and acts like a channel to other academic and academic support programs. UB EOP currently serves 925 students.

#### Graduate Student Support

The [Arthur A. Schomburg Fellowship Program](#) and [Graduate Opportunity Program](#) (GOP) provide support for UB graduate students. Sponsored by the [SUNY Office of Diversity Equity and Inclusion](#), the Schomburg Fellowship Program offers support for graduate students across the university who can demonstrate that they would contribute to the diversity of the student body, especially those who can demonstrate that they have overcome a disadvantage or other impediment to success in higher education. Students in the Schomburg Fellowship Program have outstanding academic credentials that contribute to an impressive graduation and retention rate of close to eighty percent. Since its inception in 1987, over 500 academically talented UB students have received support through this Fellowship program. SUNY's GOP provides tuition assistance for students who graduated through one of New York State's educational opportunity programs (EOP, Higher Education Opportunity Program, or CUNY Search for Education, Elevation and Knowledge) and seek to complete graduate study at UB or one of SUNY's other graduate and professional institutions.

#### Transfer Student Services

In 2004, UB created an [Office of Transfer Enrollment Services](#) to improve the ease and success of students transferring to UB from other schools. [Programs and services](#) offered to transfer students include Transfer Student Orientation, the Transfer Ambassador Program that connects arriving transfer students with students who have successfully navigated the transfer experience, and Transfer Tuesdays, a weekly social gathering of transfer students.

#### Educational Opportunity Center and Millard Fillmore College

UB's [Arthur O. Eve Educational Opportunity Center](#) (EOC) and [Millard Fillmore College](#) (MFC) offer educational opportunities for Buffalo community members and nontraditional students. EOC offers opportunities for Buffalo residents to achieve their educational and career goals by providing innovative workforce development training and college preparatory programs, as well as extending access for important support and community services. Focusing on adult learners, MFC offers online and in-person credit and noncredit academic programs and opportunities including certificate programs, specialized workforce development and training opportunities developed in response to specific employment sector needs, and lifelong learning programs.

## V. INSTITUTIONAL GOALS AND STRATEGIES FOR ACHIEVING INCLUSIVE EXCELLENCE

In order to achieve our vision of attaining inclusive excellence and address remaining challenges related to diversity and inclusion, UB must build on our diversity and inclusion-related strategies and efforts described in previous sections. The following goals and strategies will help UB achieve an even more diverse, equitable and inclusive campus environment. These are institutional goals and strategies that are intended to cut across offices and schools. UB plans to invest in the range of \$500,000 to \$1 million to this effort.

**GOAL #1:** Create a Center for Inclusive Excellence to facilitate achievement of these goals by coordinating existing diversity and inclusion-related assets, and continuously assessing UB's progress toward inclusive excellence.

**Strategies:**

- (1) Develop a comprehensive plan for a Center for Inclusive Excellence, including a resource plan and timeframe for implementation.
- (2) Secure staffing at appropriate levels to implement the activities of the center
- (3) Strengthen communication among UB's various equity and inclusion offices and programs
- (4) Create focused strategies around key areas such as campus climate and culture, access and equity, curriculum and professional development, and accountability and assessment.
- (5) Identify barriers to inclusive excellence, design evidence-based solutions, benchmark, set goals, and monitor progress toward goals and benchmarks, with the goal of achieving inclusive excellence in all aspects of UB's academic operations

**GOAL #2:** Create and sustain a welcoming climate in which all members of the UB community are valued, respected, and empowered to achieve to their highest potential.

**Strategies:**

- (1) Conduct a campus climate survey of faculty, staff, administrators and students to assess attitudes, behaviors and standards concerning the level of respect for individual needs, abilities and potential at UB. Unlike surveys in the past, faculty, staff and students will be asked the same questions, thereby making it possible to compare answers across these three distinct populations. This will allow us to draw meaningful conclusions from survey data without having to compare questions from widely varying survey instruments.
- (2) Develop a statement of principles of community that is widely endorsed by all campus constituents. Embed understanding and acceptance of the statement in faculty, staff and student orientations, trainings and convocations
- (3) Systematically inventory our diversity-related efforts, programs and policies across campus and continuously do so.

- (4) Enhance or create diversity and inclusion-related programs, training and/or policies when needed (need determined through campus climate survey, inventory of existing programs and policies, and enhanced monitoring efforts)
- (5) Cultivate a community of faculty members who research diversity, equity and inclusion, in order to leverage their expertise to enhance diversity, equity and inclusion at UB
- (6) Engage, foster and empower collaborative groups of faculty, staff and students to work in innovative ways to inspire change and promote dialogue on diversity and inclusion
- (7) Increase facilitated campus conversations related to diversity, equity and inclusion, and encourage participation from a broad range of perspectives
- (8) Encourage the development and adoption of inclusive pedagogical strategies – such as high-impact practices and accessible materials – in the academic units
- (9) Develop a communications strategy to ensure that the centrality of diversity and inclusion to UB's mission is clear and messaged effectively

**GOAL #3:** Attract, retain, and graduate a diverse and culturally competent student body.

**Strategies:**

- (1) Strengthen pipeline programs, and create new ones where appropriate, to provide access to degree programs for groups that are systemically underrepresented in graduate and undergraduate programs
- (2) Implement campus-wide holistic admission review consistent with our inclusive excellence commitment and federal and state laws
- (3) With support from SUNY, grow enrollment opportunities for students eligible for EOP and similar programs
- (4) Promote Seamless Transfer and other pathways to students attending community colleges, and with SUNY Investment and Performance funding, work with the other SUNY university centers to develop common student-learning outcomes and assessments to increase transfer and native students' success in high-demand/high-impact gateway undergraduate courses.
- (5) Encourage continued engagement and outreach activities in Buffalo Public Schools to enhance K-12 students' educational experience and to attract new students to UB
- (6) Enroll more students eligible for [Say Yes to Education- Buffalo](#) and assign financial aid officers to this program
- (7) Promote and provide potential STEM majors access to [NYS STEM Incentive Program](#) funds.
- (8) Assess the need to increase the diversity of nationality among international students
- (9) Explore enhancing academic and academic support programs to further improve graduation rates and close completion gaps
- (10) Encourage the continuing increase of international, multi-cultural, and diversity-related educational opportunities across campus, including the broadening of Diversity Learning within the UB Curriculum to reflect diversity learning across the disciplines

- (11) Explore establishing a living/learning community for international and domestic students that fosters relationships among students from varied cultures and strengthens connections to UB and NY
- (12) Explore establishing a diversity-focused living/learning community, which strengthens connections across differences

**GOAL #4:** Recruit, develop, and retain a diverse and culturally competent faculty and staff, with special attention to recruiting from underrepresented groups.

