

# University-Wide Diversity & Inclusion Retreat



**Diversity Resources  
&  
Reference Guide  
2016 Edition**

Compiled by the  
Office of Diversity & Inclusion  
[www.diversity.pitt.edu](http://www.diversity.pitt.edu)

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# Directory

The following is a list of invitees and attendees from the 2016 University-Wide Diversity and Inclusion Retreat. As this was the first ever retreat, this Directory is a work in progress. If you see any errors or additions are needed, please email our office at [diversity@pitt.edu](mailto:diversity@pitt.edu).

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# School, Department, and Program Summaries

The following Summaries were provided by the University schools, departments, and programs that sent representatives to participate in the retreat and were not edited. We hope to continue to build this resource. If you see any errors or additions are needed, please email our office at [diversity@pitt.edu](mailto:diversity@pitt.edu).

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Since 1964, the University of Pittsburgh has been committed to a Latin American studies program of unique depth and richness. Its Center for Latin American Studies (CLAS) has become internationally recognized for excellence in undergraduate, graduate, research, professional education and outreach. CLAS is designated as a comprehensive National Resource Center (NRC) on Latin America by the U.S. Department of Education.

## Computer Science Department

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**Pitt Computer Science** has been developing outreach programs to increase the number of women and minorities receiving computer science degrees. Women and minorities are sorely underrepresented in the STEM fields, specifically computer science. While women make up about half of the world's population, women only represent approximately 18% of the workforce in tech-related fields. Our outreach programs and efforts range from our [\*\*Technology Leadership Initiative \(TLI\)\*\*](#) (summer camps for middle school and high school students), to programs targeting women and under-represented students like [\*\*She Innovates\*\*](#) (all-women's hackathon), [\*\*WiCStart\*\*](#) (camp for undeclared female freshmen students), and a scholarship that we offer to NCWIT Aspirations in Computing award winners. Additionally, we send our students to conferences that celebrate diversity in computing, such as the Grace Hopper Conference and Tapia Conference. Our programs aim to engage students across disciplines and grade levels to instill a passion for computer science and to create safe environments to promote learning, computer science education, and diversity.

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Disability is an aspect of diversity. Disability Resources and Services (DRS) is the designated department by the University to determine reasonable accommodations and services. At the University of Pittsburgh, we are committed to providing equal opportunities in higher education to academically qualified students with disabilities.

Students with disabilities are integrated as completely as possible into the University experience. DRS shares with the student, the responsibility for creating equal access toward achievement of academic goals. Through an interactive process, we work individually with each student to provide access to University classes, programs and activities.

In addition, the University of Pittsburgh strives to provide reasonable accommodations to qualified individuals with disabilities consistent with the Americans with Disabilities Act (ADA) and related laws which prohibit discrimination against qualified individuals with disabilities in employment practices.

Employees or applicants who believe that they have a disability necessitating an accommodation should contact their supervisor or DRS. Generally, it is the responsibility of the employee with a disability to self-identify and inform the University that an accommodation is requested. Requests for reasonable accommodations will be determined on a case-by-case basis involving a cooperative effort among the employee, the supervisor, and DRS, with due consideration of the documentation that has been submitted.

## **Diversity Purchasing**

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The University of Pittsburgh is committed to fostering a diverse supplier base. The Supplier Diversity Program or Diversity Business Enterprise (DBE), is designed to ensure that businesses of diverse backgrounds and ownership have the opportunity to become valued suppliers as a means of improving the general economic well-being of the community and functioning of our local and national economies.

### **Program Overview**

The objectives of the University's Supplier Diversity Programs are:

- To increase the level of goods and services provided by diverse suppliers to the University of Pittsburgh.
- To increase the availability of meaningful business opportunities afforded diverse suppliers businesses.

### **Supplier Certification**

To ensure that the University is dealing with **approved** certified diverse suppliers of goods and services, and to give equal opportunity to all qualified diverse suppliers in pursuit of University business, the University allows those enterprises which are not "certified" a ninety (90) day grace period to apply for certification from any of the certifying organizations and a one hundred eighty (180) day period for obtaining certification. If the enterprise is not certified after six (6) months of a University business relationship, the University may cease providing preferences for that enterprise until certification is granted.

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In the Global Studies Center (GSC) diversity is a cornerstone of our programming for students and faculty. We strive to plan events and support courses and conversations that introduce the Pitt community to the world and its diverse people and issues. We house the Consortium for Educational Resources on Islamic Studies (CERIS), sponsor Model UN, Model African Union, and a one-of-a-kind Moot ICC, offer regular mini-courses on the BRIC countries and on Muslims in a Global Context, provide significant grant money to support conferences on diverse topics such as teaching world history, Cuba's transition from communism, global security threats and challenges, solitary confinement in comparative perspective, and many more. Courses we have developed and support include "Experiencing Globalization," "The Politics of Human Rights," and several undergraduate courses in global health. We collaborate on several study abroad programs, featuring PittMAP, the University's unique program taking students to three countries for intensive study over the course of a semester. Under the Year of Sustainability initiative, we sponsored a series of talks under the title "'Sustainability' or Survival? Popular Responses to Global Climate Change," which highlighted the impact of climate change and other environmental injustices on poor and minority communities within the US and globally; under the Year of the Humanities initiative, we sponsored a faculty development speaker and seminar series under the title "Humanizing the Global, Globalizing the Human," which featured work including: "The Black Radical Tradition: Freedom, Emancipation and the Question of the Human," a lecture by Tony Bogue, Asa Messer Professor of Humanities and Critical Theory and professor of Africana Studies and African and African Diaspora Art at Brown University; Situating Commercial Surrogacy Bans in a Global Context: A Postcolonial Feminist Call for Legalization and Public Finding, a lecture by Maneesha Deckha of the University of Victoria; and "Ad Usum: To Be Used," a lecture by Mexican conceptual artist Pedro Reyes. We also organized and sponsored a major research workshop entitled "MOVING: Gendered Experiences of Migration, Gentrification, and Displacement." Our Heinz Fellows program brings graduate students from around the world to earn degrees at Pitt and allows us to present programming related to their home countries; present fellows hail from Kenya and Nigeria, and we have had fellows from China, Indonesia, Pakistan, Ethiopia, India, and other countries; our Malmberg fellowship brings students from Lesotho to study at Pitt as well. This is just a brief overview of the kinds of programming through which we bring diversity in its many forms to Pitt.

