

PRESIDENT'S ADVISORY COUNCIL ON RACE

COMMUNITY DIALOGUE

MONDAY, MARCH 22
10:30 A.M. – 12:00 P.M.



FACULTY & STAFF RECRUITMENT, HIRING & RETENTION

Mark Alnutt

Director of Athletics

Luis A. Colón, PhD

Conger Goodyear Professor of Chemistry

Margarita L. Dubocovich, PhD

Senior Associate Dean for Diversity & Inclusion
SUNY Distinguished Professor of Pharmacology and Toxicology
Jacobs School of Medicine & Biomedical Sciences

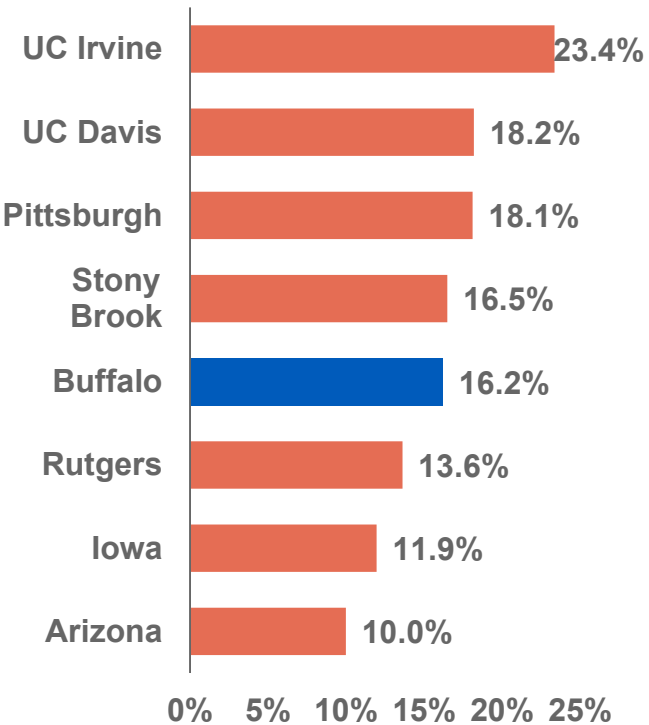
Raechele L. Pope, PhD

Associate Dean of Faculty and Student Affairs, Chief Diversity Officer,
Graduate School of Education; Associate Professor of Higher Education