**Strategies:**

- (1) Enhance the culture of mentoring to more effectively support faculty and staff achievement and excellence at all levels
- (2) Consider designing a signature onboarding process for faculty and staff to ensure they have access to support networks from the outset and find a cultural "fit" within the Buffalo area, and to increase retention
- (3) Encourage the development of faculty and staff affinity groups on campus to enhance the culture of welcome-ness and inclusivity
- (4) Train all search committee members in reducing barriers to diversity in faculty or staff searches, including combatting implicit bias and using best practices. We are currently developing online training modules for search committees to accomplish this, with the support of a SUNY Office of Diversity, Equity and Inclusion Explorations in Inclusive Excellence and Diversity Grant
- (5) Develop toolkits for faculty and staff search committees with resources to assist them in conducting fair, unbiased searches that yield culturally competent hires
- (6) Utilize data and analytics from the Vice President for Finance and Administration to assist senior administration in the campus-wide effort to diversify the faculty and staff, including developing strategies and measures of accountability to facilitate recruitment
- (7) Enhance faculty diversity through spousal accommodation whenever tenable through existing funding set aside for that purpose by UB's provost
- (8) Create or join a Higher Education Recruitment Consortium to expand and diversify applicant pools and to facilitate the hiring of dual career couples
- (9) Explore establishing new faculty hiring initiatives to increase faculty diversity, such as target-of-opportunity and cluster hiring programs
- (10) Revise search committee procedures to require the university to extend or terminate the search if the resulting pool of minimally qualified applicants is not representative of the available workforce in the recruitment area



**GOAL #5:** Provide leadership and communicate commitment to diversity, equity, and inclusive excellence across all academic and administrative units.

**Strategies:**

- (1) Integrate inclusive excellence goals, targets and benchmarks into the evaluation of senior academic leaders (including deans and department chairs) and administrative leaders, and reward success
- (2) Establish an Inclusive Excellence Award Program for units and individuals making extraordinary contributions to inclusive excellence at UB
- (3) Create a Diversity Leadership Workshop to develop and advance sophisticated leadership, problem-solving approaches and inquiry about diversity and inclusion at UB
- (4) Develop a university statement on diversity, equity and inclusive excellence and prominently display it on UB's website
- (5) Encourage the incorporation of cultural competency and a demonstrated commitment to equity and inclusion as essential qualifications for leadership positions at the departmental, decanal and institutional levels of the university to voice support for diversity and to implement practices that make inclusion a reality

**GOAL #6:** Collect, monitor and improve the reporting of data on UB's progress toward inclusive excellence.

**Strategies:**

- (1) Develop metrics such as an Inclusive Excellence Scorecard and a Dashboard of Diversity, Equity and Inclusion Indicators to assess and monitor progress toward closing the gap between the ideal of inclusive excellence and the reality across the university
- (2) Work with our partners, such as the UB Regional Institute, to develop and refine measures of goal attainment in diversity and inclusive excellence for UB

## VI. CONCLUDING STATEMENT

“Our Commitment to Inclusive Excellence” has reviewed the current programs at UB, provided an assessment of current campus diversity and diversity and inclusion-related efforts, and established institutional goals and strategies for achieving inclusive excellence. What this report reveals is strong commitment toward diversity and inclusion and various efforts occurring across campus that would benefit from coordination to reduce overlap and redundancy.

The creation of a Center for Inclusive Excellence, suggested by this report, will coordinate, facilitate and bond together all of these efforts, as well as support increased data collection, new programs and research efforts. The goals, strategies and plans we have established in this plan are just the start. We will continue refining and developing our ideas, adding action steps, and expanding our scope and plans. Responsibility for inclusive excellence rests in every office and individual at the University at Buffalo, and the center will help coordinate and facilitate all of our efforts. This center, coupled with a robust process for continuous improvement will ensure UB's progress toward achieving a more diverse campus and holistic inclusive excellence.

APPENDICES

APPENDIX A: RACE/ETHNICITY AND GENDER DIVERSITY AMONG FULL-TIME FACULTY AND STAFF

Race/Ethnicity Diversity with Tenure Track - Full-time only

Appointment Type	Tenure Track	Race/Ethnicity	Fall Semester											
			2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
Faculty	Tenure-Track	American Indian or Alaska Native	0.6%	0.7%	0.7%	0.5%	0.5%	0.5%	0.5%	0.4%	0.5%	0.5%	0.4%	
		Asian	9.1%	9.6%	9.5%	9.4%	9.0%	8.6%	8.2%	8.1%	7.5%	6.5%	5.9%	
		Black or African American	4.3%	4.5%	4.3%	4.1%	3.9%	3.4%	3.4%	3.5%	2.9%	2.7%	2.4%	
		Hispanic	2.4%	2.3%	2.1%	2.0%	1.9%	1.9%	1.8%	1.8%	1.6%	1.4%	1.7%	
		International	10.0%	11.5%	12.8%	15.0%	15.8%	17.1%	18.6%	20.3%	23.2%	25.1%	27.1%	
		Multiple Races												0.2%
		Other												
		Unknown	0.1%									0.1%		2.1%
		White	73.6%	71.4%	70.8%	69.0%	68.8%	68.5%	67.5%	65.8%	64.1%	63.8%	60.2%	
	Non-Tenure Track	American Indian or Alaska Native	0.7%	0.5%	0.5%	0.5%	0.5%	0.7%	0.7%	0.4%	0.2%	0.2%	0.2%	
		Asian	12.7%	11.4%	10.2%	9.8%	10.5%	11.4%	10.6%	10.4%	9.6%	8.2%	8.4%	
		Black or African American	4.4%	3.7%	3.7%	3.2%	3.6%	3.6%	2.8%	2.6%	2.7%	2.1%	3.0%	
		Hispanic	1.0%	1.0%	0.7%	0.7%	1.0%	1.2%	1.2%	0.9%	0.6%	0.6%	1.4%	
		International	5.4%	5.4%	7.2%	7.9%	8.6%	9.7%	9.9%	10.6%	12.3%	14.4%	16.0%	
		Multiple Races												
		Other								0.4%	0.4%	0.2%		
		Unknown				0.2%					0.4%		1.2%	
		White	75.9%	78.0%	77.6%	77.6%	75.9%	73.4%	74.8%	74.7%	73.8%	74.3%	69.8%	
	Total	American Indian or Alaska Native	0.6%	0.7%	0.6%	0.5%	0.5%	0.6%	0.6%	0.4%	0.4%	0.4%	0.4%	
		Asian	10.0%	10.0%	9.6%	9.5%	9.4%	9.3%	8.8%	8.8%	8.1%	7.0%	6.6%	
		Black or African American	4.3%	4.3%	4.1%	3.9%	3.8%	3.4%	3.2%	3.3%	2.8%	2.6%	2.6%	
		Hispanic	2.0%	2.0%	1.7%	1.7%	1.7%	1.7%	1.6%	1.5%	1.3%	1.2%	1.6%	
		International	8.8%	10.0%	11.4%	13.2%	13.9%	15.2%	16.3%	17.5%	20.1%	22.0%	23.8%	
		Multiple Races											0.1%	
		Other								0.1%	0.1%	0.1%		
		Unknown	0.1%			0.1%					0.2%		1.8%	
		White	74.1%	73.1%	72.5%	71.2%	70.7%	69.8%	69.4%	68.3%	66.9%	66.8%	63.0%	