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The Faculty Diversity Committee (FDC) of the Graduate School of Public Health (Pitt Public Health) is a standing committee of the Pitt Public Health Council composed of one elected faculty member from each department, the Director of the Center for Health Equity, and one student representative. The FDC, which meets monthly, is charged with identifying and implementing a broad range of activities to increase faculty diversity, including issues related to enhancing diversity in faculty recruitment, promotion, and award of tenure. To meet this charge, the FDC has created a “List of Resources to Enhance Faculty Diversity at Pitt Public Health” and accompanying Resource Map, available at <http://www.publichealth.pitt.edu/governance/fdc>.

In addition, the FDC department representative meets with his/her department chair annually to discuss recruitment strategies based on Pitt Public Health goals regarding faculty diversity. Members of the FDC also participate as abstract reviewers and judges for the University of Pittsburgh Health Sciences Health Disparities Poster Competition sponsored by the Schools of the Health Sciences. Finally, the FDC communicates information regarding diversity issues to the Pitt Public Health Council and faculty.

## **GSPIA Diversity Committee**

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### **GSPIA Diversity Committee**

#### **Final Report**

April 1, 2016

Sabina Deitrick (Chair), Luke Condra, George Dougherty, Shanti Gamper-Rabindran, Renee Kidney, Ilia Murtazashvili, John Mendeloff, Michael Rizzi, Candence Wills

This report summarizes the work of the GSPIA Diversity Committee over the 2015 – 2016 academic year. The report concludes with recommendations for the school in moving forward with the University's diversity goals.

#### **Context:**

Chancellor Pat Gallagher's 2015 Strategic Goals for the University of Pittsburgh placed diversity in the center of the University going forward, one of five strategic goals. GSPIA had on the books a diversity committee, but prior to this year, the committee had not met in recent years.

The main focus was on diversity in students and student recruitment; faculty and faculty hiring; and promoting informational and educational programs across the University. We learned about strategies across the campus and in other institutions, and alumni interest and involvement. Student Services provided much valued data and analysis of GSPIA students and their efforts/strategies.

#### **Accomplishments:**

1. The Diversity Committee met four times over the year (with one wrap up planned for the end of the semester):



- a. September 22<sup>nd</sup> – overview, discussion of Chancellor’s strategic goals, including diversity. Data and discussion from Student Services on student recruitment and diversity, current and baseline reports.
  - b. October 29<sup>th</sup> – continued discussion on student diversity. Discussion of successful efforts in other professional schools. Recruitment event will be developed to schedule with Preview Pittsburgh. MPA faculty will help with attracting accepted applicants.
  - c. January 29<sup>th</sup> – discussion of faculty diversity and discussion of Diversity Chairs committee presentation by Chancellor’s diversity and inclusion officers. Discussion of recent job search. Next steps and action items for future searches.
  - d. February 19<sup>th</sup> with alumna Peggy Harris. Outreach efforts to local alums for improvements in W PA efforts.
2. Student services created a pre-Preview Pittsburgh event with a lunch for top award offers recruits and faculty.
  3. GSPIA alumna Peggy Harris has become involved in recruiting accepted applicant.
  4. A GSPIA student (Shanlu Xue) was on the panel in the CIDDE workshop: Understanding the Culture and Academic Preparation: Students from China, Meiyi Song, January 2016. Attended by committee chair.
  5. MPA faculty once again are reaching out to and engaging with accepted applicants through emails, telephone, and campus visits, winter 2016.
  6. New staff hired in Student Services, Natasha Williams. (Note: Marcela Gonzalez Rivas was involved in the search and was on the Diversity Committee until leave.)
  7. Committee chair serves on the Provost’s Committee on Diversity Chairs. Materials shared with GSPIA committee.
  8. Two committee members, plus Associate Dean and one other GSPIA faculty member attended Theatre Delta event.

**Recommendations:**

1. Diversify program leadership in the school (of 10 program/center leaders, one center director female).
2. The committee also recommends rotating program director positions, such as three year appointments. Program directors and Center/Institute directors should be evaluated by staff/core faculty (e.g., annually or bi-annually.) (A&S Dean’s annual review of department chairs includes information on chairs’ efforts to promote faculty diversity.)
3. Consider the extent of racial and gender diversity within each program, and strive for better diversity at the program level (e.g., the International Affairs program has one

woman and seven men on the tenure track; while GSPIA overall may have a reasonable gender balance, the more relevant indicator is balance within the programs).