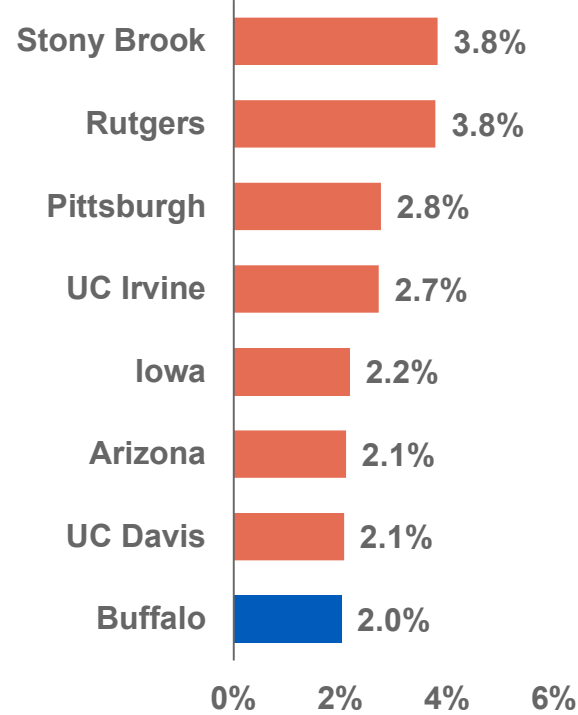


UB Faculty Diversity Compared to Peer AAUs

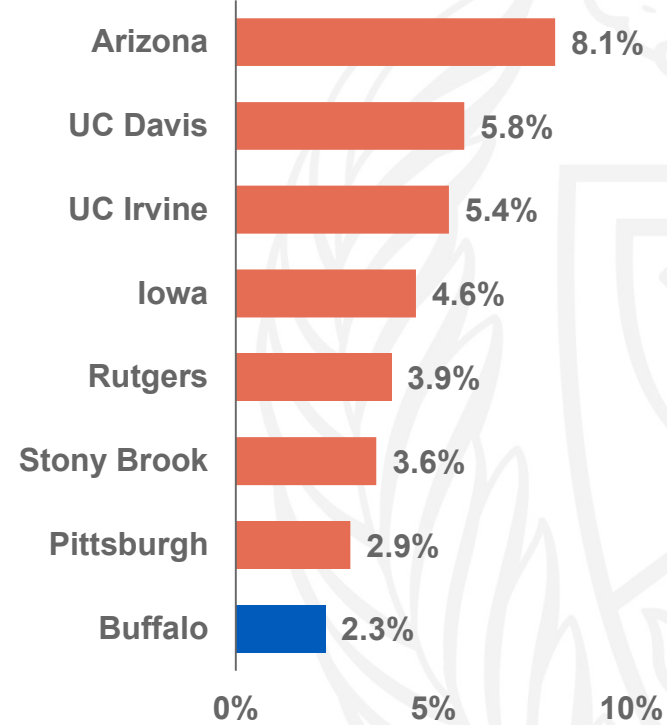
Asian



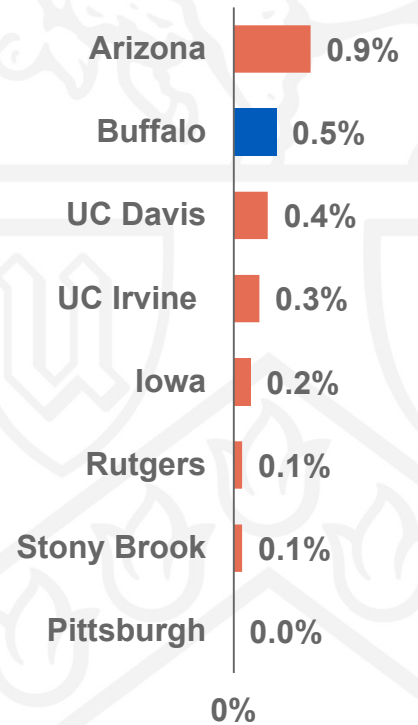