Race/Ethnicity Diversity - Full-time only

Appointment Type	Race/Ethnicity	Fall Semester										
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Faculty	American Indian or Alaska Native	0.6%	0.7%	0.6%	0.5%	0.5%	0.6%	0.6%	0.4%	0.4%	0.4%	0.4%
	Asian	10.0%	10.0%	9.6%	9.5%	9.4%	9.3%	8.8%	8.8%	8.1%	7.0%	6.6%
	Black or African American	4.3%	4.3%	4.1%	3.9%	3.8%	3.4%	3.2%	3.3%	2.8%	2.6%	2.6%
	Hispanic	2.0%	2.0%	1.7%	1.7%	1.7%	1.7%	1.6%	1.5%	1.3%	1.2%	1.6%
	International	8.8%	10.0%	11.4%	13.2%	13.9%	15.2%	16.3%	17.5%	20.1%	22.0%	23.8%
	Multiple Races											0.1%
	Other								0.1%	0.1%	0.1%	
	Unknown	0.1%			0.1%					0.2%		1.8%
	White	74.1%	73.1%	72.5%	71.2%	70.7%	69.8%	69.4%	68.3%	66.9%	66.8%	63.0%
Staff	American Indian or Alaska Native	0.6%	0.6%	0.7%	0.7%	0.7%	0.7%	0.8%	0.7%	0.6%	0.6%	0.4%
	Asian	1.6%	1.5%	1.4%	1.3%	1.6%	1.7%	1.7%	1.6%	1.7%	1.9%	1.8%
	Black or African American	7.5%	7.3%	7.5%	7.4%	7.5%	7.3%	6.9%	7.5%	7.4%	7.7%	6.8%
	Hispanic	1.3%	1.3%	1.4%	1.5%	1.5%	1.4%	1.3%	1.3%	1.3%	1.3%	1.7%
	International	1.2%	1.2%	1.4%	1.5%	1.5%	1.8%	1.7%	1.8%	1.8%	2.0%	2.3%
	Multiple Races											0.4%
	Other	0.0%							0.0%	0.1%	0.0%	
	Unknown		0.0%	0.0%	0.4%	0.0%		0.2%	0.1%	0.1%	0.1%	1.5%
	White	87.9%	88.1%	87.6%	87.2%	87.2%	87.0%	87.5%	87.0%	87.0%	86.4%	85.2%

## Our Commitment to Inclusive Excellence: UB's Strategic Diversity and Inclusion Plan

### Gender Diversity - by Tenure-Track Status - Full-time only

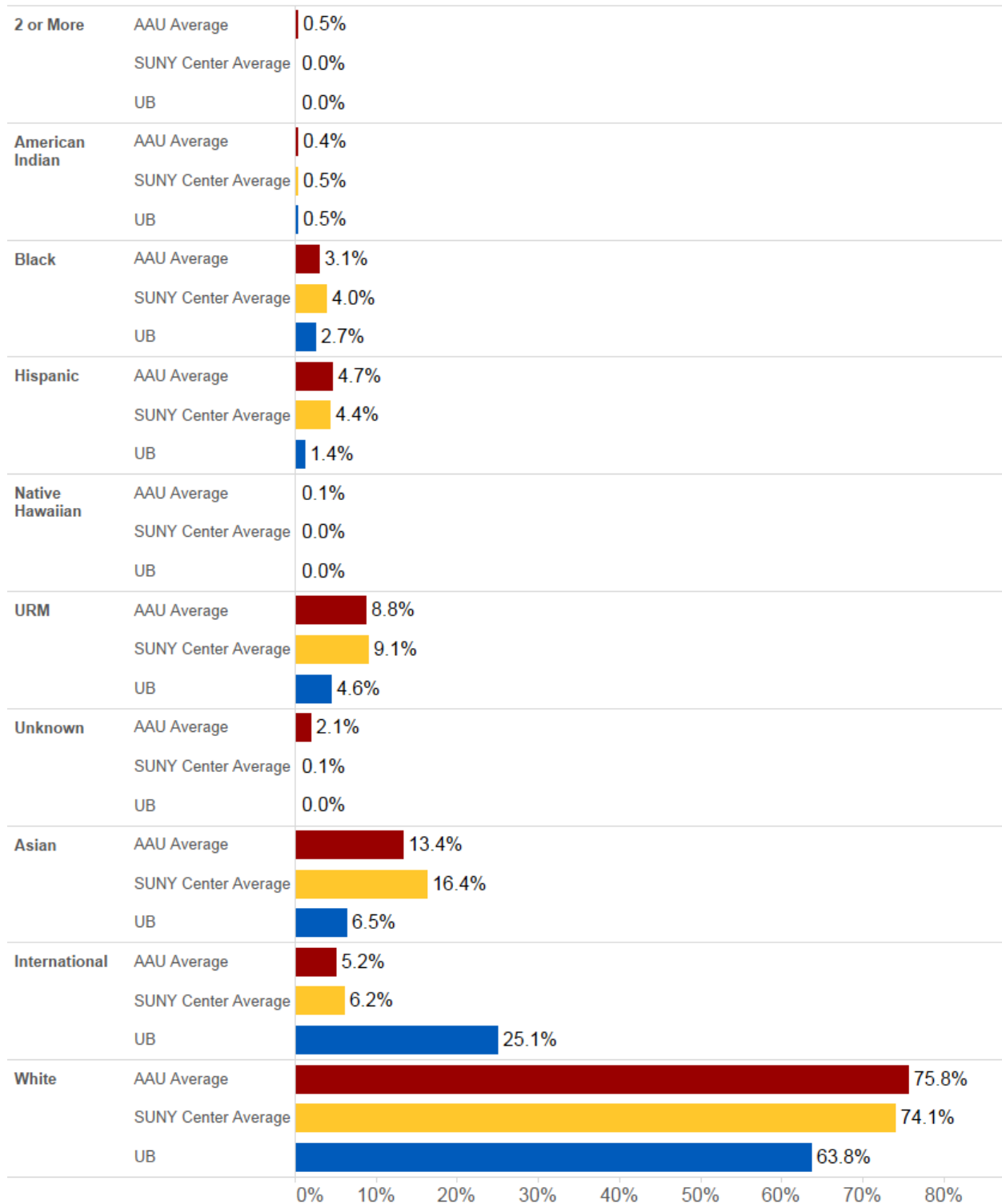
Appointment Type	Tenure Track	Gender	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Faculty	Tenure-Track	Female	28.2%	28.7%	30.0%	31.0%	31.8%	31.7%	31.8%	31.3%	32.1%	32.9%	33.6%
		Male	71.8%	71.3%	70.0%	69.0%	68.2%	68.3%	68.2%	68.7%	67.9%	67.1%	66.4%
	Non-Tenure Track	Female	45.9%	47.7%	49.3%	48.2%	47.0%	46.3%	46.7%	46.3%	47.6%	46.2%	46.6%
		Male	54.1%	52.3%	50.7%	51.8%	53.0%	53.7%	53.3%	53.7%	52.4%	53.8%	53.4%
Staff	NA	Female	55.7%	55.6%	54.4%	53.9%	53.3%	52.7%	52.4%	52.3%	52.4%	52.0%	52.2%
		Male	44.3%	44.4%	45.6%	46.1%	46.7%	47.3%	47.6%	47.7%	47.6%	48.0%	47.8%