4. Search committee selections will be reviewed by the Diversity Committee and search committees will meet with the diversity committee to develop strategies for developing a short list of candidates that is diverse. Search committees will employ now known success routes beyond “passive” search methods (“open the mail”) to seek out a large and diverse pool of applicants and encourage large numbers of applicants overall. The search committees will review search committee guidelines and resources to assist in developing a diverse pool of applicants.
  - a. <http://www.hr.pitt.edu/diversity/search-committee-resources>
  - b. <http://www.provost.pitt.edu/pacwc/diversity.html>
  - c. Additional assistance is available through: Pam Connelly, Associate Vice Chancellor for Diversity and Inclusion; Cheryl Ruffin, Manager HR Affirmative Action; and Alan Pittler, Associate General Counsel.
5. Adjunct hires need to be made on a more open, publicly advertised plain and include diverse candidates and hires. The lack of faculty diversity extends to the adjunct teachers:
  - 70% of graduate class adjuncts are white males (21) (26.6% female; 1 African American adjunct, Leon; N=30).
  - 77.2% of undergraduate class adjuncts are white males (44) (19.3% women; 8.8% AA, N=57)Most adjunct hires are “as needed,” and as needed at the 11<sup>th</sup> hour. The people hiring are white men, and most hires are folks they know. While this informal system fills openings, the people doing the hiring are advised to work with broader GSPIA faculty and produce a more diverse adjunct group. The usual excuses on supply don’t apply here, and unintentional bias is still bias.
6. Expand alumni involvement in recruiting students and applicant acceptances, as per Peggy Harris’s assistance this year. Build on that, bring in more alums who can help in the fall period, as well. Sell the skills and potential employment opportunities with greater alumni involvement.
  - a. Develop alumni mentor – student relations. Many examples here.
7. Following A&S, address the school climate.
  - a. Create more faculty – student events for greater interactions. Things like “happy hours,” lecture series, article discussion, works in progress discussions, topical groups and informal opportunities for interactions.
  - b. Understand how students view the environment for diversity.
8. Explain to the faculty each year the process for identifying “target of opportunity” hires and for placing minority and women candidates on the GSPIA radar screen.

- a. Invite potential diversity candidates in the nearby vicinity for guest lectures or formal seminars.
9. Consider how the tenure clock affects diversity within GSPIA.

Finally, don't despair resources and capacity – there are places to go for additional resources to build new efforts and programs. We can get turned down, but if we don't ask, we don't get.

One final note: I would like to extend my formal thanks to all on the diversity committee. We met as one group (faculty, staff and one student) to further the goal of GSPIA embracing diversity and inclusion. The group itself represented many viewpoints, and we strove to remain open and inclusive in the diversity of ideas on diversity and inclusion. I would also like to thank Dean Keeler for his support of this committee's work and his dedicated attendance. The recommendations, of course, remain those of the committee.



**FYI: On campus resources:**

1. Chancellor Patrick Gallagher's *Plan for Pitt: Making a Difference Together*. Pitt's plan for 2016-2020 has five strategic goals, including goal 5: "Embrace Diversity and Inclusion." Through this goal are three strategic initiatives:
  - a. "Reinforce the value of diversity and inclusion as essential to advancing our teaching, research, community engagement and to enriching the student experience.
  - b. Enrich the student experience through engagement with diverse cultures and perspectives, expanded opportunities for study abroad, and by integrating global perspectives in the curriculum.
  - c. Help to attract and retain a diverse regional population and University community through the recruitment and retention of a diverse student body, faculty, and staff."
  - d. <http://www.pitt.edu/sites/default/files/Strategic-Plan-Presentation.pdf>
2. CIDDE – *Diversity in the Curriculum and Inclusion in the Classroom*. CIDDE provides workshops, one-on-one consultations, and other programming, such as the Theatre Delta, over the course of the year. Faculty are encouraged to become familiar with this great resource:
  - a. <http://www.cidde.pitt.edu/diversity/>
  - b. Upcoming events: Interactive Theatre on Race Relation in the Classroom, April 11<sup>th</sup> and What's Race Got to do with It? April 21  
<http://www.cidde.pitt.edu/diversity/upcoming-events/>

3. Office of the Provost, Diversity at Pitt --  
<http://www.provost.pitt.edu/pacwc/diversity.html>

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We at Katz are committed to diversity in every facet whether it is through recruiting diverse candidates, offering resources for current and prospective students, diversity programming, retention activities, supporting our graduates through our exhaustive alumni network and more. Such examples include but are not limited to:

- A variety of student and alumni organizations including the National Association of Women MBAs for female students, Katz Alliance for LGBT business students, and the Roberto Clemente MBA Association and Pitt Black MBA Network for African American students. In addition to over 300 of the University of Pittsburgh student organizations.
- Collaboration with the Pitt Hispanic Latino Professional Association, Equipoise, and the University of Pittsburgh Hispanic and Latino Alumni Council
- Scholarship and mentoring support for business students from underrepresented backgrounds
- Dedicated scholarships for National Black MBA Association Partner Chapters
- Our Annual Diversity Student Weekend

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## ABOUT BRIDGES

BRIDGES students come from diverse backgrounds, but they share common goals: To find a community of supportive and like-minded friends on campus, to continue to perform at the top of their class, and to go on to do great things after graduation. That's what BRIDGES is here for. We're a tight knit community of high-achieving students who support each other in maintaining academic excellence and preparing for graduate school or a career. We do it by building bridges that connect students to each other, to campus leaders, to resources and opportunities, to professional networks, and to lifelong success.