Black or African-American



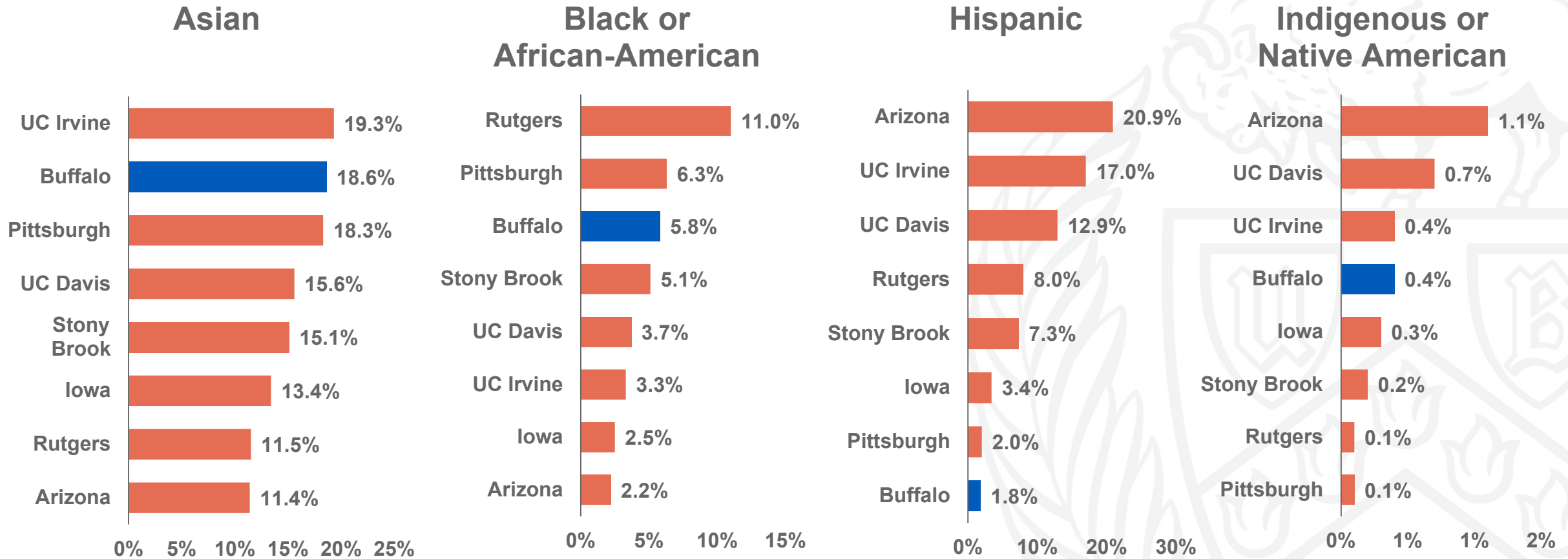
Hispanic



Indigenous or Native American



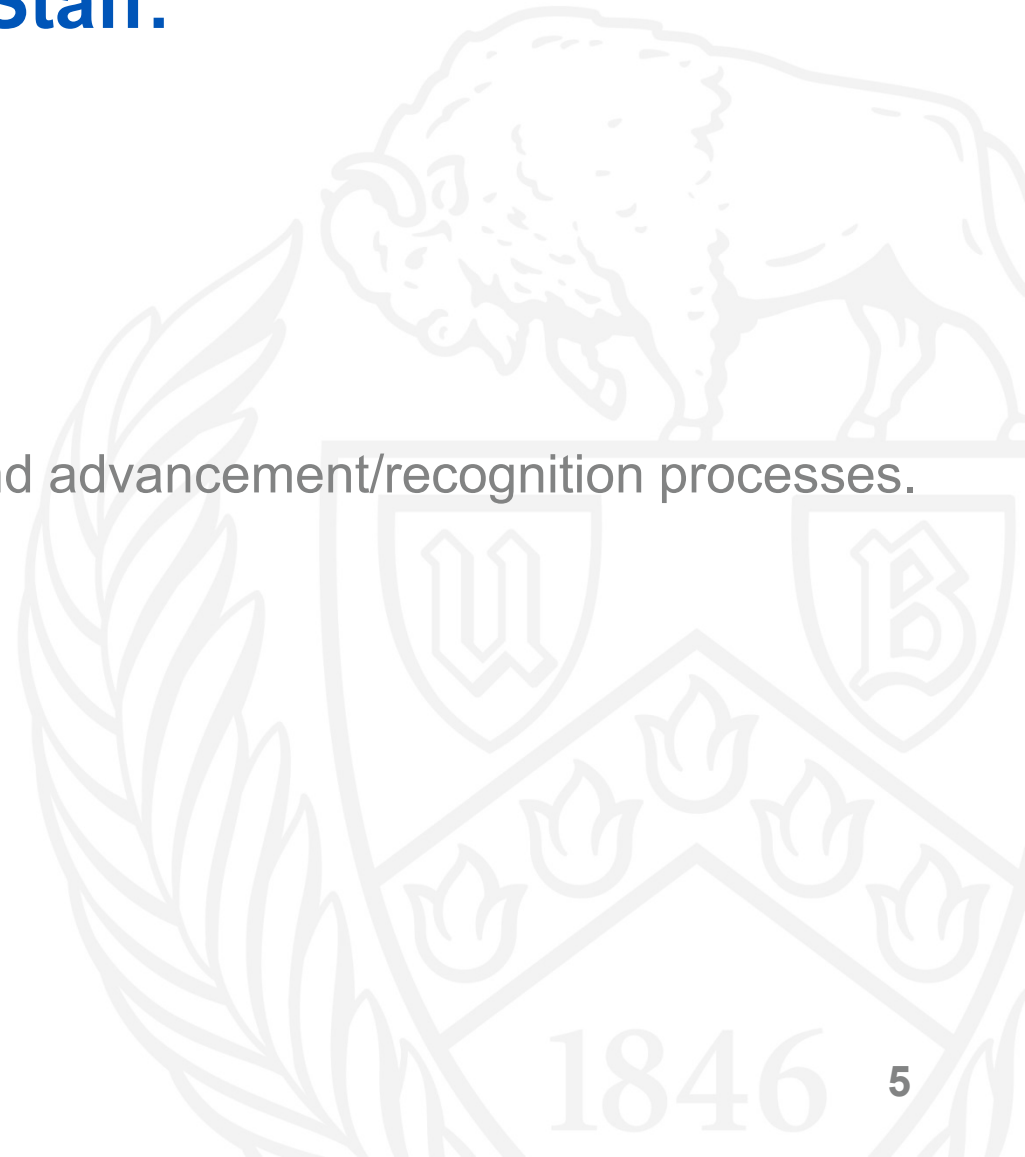
UB Staff Diversity Compared to Peer AAUs