### Gender Diversity - Full-time only

Appointment Type	Gender	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Faculty	Female	32.7%	33.4%	34.8%	35.3%	35.7%	35.5%	35.8%	35.6%	36.6%	36.7%	37.4%
	Male	67.3%	66.6%	65.2%	64.7%	64.3%	64.5%	64.2%	64.4%	63.4%	63.3%	62.6%
Staff	Female	55.7%	55.6%	54.4%	53.9%	53.3%	52.7%	52.4%	52.3%	52.4%	52.0%	52.2%
	Male	44.3%	44.4%	45.6%	46.1%	46.7%	47.3%	47.6%	47.7%	47.6%	48.0%	47.8%

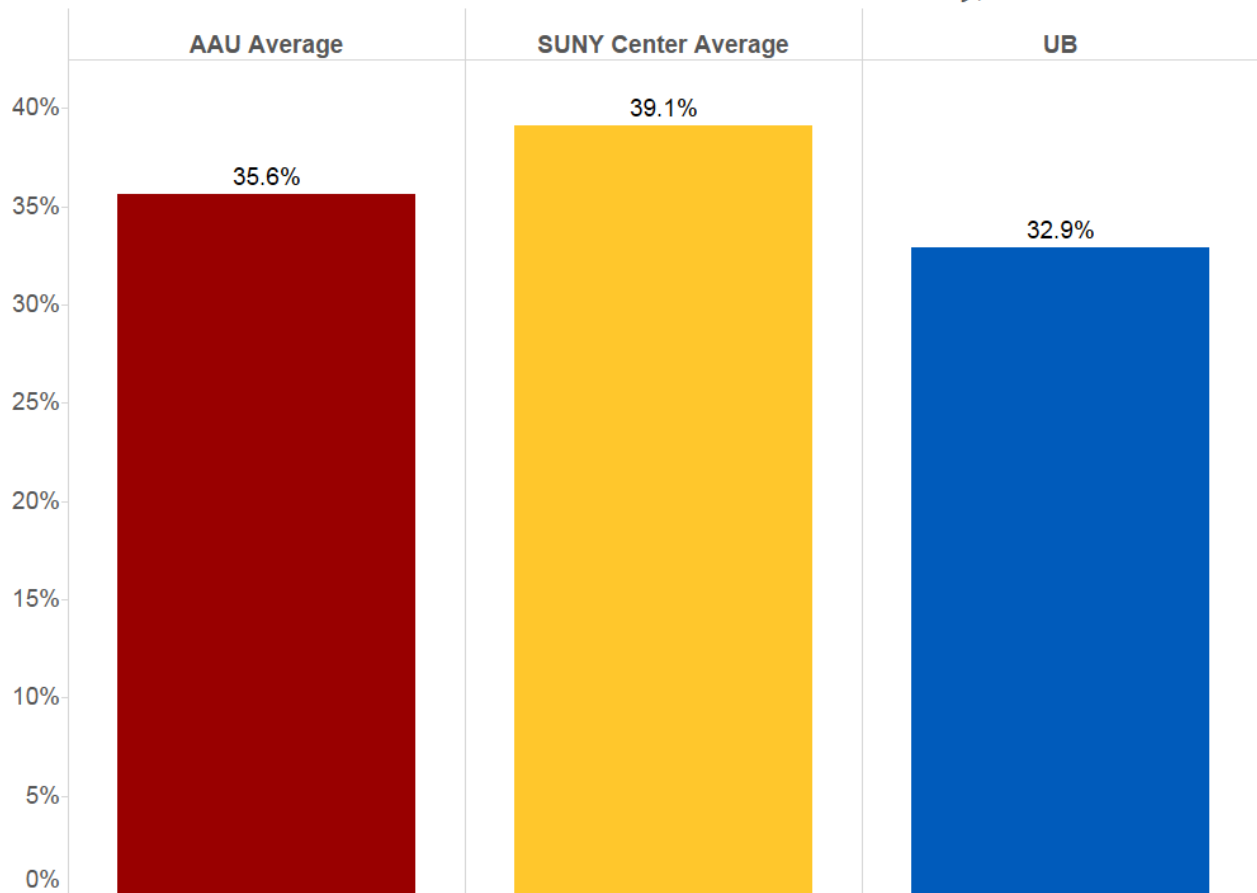
**APPENDIX B: LADDER FACULTY RACE/ETHNICITY AND GENDER DIVERSITY PEER COMPARISONS**

**Diversity Among Tenure and Tenure Track Full-Time Faculty, IPEDS 2014**



Source: IPEDS HR for AAU Average and SUNY Center Average. Internal UB data used for UB comparisons, following IPEDS methodologies.