### BRIDGES RETREAT

We start building a community right away—before most people even get to campus in fact. You and your fellow BRIDGES members can move onto campus early by attending our exclusive pre-orientation retreat weekend. Not only will you get to meet like-minded students and settle in before the crowds descend, you'll:

- get insider tips on how to make the transition to Pitt a successful and enjoyable one,
- interact with Pitt's world-class faculty members,
- participate in fun activities with BRIDGES mentors and incoming students, and
- explore the campus and city.

### PEER MENTORING

Lots of programs offer peer mentoring. What makes BRIDGES mentors different is that each and every one of them started just where you are today. They came to Pitt on a scholarship and decided to join our community to meet new people, maximize their academic performance, and experience Pitt to the fullest.

Having been in your shoes, our mentors are uniquely positioned to share the tricks of the trade that will help you get the most out of your education and your time at Pitt. They're like your well-connected older siblings on campus.

You'll also have the opportunity to meet with your mentor in small groups during monthly Pitt Stops.

### PITT STOPS

BRIDGES students experience similar goals, challenges, and victories. So once a month, we get together in small groups with a BRIDGES mentor and talk about it. You'll have the chance to share your success stories, ask questions, learn about unique campus opportunities, and find new resources. It's a relaxed, yet structured peer advising opportunity, where you can get advice or give it. A crowd favorite among current BRIDGES students, attendance at the monthly Pitt Stops are the only requirement to maintain your BRIDGES membership.

### BRIDGES EVENTS

Network with the folks who know how to make it in the medical professions. Cram for finals with your friends. Check out the University Honors College or plan to Study Abroad. Strategize about how to maximize your time to get the most out of your studies and your social life. BRIDGES offers a wide-range of events to keep you connected and move you toward your post-graduation goal. Monthly lunches, for example, give you the chance to meet and interact with faculty, staff, and administrators from various departments—such as the Office of Undergraduate Research, Study Abroad, and Career Development—who can support their well-rounded success on campus.

### CONTACT BRIDGES

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In collaboration with the Pittsburgh Student Government Council, Pitt (OIS & CGR), GlobalPittsburgh, Vibrant Pittsburgh, Welcoming Pittsburgh, Mayor's Office, County Executive Office, and Pittsburgh Council on Higher Education, we are developing a program to further build on the welcoming initiative of the City for international visitors. The main focus of this project is on international students. The proposal consists of two parts: 1) welcome station for international students when they arrive at the Pittsburgh Airport, and 2) orientation to the city and county at the beginning of the school year which will be hosted at Pitt this year! For more information or if you would like to get involved, please email [dave.gau@pitt.edu](mailto:dave.gau@pitt.edu).

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**Graduate Program**

With respect to diversity, this year we admitted two students from an underrepresented minority (URM) background. This brings us to a three-year average enrollment of 23% URM students, which compares favorably with the target of 20+% we indicate in our assessment matrix. We believe that the improvement we have seen in our ability to attract high quality students from URM backgrounds reflects the department's involvement in the Hot Metal Bridge Fellowship program and increasing efforts of the Graduate Student Diversity Committee to promote diversity. We continue to be enthusiastic participants in the Hot Metal Bridge (HMB) program. This year we mentored 4 HMB fellows with a range of research interests. Half of these students were admitted to our doctoral program and one will begin doctoral training in our department in the fall.

**Diversity**

We continue to be impressed with the qualifications of the applicant pool, the acceptance rates, and the performance of the students in our Hot Metal Bridge (HMB) Program. We are also pleased with the level of graduate student and faculty commitment in the program. As a whole, the department continues to be highly engaged with the HMB fellow, with the supply of faculty and student volunteer mentors consistently outpacing the demand. The HMB Program is consistent with the Department's commitment to build a stronger pipeline of underrepresented minority students for Pitt and the field of psychology. In addition, to increase our pool of graduate applicants from diverse backgrounds, Dr. Kathryn Roecklein, working closely with Philippa Carter in the Dietrich School's Graduate Office, the Graduate Student Diversity Committee, and Dr. Elizabeth Votruba-Drzal, is organizing a diversity weekend for talented undergraduates who are thinking about attending graduate school in psychology. The premiere of this event is scheduled to occur in the fall of 2016. We hope to make this a yearly event that increases the pool of underrepresented minority candidates applying to our graduate programs in psychology. Finally, within the department the Graduate Student Diversity Committee and Dr. Elizabeth Votruba-Drzal, the new Chairperson for Diversity Initiatives, worked on a variety of efforts to enhance diversity in undergraduate and graduate



training and faculty hiring. In conjunction with the advising office, they initiated focus groups with underrepresented students, including first generation college students and racial/ethnic minority students, to better understand how the department can more effectively promote diversity and support students from diverse backgrounds. The focus groups consisted of semi-structured interviews with groups of freshman/sophomore students and junior/senior undergraduates. Several consistent themes emerged in these interviews that will guide programming for underrepresented ethnic minority and first generation students in our department for the 2016-2017 academic year. Along with the focus groups, this working group met regularly to begin revising the day of diversity in the department to increase levels of engagement among students and faculty. They also wrote an editorial column for Senate Matters (see attachment), highlighting the importance of campus-wide efforts to promote faculty and student diversity.