Source: IPEDS HR, Fall 2018, Full-time Instructional Faculty.

Main Issues of Concern for Faculty and Staff:

- Processes for hiring faculty and staff.
- Tenure, promotion and permanent appointment process.
- Advancement/recognition (e.g., awards).
- Accountability for ensuring diversity in hiring, promotion, and advancement/recognition processes.
- Campus Climate
 - Anti-racism education throughout the university.



Working Recommendations:

1. **Increase the number of URM faculty/staff/senior leadership** at UB with an institutional goal that meets or exceeds the levels of top AAU peers.
2. Establish a committee (or task force) to **review the hiring process for faculty/staff**.
3. Establish a committee (or task force) to **review/re-imagine the tenure/promotion/permanent appointment** for faculty/staff.
4. Examine the **advancement/recognition process**.
5. **Assess/revise the current Faculty Mentoring Policy** and its efficacy to hold accountability.
6. **Create accountability** at the institutional level to uphold diversity standards.

CURRICULUM & TEACHING

Temara Cross

Master's candidate, Public Health

Ndubueze L. Mbah, PhD

Associate Professor, Department of History

Chazz Robinson

PhD candidate, Graduate School of Education

Raven Baxter-Christian*

PhD candidate, Graduate School of Education

Melissa Sloley*

Medical student, Jacobs School of Medicine and Biomedical Sciences

**Previous Members*



Working Recommendations:

1. Require all UB students to take a **course on racism and anti-racism**, preferably in their first year; otherwise, before graduation.
2. **Require diversity and inclusion throughout the four components of the UB General Education Curriculum** (UB Seminar, Foundations, Pathways, Capstone) and incentivize all schools to integrate questions of diversity, inclusion, inequality and social justice in their major curriculum.
3. Develop a comprehensive, university-wide **Underrepresented Researchers of Color (URC) program** that emulates successful examples from peer institutions, but also leverages incipient strides at UB. Such UB-URC or its equivalent would become a model for a broader Diverse and Inclusive Undergraduate Research Academies at UB, or its equivalent, in the long term.

STUDENT RECRUITMENT, ADMISSIONS, RETENTION, & GRADUATION

Jonathan Anguiano

Undergraduate student, Psychology

Margarita Dubocovich, PhD

Senior Associate Dean for Diversity & Inclusion
SUNY Distinguished Professor of Pharmacology and Toxicology
Jacobs School of Medicine & Biomedical Sciences