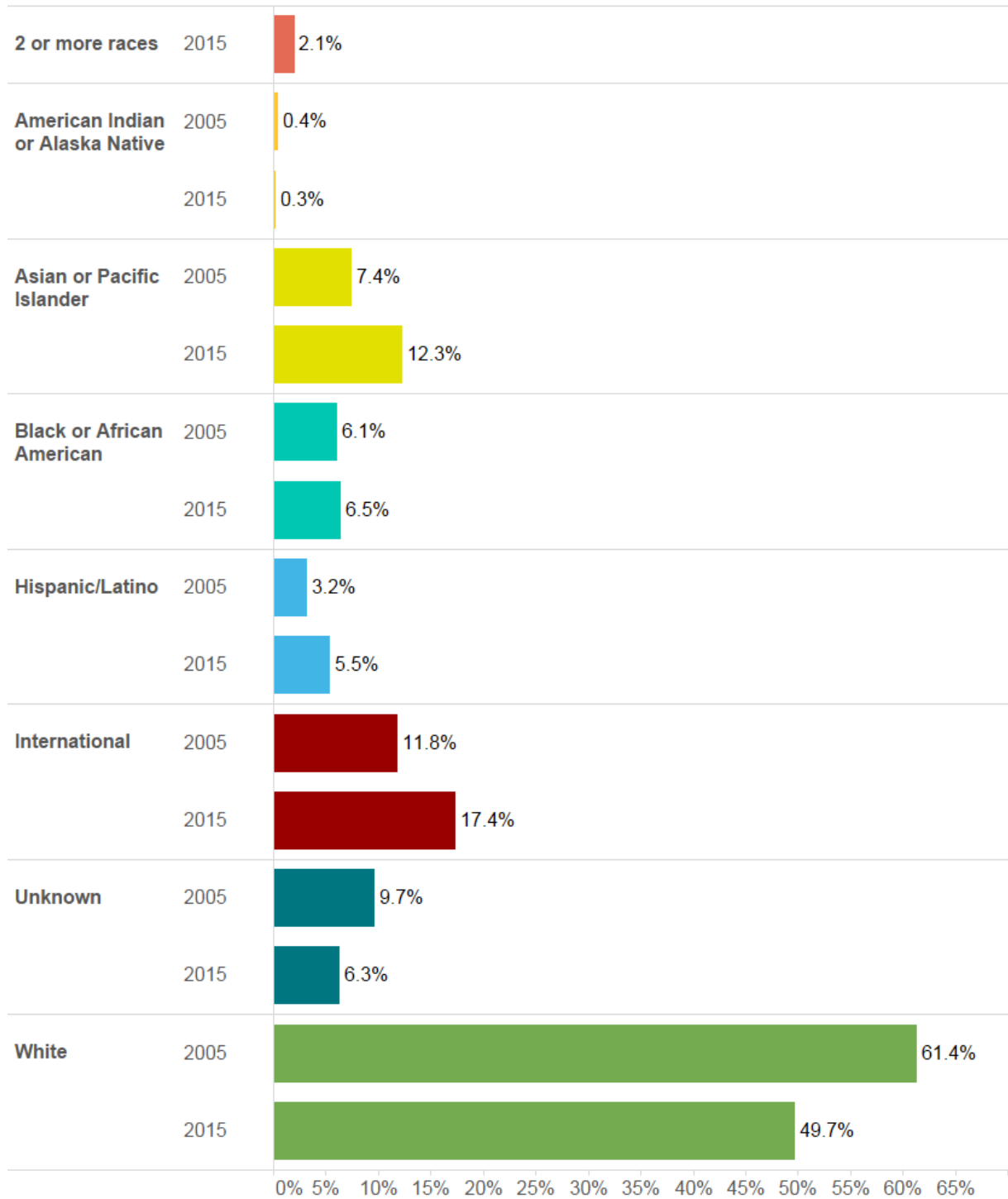
**Percent Female Tenure and Tenure-Track Full-Time Faculty, IPEDS 2014**



Source: IPEDS HR for AAU Average and SUNY Center Average. Internal UB data used for UB comparisons, following IPEDS methodologies.