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As part of its mission to promote advanced research in the humanities, the Humanities Center sponsors many events each semester that explore questions related to diversity and inclusion from various disciplinary perspectives. A few examples from the spring 2016 semester include Marcus Rediker's lecture "Benjamin Lay and the Origins of Revolutionary Abolitionism," which examined the history of African American freedom struggles; Kale Fajardo's talk "Queer/Asian Filipinos in Oregon: a Trans\*Colonial Approach," which addressed non-conforming genders across (colonial) geographies and temporalities; and a showing of *Lime Kiln Field Day*, one of the earliest silent films to feature an all-African American cast. The full list of events and programs hosted by the Humanities Center is available here: <http://www.humcenter.pitt.edu/events>.

**Kenneth P. Dietrich School  
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## **DIETRICH SCHOOL DIVERSITY RESOURCES**

The Dietrich School is a vibrant community of learners, strengthened by the broad range of perspectives, experiences, and interests that makes us unique. We're committed to promoting diversity and the understanding of diversity among our faculty and students, and across curricula. This commitment is exemplified by innovative and inclusive programs and activities we've developed to raise awareness of—and sensitivity to—the differences and distinctions we use to define and understand ourselves and each other.

At the Dietrich School, we don't just recognize our diversity—we rely on it, we value it, and we support each other in fulfilling our greatest potential.

**The Dietrich School diversity webpage is a central hub for information and initiatives at the faculty, graduate student, and undergraduate student level: <http://www.as.pitt.edu/diversity>**

## **FACULTY**

The Dietrich School Diversity Committee, established in 2013, is currently focusing on strengthening faculty diversity by developing and implementing best practices, procedures, and policies for recruiting, mentoring, and retaining female and underrepresented minority faculty who reflect the breadth of our student body and society at large.

The Diversity Committee serves as a resource in the following ways:

- Consulting with departments on how to enhance their faculty recruitment efforts
- Assisting departments in building and sustaining practices of intellectual and collegial inclusivity and support
- Providing group or one-on-one training for department chairs on effective faculty mentoring

*In 2015, the Diversity Committee developed a Handbook for Dietrich School Faculty Mentoring: <http://www.as.pitt.edu/fac/policies/mentoring>. In 2016, the Diversity Committee developed a pamphlet: "What Department Are We: A Discussion Guide for Departments"*

## **GRADUATE STUDENTS**

The Office of Diversity Initiatives (<http://www.diversity.as.pitt.edu/>) in the Graduate Studies Dean's Office is an essential aspect of the Dietrich School's commitment to preparing all of our students for life, learning, and work in our increasingly global world.

Our role is to serve as a resource to prospective and current students from underrepresented populations, helping to identify opportunities and experiences of particular benefit, with an emphasis on recruiting, mentoring, and retention.

Major initiatives in the Graduate Studies Dean's Office include:

- The Hot Metal Bridge Program, which is a two-semester post-baccalaureate fellowship program for students who will help us meet our diversity goals: <http://www.diversity.as.pitt.edu/hot-metal-bridge-program>
- The Students of Color Dinner Series, which consists of five dinners each academic year attracting anywhere from 50 to 100 students per dinner. Programs in this series have invited faculty and administrators from Pitt and across the nation to discuss their published works, provide insight on their life experiences and provide information on a topic crucial to the graduate experience. The dinner is much appreciated by students, who find it a helpful and enjoyable venue through which to make social and professional connections with other members of underrepresented groups from the University of Pittsburgh and Carnegie Mellon University.

## **UNDERGRADUATE STUDENTS**

We believe that student achievement *inside* the classroom requires our investment and involvement in students' lives *outside* the classroom. The Undergraduate Studies Dean's Office offers a broad array of academic, social, cultural, and career-readiness programs and activities that support and promote the success and well-being of our underrepresented students.

From workshops and seminars with faculty, to peer mentoring and one-on-one tutoring, we have created extensive student success initiatives to ensure that all of our students have access to the resources they need to achieve their highest potential.

Major initiatives in the Undergraduate Studies Dean's Office include:

- Building Relationships, Inspiring Diversity, Generating Excellence in Scholarship (BRIDGES), a program that provides peer mentoring, access to academic and leadership opportunities, and a supportive network for underrepresented scholarship recipients: <http://www.asundergrad.pitt.edu/arc/bridges>
- Student Support Services, a federally funded TRiO program that provides support for first-generation and low-income students: <http://www.asundergrad.pitt.edu/arc/trio-sss>

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TRIO Student Support Services (SSS) is a program for first generation, income-eligible, and/or disabled students enrolled at the University of Pittsburgh. Funded by the U.S. Department of Education, SSS has been at Pitt since 1972. Located within Undergraduate Studies in the Kenneth P. Dietrich School of Arts and Sciences, SSS is a program for all undergraduate students, regardless of school or major. Students who may qualify for SSS are either first-generation (defined as parents or guardians have not graduated from a four-year institution), meet the economic guidelines set by the federal government, or are registered with the University's Disability Resources and Services office. Students are accepted to SSS via an application process, and the program is funded to serve 250 total students annually. Services provided include: academic advising, academic instruction/tutoring, peer mentoring, cultural and social activities, graduate school planning, and financial aid/literacy assistance.