Lee Melvin

Vice Provost for Enrollment Management

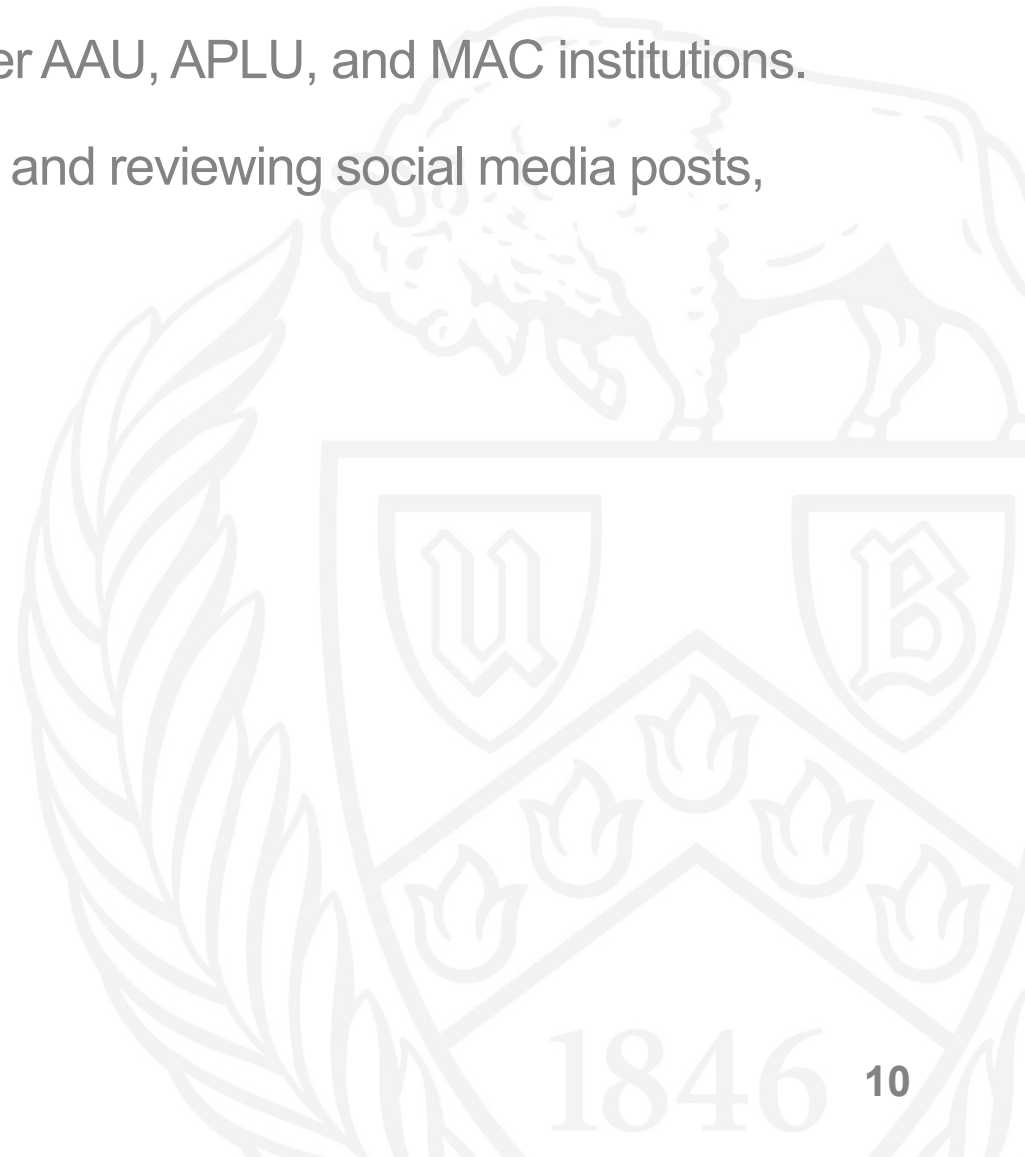
Sharon Mitchell, PhD

Senior Director, Student Wellness & Director, UB Counseling Services



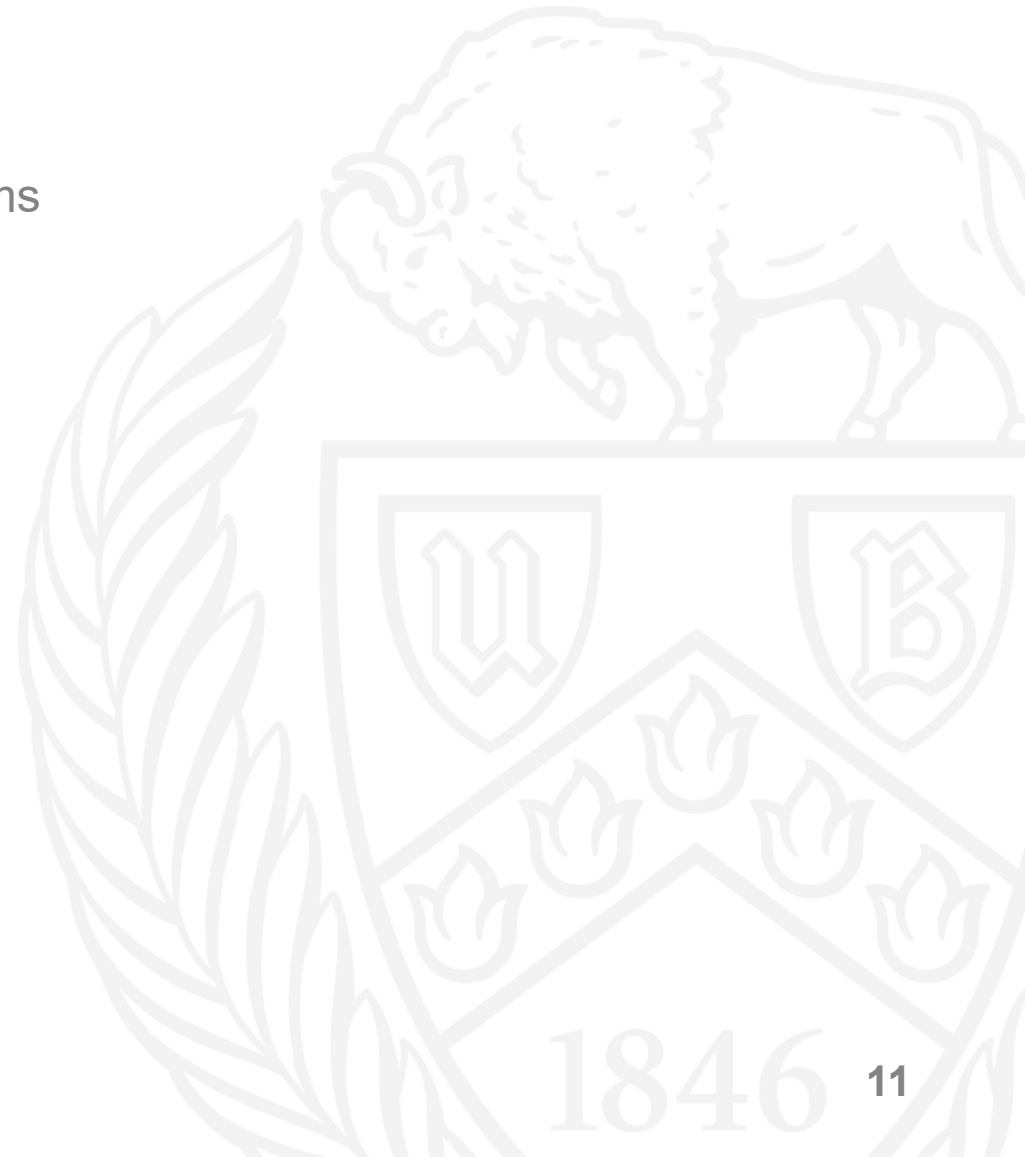
Process:

- **Researched best practices** and successful programs at peer AAU, APLU, and MAC institutions.
- **Collected student feedback** by attending listening sessions and reviewing social media posts, petitions, and position statements.
- **Reviewed Office of Institutional Analysis' data.**



Process:

- **Met with key university stakeholders:**
 - **Office of Inclusive Excellence**
 - Undergraduate and graduate student mentoring programs
 - **University Police**
 - Career Services
 - Student Life Assessment
 - **Office of Admissions**
 - University Communications
 - Presidential Communications
 - University Advancement
 - **Intercultural Diversity Center**
 - Academic Affairs
 - Athletics
 - **Campus Living & Residence Hall Association**
 - **Student Conduct & Advocacy**



Working Recommendations:

1. Provide **transparent**, regularly updated (quarterly/annually), and **easily accessed data** on the President, Provost and University websites regarding race/ethnicity trends of BIPOC and other minority students, faculty, and staff as well as current programs and services.
2. Articulate **strategic diversity plans** for recruiting, retaining, and graduating BIPOC and other minority students at the school and academic support department levels, including regular assessment of outcomes on these plans.
3. Improve our BIPOC and other minority undergraduate and graduate student enrollment by applying campus-wide **holistic admissions and institutional grant funding** criteria to ensure that prospective and admitted students can pursue higher education at UB with less apprehension about covering the cost of their education.