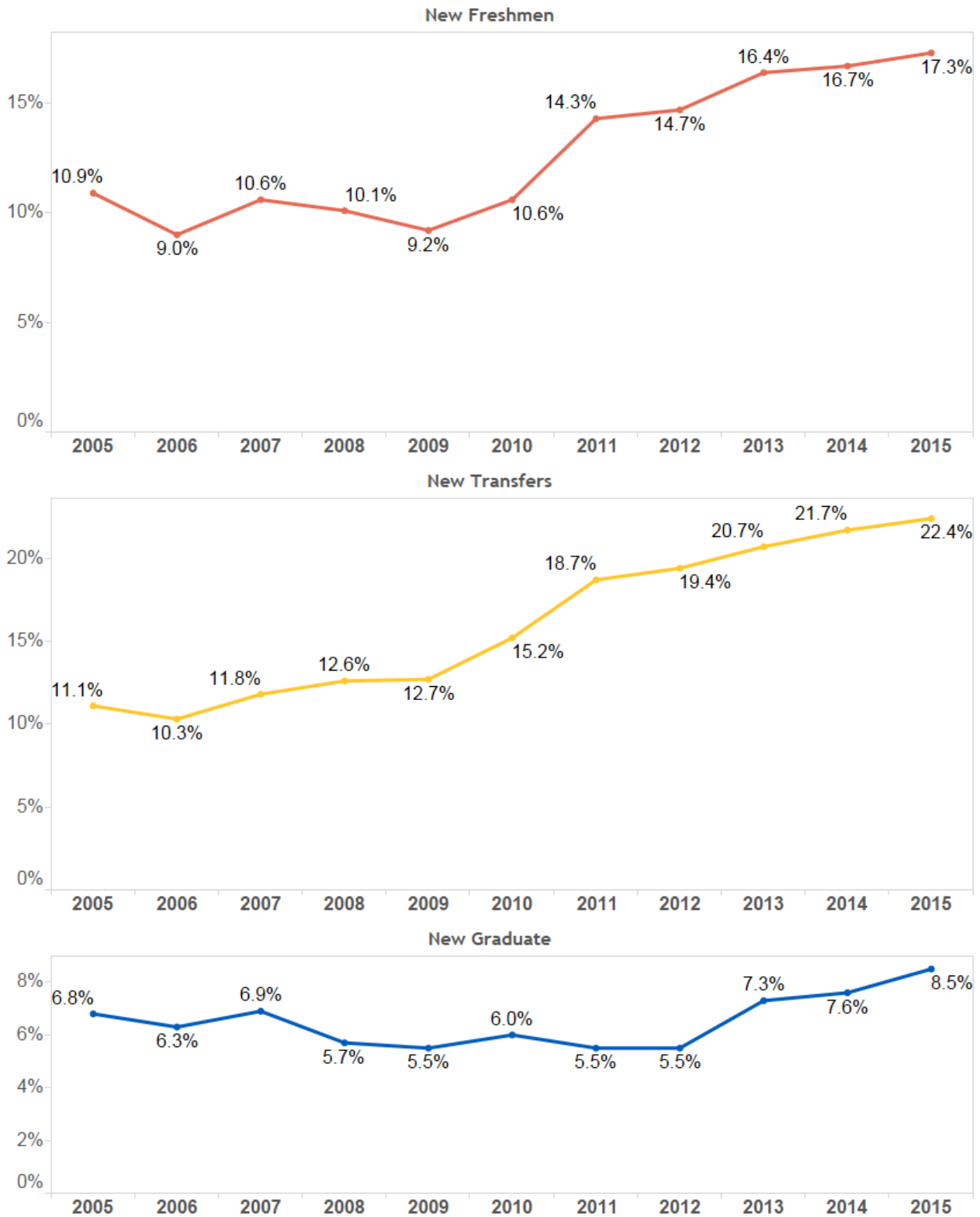
APPENDIX C: ENROLLMENT DIVERSITY

Regularly-Funded Enrollment Diversity Headcount, Fall 2005 to Fall 2015



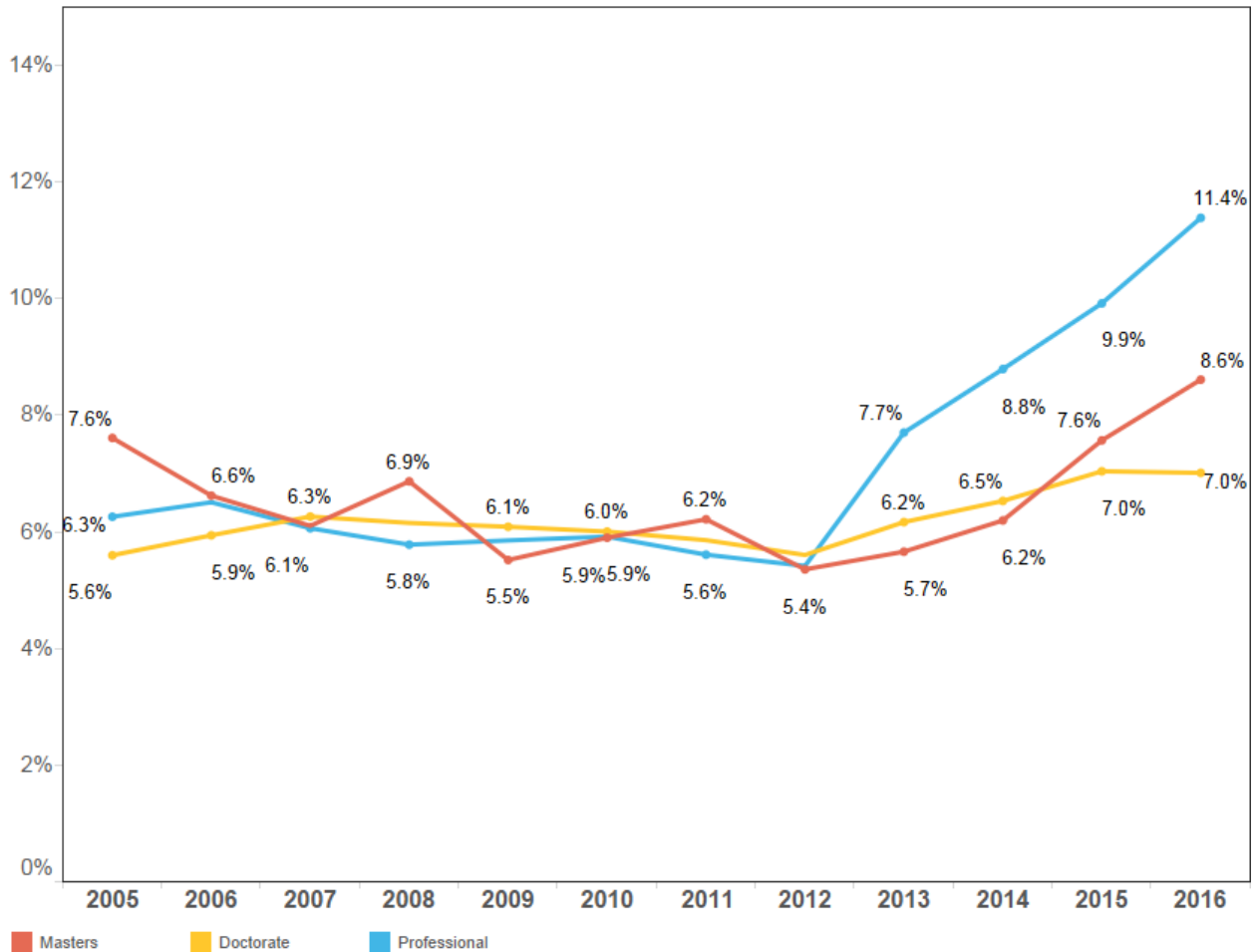
Source: SUNY\_IR. Includes regularly-funded enrollments only. Two or more races category was not added until after 2005 and therefore is not represented in the 2005 data.

### Percentage of URM Students by Incoming Student Category





### Percentage of URM in Graduate and Professional Programs, by Level



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Masters	7.6%	6.6%	6.1%	6.9%	5.5%	5.9%	6.2%	5.4%	5.7%	6.2%	7.6%	8.6%
Doctorate	5.6%	5.9%	6.3%	6.2%	6.1%	6.0%	5.9%	5.6%	6.2%	6.5%	7.0%	7.0%
Professional	6.3%	6.5%	6.1%	5.8%	5.9%	5.9%	5.6%	5.4%	7.7%	8.8%	9.9%	11.4%

Source: SUNY\_IR. Includes regularly funded students only.