## **Office of Cross Cultural & Leadership Development**

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### **The Office of Cross Cultural and Leadership Development (CCLD)**

CCLD strives to facilitate holistic learning and development by providing opportunities for students to deepen their cultural awareness and understanding, as well as develop leadership skills and a strong sense of civic responsibility.

Located on the 6th floor of the William Pitt Union, the multi-purpose space is designated for student organization office space, studying, and to conduct their business meetings in one of three conference rooms.

The floor houses nine Student Organization Offices. Please visit our website at [www.cclد.pitt.edu](http://www.cclد.pitt.edu) for more information.

### **Fraternity and Sorority Life**

The Office of Fraternity & Sorority Life at the University of Pittsburgh is home to over 40 social fraternities and sororities across three governing councils: the National Pan-Hellenic Council, the Collegiate Panhellenic Association, and the Interfraternity Council. Over 10% of the undergraduate population at Pitt hold active membership in a fraternity or sorority.

### **International (Global Ties)**

Global Ties is a resource for global leadership and an advocate for the international student voice. The core responsibilities of the Global Ties program is to provide mentorship for incoming international students, train student leaders on cross-cultural and intercultural communication, provide programs and to educate the Pitt community on our diverse student population. Upcoming events and programs can be found at: [www.GlobalTies.pitt.edu](http://www.GlobalTies.pitt.edu) or <https://www.facebook.com/Pitt.GlobalTies/>

### **Campus Women's Organization**

The Campus Women's Organization of the University of Pittsburgh aims to represent the women of the University of Pittsburgh and their interests, namely: education, empowerment, full representation, reproductive justice, and expression of all their identities. By increasing awareness of discrimination and harassment on the basis of physical sex, sexual orientation, gender identity, gender expression, race, class, size, religion, political views, and ability, we wish to provide a support network to individuals and forums for confidential and public discussion. We intend to serve as a progressive voice and resource on reproductive issues for the community and to provide support for women and members of both our organization and the Pittsburgh community.

We are focused on bringing awareness to the many social inequalities on campus, in Pittsburgh, and across the world, and are determined to not only recognize these problems, but put into motion efforts to change them.

**Hillel** “The Hillel Jewish Student Union is committed to diversity in our work with Jewish engagement on campus. We strive to be a pluralistic space for Jewish students from all backgrounds and all walks of life whether this be from Reform, Conservative, Orthodox, Reconstructionist, Secular, etc. as well as from all ethnic and racial backgrounds. We engage students through education such as our monthly Social Justice Lunch and Learn series which has featured community organizations such as Pittsburgh Action Against Rape (PAAR), Repair the World, and The Jewish Women’s Foundation. The series also features student speakers on topics such as race and diversity, women’s rights, food justice, poverty, and LGBTQ issues as they relate to Judaism. Hillel provides many opportunities for education and outreach. Upcoming projects include an advocacy event with PAAR and a trip to the Holocaust Museum. We have several umbrella organizations that focus specifically on diversity and social justice. These include the Social Action Committee, Jews of Social Work, LGBT-Jew-IA, and Challah for Hunger. These umbrella groups of Hillel promote education, advocacy and action-driven initiatives for many issues related to social justice locally in Pittsburgh, nationally and internationally.

### **Black Action Society**

Black Action Society of the University of Pittsburgh is dedicated to promoting the cultural, educational, political and social needs of students. It is their vision that students will experience high rates of institutional satisfaction, graduation rates equal to or greater than institutional norms, and show evidence of high quality personal and academic achievement.

### **Rainbow Alliance**

The Rainbow Alliance provides for the needs and interests of the undergraduate Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, and Allied Community at Pitt and beyond through advocacy, education, and social opportunities

### **Asian Student Alliance**

Asian Student Alliance (and Umbrella Organizations)

The Asian Students Alliance (ASA) exists to further the development of Asian and Asian American identity and interest through recognition and active representation of Asian and Asian American culture and the many ways in which they may merge and become integrated. ASA houses a variety of Umbrella organizations that operates as their own individual cultural organization. Umbrellas under ASA includes: Chinese American Student Association, Korean Student Association, Filipino Student Association, South Asian Student Alliance, and the Vietnamese Student Association.

The department is broken into four units:

## **Cross Cultural**

Programs that increase cultural awareness, strengthen cultural competencies, and encourage a sense of social responsibility.

***Social Justice Week*** - This week of programming is designed to honor the life and legacy of Dr. Martin L. King, Jr. The programs are open to all staff, faculty, and students and is focused on **“Creating a Just Community”**.

***Faces Of Diversity*** - Staff and faculty will discuss the many “Faces of Diversity” examples are, (but not limited to): age; cognitive style; culture; disability (mental, learning, physical); economic background; education; ethnicity; gender identity; geographic background; language(s) spoken; marital/partnered status; physical appearance; political affiliation; race; religious beliefs; sexual orientation or veteran's status.

Fall topics:

- The Privilege of Having an American Passport: Understanding Political Identity and Power
- Who Matters? A discussion surrounding Race
- Woosaa: Self Care and Healing

Dates to be determined.

***Chat N Chew*** - Unifying faculty, students, and staff during lunch to discuss, empower, support, one another as we face real world controversies. Dates and topics to be determined.