Working Recommendations:

4. Better coordinate, promote, and increase programs designed to **create a more welcoming and supportive environment for current UB students** in order to improve retention and graduation rates.
5. Organize and **involve a broad spectrum of students** in identifying needs and envisioning future diversity and social justice initiatives.
6. **Increase resources and funding** to offices that **promote student diversity programs and services** to a level that is comparable to other AAU institutions.

Working Recommendations:

- 7. Identify academic support programs** successfully retaining and graduating BIPOC and other minority students and provide funding support to scale these programs across the campus.
- 8. Institutionalize annual celebrations of our diverse community** in an ongoing manner such as awards, events, festivals, heritage months, etc.
- 9. Enhance University Police arrest data collection protocols** to provide more clarity and granularity on the demographic details.

COMMUNITY

Tolulope F. Odunsi

Lecturer in Law, Legal Analysis, Writing and Research; Former Assistant Dean for Diversity, Equity and Inclusion, School of Law

Dante Haynes

Undergraduate student, Business Administration

Ellen E. Grant

Deputy Mayor of Buffalo

Dexter Johnson, PhD

NASA Technical Fellow, Loads and Dynamics



Focus Group:

- Graduate School of Education
- School of Engineering and Applied Sciences
- School of Social Work
- College of Arts and Sciences
- School of Law



Questions Presented:

- Please briefly describe the community-based programs that serve to combat racism and dismantle structural barriers to equality that exist at your School.
- What is the current community engagement strategy for your School?
- What challenges do you face in implementing and executing community engagement strategies in your school?
- How can UB as an institution better support your efforts?
- How does your community engagement strategy align with the University's community engagement strategy? How does it go beyond the University's strategy? How does it fall short of the University's strategy?
- How do you measure the success of the programs that currently exist that involve the community?

Questions Presented (cont.):

- Are you collaborating with other UB Schools to leverage resources, experiences, expertise, etc. for greater impact? What other Schools have you collaborated with?
- Have your collaborations been successful? Why or why not?
- What programs/ collaborations are in place with Buffalo community-based organizations? Which organizations do you collaborate with?
- In light of the current events focused on social injustice and inequities, what efforts have been taken to enhance your current community engagement in areas of under-representation and inequities?
- What program(s) at your School are in place for professional development related to cultural competency and unconscious bias training?

Common Issues:

- Lack of unified understanding of what community work constitutes a community initiative focused on racial justice.
- Lack of internal communication and understanding of all work that is being done within each unit/school.
- Lack of incentive for faculty and staff to engage in this work.
- Turnover in positions causes some initiatives to cease to exist (lack of dedicated staff to assist in executing programs).
- Lack of diversity (in some cases) with individuals engaging in this work.
- Lack of trust between the University and communities that have been historically marginalized in the Western New York area.
- Lack of program funding.

Working Recommendations:

1. Create and maintain **UB-wide comprehensive reporting structure related to community programs that address social justice and racial inequity** - There should be a definition or checklist of criteria for the programs to be included.
2. After one reporting cycle – **evaluate gaps in service to community and success of existing programs** and compare with similarly situated Universities that have very successful models for racial justice community programming/initiatives.
3. Funding/pools of money should exist for **programs that address community engagement**, as it relates to racial equality. Should include proposal/grant process.
4. Create coordinated and comprehensive **pipeline program for students of color** with Buffalo Public Schools that feeds all UB schools/units. (Engage existing pipeline programs.)
5. **Create a culture of trust between the University and communities** that have been historically marginalized in the Western New York area.

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