**APPENDIX D: INTERNATIONAL STUDENT ENROLLMENT BY COUNTRY OF ORIGIN**

**Countries with largest growth:**

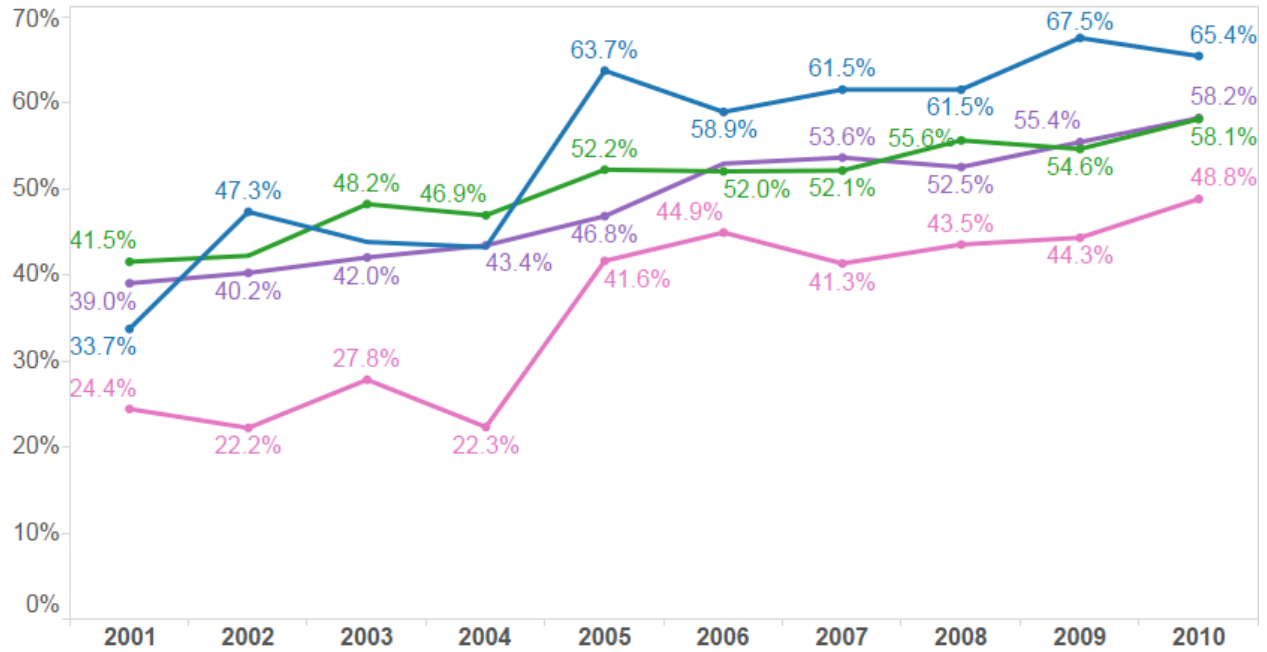
Country	Count		Difference Fall 2015
	Fall 2005	Fall 2015	
China, People's Republic of	374	1,620	1,246
India	719	1,470	751
Iran (Islamic Republic Of)	7	97	90
Brazil	8	66	58
Turkey	53	106	53
Saudi Arabia	17	64	47
Viet Nam	19	55	36
Bangladesh	15	43	28
Sri Lanka	13	23	10

**Countries with largest declines:**

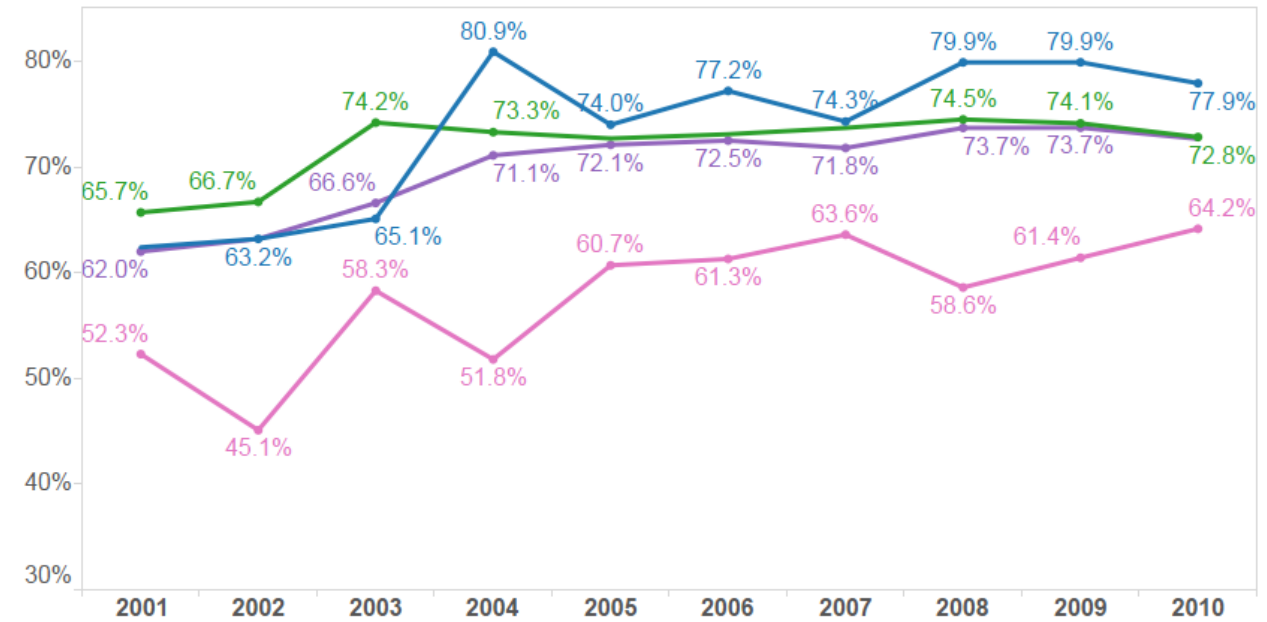
Country	Count		Difference Fall 2015
	Fall 2005	Fall 2015	
Taiwan	236	78	-158
Japan	190	69	-121
Korea, Republic of	530	428	-102
Canada	191	138	-53
Singapore	104	64	-40
Indonesia	51	19	-32
Hong Kong	37	16	-21
Malaysia	133	112	-21
Peru	15		-15
Russian Federation	18	6	-12