***Allies Training*** - The Allies Network is designed to improve visibility and support to lesbian, gay bisexual, transgender, queer, intersex, allied, and asexual (LGBTQIA) students and employees. While other minority individuals can often identify role models and mentors, the invisibility of sexual orientation makes it very difficult for LGBTQIA members of the University of Pittsburgh community to ascertain where they can safely turn for support and information. The *Allies Network* will provide easily recognizable individuals who will be available to provide these resources. The *Allies Network* sign is a message to LGBTQIA students and colleagues that an employee has participated in the *Allies Network* training and is committed to increasing their knowledge of and sensitivity to LGBTQIA issues. The sign allows the campus community to identify program members and know that they can speak freely with these individuals about issues, including sexual orientation and gender identity, which may affect their academic success or job satisfaction. *Allies Network* members will be able to provide assistance, as needed, including referrals. Since the *Allies Network* program also strives to improve the campus climate for LGBTQIA individuals, the sign also signifies that *Allies Network* members will challenge homophobic and heterosexist comments or behaviors in an educational and informative manner.

Allies Training Dates



- July 19, 2016, Law School
- August 10, 2016, Martin Room Sennot Square 9:00am – 1:00pm (open invitation)
- October 21, 2016, 6th floor William Pitt Union 10:00am – 2:00pm (open invitation)
- November 11, 2016, Office of Diversity and Inclusion 1:00pm – 5:00pm (open invitation)
- March 17, 2017, 6th floor William Pitt Union 10:00am – 2:00pm (open invitation)

### **Fraternity and Sorority Life**

Each chapter is centered around a core group of values and standards. Universal to all, however, is a steadfast commitment to high academic achievement, diversity and inclusion, and interpersonal relationship building.

Recruitment and membership intake occurs each semester. To be eligible to join a social fraternity or sorority, a student must have earned 12 credits as reported in Peoplesoft, and have a minimum 2.50 GPA.

For updates on recruitment, important dates, and programs, be sure to follow @PittGreekLife, @UPittIFC, @PittNPHC, and @PittPanhel on Twitter!

Important Events:

- Fall “Meet the Greeks”, September 6, 2016 at 9pm in the William Pitt Union
- Steel City Step Show, February 2017 at Soldiers and Sailors Memorial Hall
- Greek Sing, April 2017 at the Fitzgerald Field House
- Pitt Dance Marathon, April 2017 in the William Pitt Union

### **International (Global Ties)**

#### **Global Ties Programs/Events**

*Global Getaway Retreat (October 16-17, 2016)*

The Global Getaway Retreat is designed to support interactions between domestic and international students and the exploration of culture and commonalities. Students who participate in this retreat will attend overnight camping facilities and participate in a variety of cultural exchange discussions, activities (i.e. camp fire, drum circle, dance party, etc.), and build friendships. The retreat cost is \$20 and includes round-trip transportation, meals, activities, and overnight accommodations.

*Cultural Immersion (Mini trips & Spring Break)*

The cultural immersions offers students an opportunity to learn of the diverse and unique cultures within the United States and its territories. Participants of the cultural immersion will be engulfed in the history, food, and community of the area explored. Upcoming trips are currently tentative: Frick Mansion Tour & High Tea Day Trip (October 2016); Ohio Amish Country Day Trip (November 2016), African American Museum DC Day Trip (February 2017); Arizona Native American Trip (March 2017).

*International Week (October 24—30, 2016)*

A week of international and global programming by University of Pittsburgh faculty, staff, and students. Information can be found at: [www.internationalweek.pitt.edu](http://www.internationalweek.pitt.edu)

### **Global Ties Leadership Opportunities**

#### *International Outreach Committee (IOC)*

IOCs are responsible for coordinating cultural and educational events, recruiting domestic and international students to programs, collaborating with other departments and organizations, reaching out to the Pitt community, and facilitating focus groups and discussions. In addition, IOCs mentors incoming undergraduate international students during the fall and spring semester. Members of the IOC will be interviewed and selected during the spring semester.

#### *Pitt Goes to China (June 7-20, 2017)*

The Pitt Goes to China program is seeking Pitt students willing to travel to China and welcome potential incoming international students. Student participants will spend 10 days in Beijing and Shanghai China. The purpose of the trip is to welcome incoming international students to the University of Pittsburgh and to provide Pitt students the opportunity to engage in a global experience. Student participants are required to provide a two-academic year commitment to the program. 2016-2017 will train and prepare students for the trip in June 2017 and 2017-2018 will have participants engaged with incoming international students. Applications for the program will open between September 6—October 3, 2016.

#### *Global Ties Dinner & Show Committee*

The Dinner & Show committee will be responsible for coordinating and executing an international dinner and play. Those on this committee will be responsible for creating a theme for the show, recruiting students to collaborate with SODEXO (dining services) and cook meals from their hometown, and recruit students to participate in the play. Those on the committee will work as “stage managers” on the day of the event. Committee planning will start in the Fall semester.

#### *Pitt International Advisory Board (PIAB)—**International student only***

The PIAB is an international student advisory board created to provide feedback and recommendations to the Division of Student Affairs and University concerning its programs and services. PIAB is for international students and serves an important role in helping the University of Pittsburgh to produce effective and successful services and programs. Members of the PIAB will be interviewed and selected during the spring semester.