**APPENDIX E: UNDERGRADUATE COMPLETION**

**4 Year (Typical) Graduation Rate**



**6 Year (Typical) Graduation Rate**



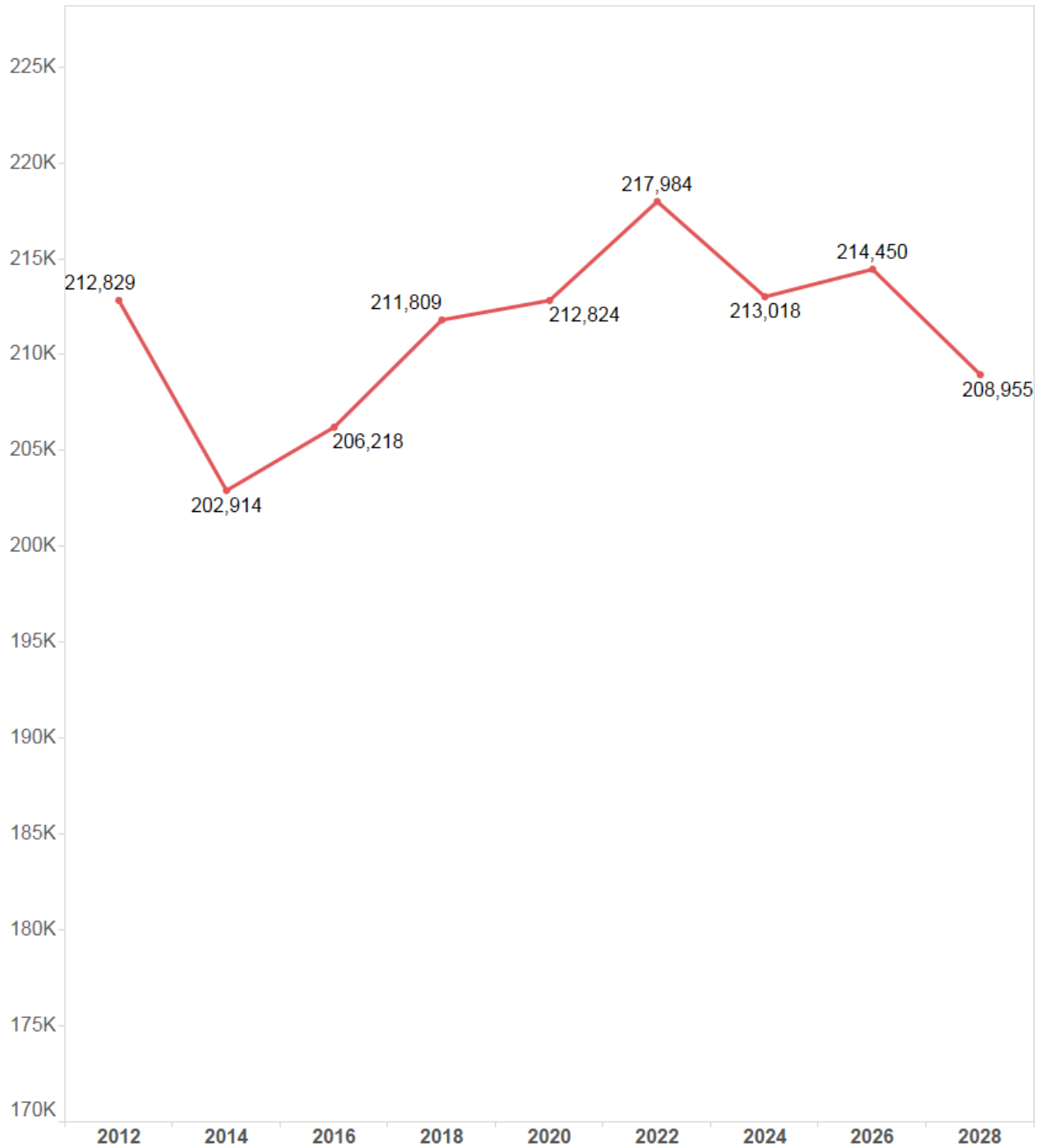
■ International 4 Yr      ■ Total 4 Yr  
■ Non-URM 4 Yr      ■ URM 4 Yr

Source: IPEDS, SUNY\_IR

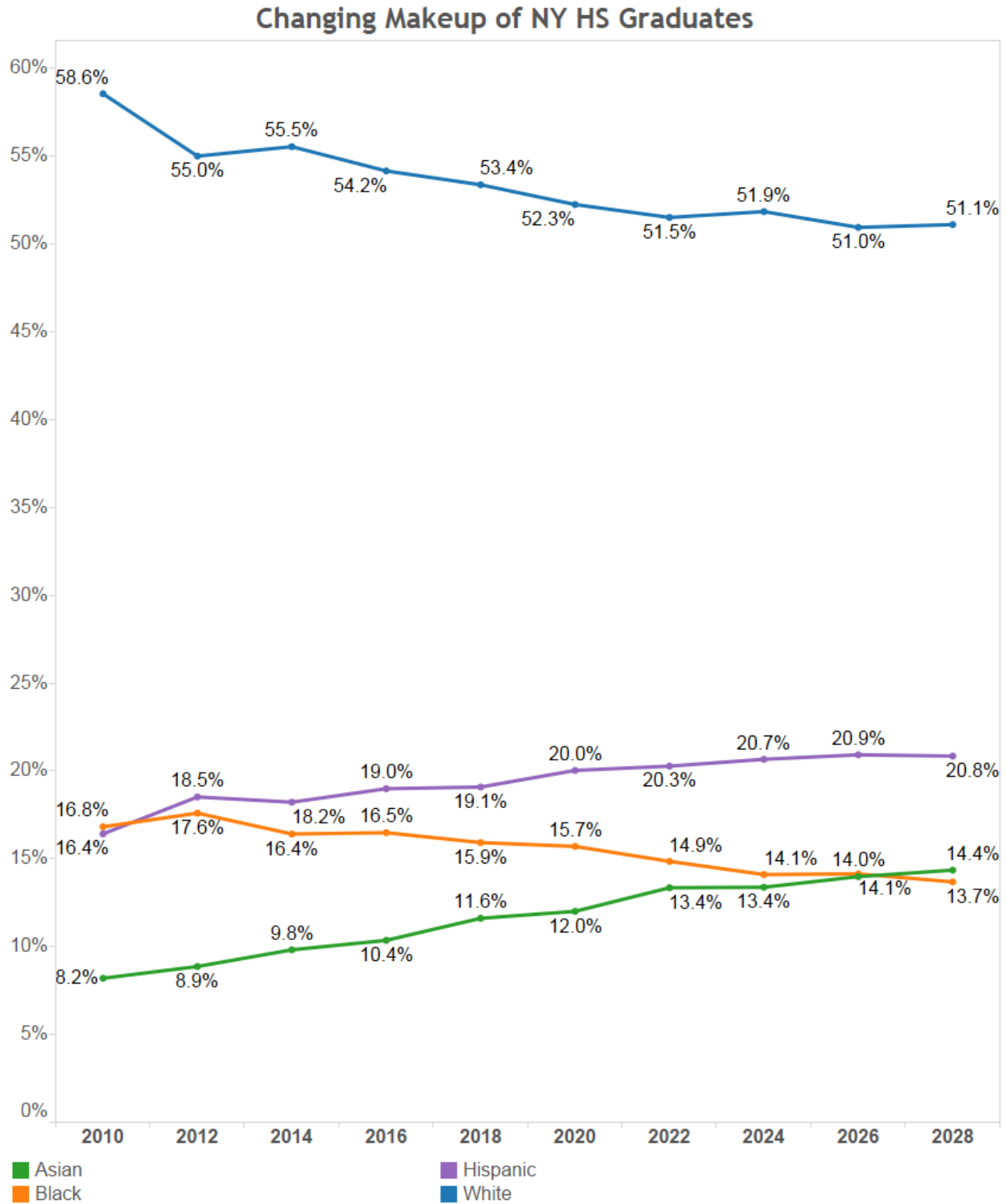
Note: Rates are percentages of cohort who graduated in the designated amount of time (4 years for 100% and 6 years for 150%). Graduates in the summer following the fourth year of study, or 100% of the completion time, are counted as 4 year/100% graduates. Graduates in the summer following the sixth year of study, or 150% of the completion time, are counted as 6 year/150% graduates.

*APPENDIX F: PROJECTED STUDENT DEMOGRAPHICS*

**NYS High School Graduates and Projections**



Source: "Knocking at the College Door" Projections of High School Graduates". Western Interstate Commission for Higher Education (WICHE).



Source: "Knocking at the College Door" Projections of High School Graduates". Western Interstate Commission for Higher Education (WICHE).