#### *International Associates Program—**International student only***

The International Associates was developed to provide on-campus work opportunities for new (freshman and transfer) undergraduate international students. International students in the program will work during for a Spring-Fall academic term. Summer employment is at the discretion of the employer.

## Leadership

**Emerging Leaders** - Emerging Leaders uses an experiential, hands-on approach over nine weeks that allows you to learn by doing rather than by merely listening. Sessions revolve around small and large group discussions, team building activities, community engagement, leadership continuums and role playing. Topics covered include group dynamics, diversity, leadership theory and practice, ethics and values, conflict management, and the development of your leadership pathway.

**Leadership in Action** - Leadership in Action (LIA) is a beneficial program for both student participants and community agencies. Develop your leadership skills while helping to provide our community partners with a fresh student perspective. Gain hands-on experience by going into the community and working on real-life issues in a team setting.

The format of LIA is that of an interactive case study. As a student participant, you will work alongside our community partners to solve a real organizational issue in a group setting. Registrants must have completed the Emerging Leaders Program.

**Panther G.O.L.D.** - The Panther GOLD (Global Oriented Leadership Development) Retreat is an exciting initiative for the University of Pittsburgh's Student Government Board (SGB) and the Division of Student Affairs. The retreat will provide student leaders from the university's high profile student organizations the opportunity to develop and grow as leaders. The Panther GOLD Retreat strives to serve new and seasoned leaders in an energetic environment that fosters communication, discussion, and cognitive enhancement.

**Blue Stars Red Carpet** - The University Of Pittsburgh Division Of Student Affairs hosts the annual Blue Stars Red Carpet Awards Ceremony to recognize individual leaders, advisors and organizations that have contributed to making the University of Pittsburgh the best collegiate experience in the world.

**Stamps Scholars** – <https://oafa.pitt.edu/financialaid/academic-scholarships/stamps-leadership-scholarship/>

The Stamps Leadership Scholarship is a four-year undergraduate award covering: full tuition, mandatory fees, room and board, allowance for books and supplies, transportation expenses, and personal costs, and access to an enrichment fund of up to \$17,400 to be used over four years for the purpose of study abroad, unpaid internships, leadership training, research, and other academic experiences. As a University of Pittsburgh Stamps Leadership Scholar, recipients will be provided with a comprehensive understanding of leadership from a domestic and global perspective.

**Nordenberg Leadership Scholars** - <http://www.nordenbergscholars.pitt.edu/>

Each year, a talented cohort of 10 graduating high school seniors, from Pennsylvania, will be selected to participate in the distinguished four-year program in support of the University's commitment to keeping the talented youths of our region in the Pittsburgh area after

graduation. Provided these 10 selected Nordenberg Leadership Scholars successfully complete the requirements of the program each year, they will each receive a full-tuition scholarship for eight terms; one international experience; and paid internships in the summers after their freshman, sophomore, and junior years. In addition to the academic course work in each scholar's field of study, the Nordenberg Leadership Scholars will participate in a series of outside-the-classroom experiences designed to enhance their personal and professional growth, including training sessions on a variety of topics, leadership opportunities, service activities, international travel, one-on-one career and personal coaching, and experiential learning in internship and volunteer settings.

**Hesselbein Global Academy** - <http://www.hesselbein.pitt.edu/>

The University of Pittsburgh is pleased to hold the eighth annual Hesselbein Student Leadership Summit from **July 23-26, 2016**. The Hesselbein Student Leadership Summit recognizes 50 outstanding student leaders from around the world including about 10 students from Pitt.

As you are aware, the students have the unique opportunity to work alongside and to learn from remarkable professionals who are leaders within the fields of business, government, education, and not-for-profit. The students and mentors explore critical topics in leadership and undertake community engagement projects in collaboration with Pittsburgh-area organizations. Past summits have included students from across North America, South Asia, Africa, East Asia, Eastern Europe, the United Kingdom, Australia, and New Zealand. Students leave the summit with a richer understanding of their leadership style, the core competencies of global leadership, and how to achieve positive change in their local community. The dates of the 2017 Summit are to be determined.

**Office of  
Diversity & Inclusion**

**Greg Mineweaser**

*Accessibility Compliance Fellow*

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The Accessibility Compliance Fellow here at the University of Pittsburgh exists to solve and resolve technology related accessibility issues with respect to individuals with disabilities and their interactions with and use of technology in their University of Pittsburgh related activities and endeavors.

The Accessibility Compliance Fellow also seeks to identify and implement technology and technology related solutions, in meaningful ways, in order to facilitate greater access to University of Pittsburgh resources of all kinds. This office is concerned with all forms of technology, including websites and web-based materials. At a minimum, the Accessibility Compliance Fellow seeks to ensure that technology, websites and web-based materials created and/or utilized by the University of Pittsburgh are compliant with governing legal requirements for accessibility.

**Office of  
Institutional Advancement**

**Kim Stoberski**

*HR Coordinator, University of Pittsburgh/Institutional Advancement*

*CASE Advancement Internship Program*

*Summer 2016*

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Phone: 412-383-7441

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The Office of Institutional Advancement (OIA) at the University of Pittsburgh has partnered with the Council for the Advancement and Support of Education (CASE) to provide professional development opportunities to create pathways for current and future employees of diverse backgrounds to enter the field of educational advancement. This program is designed to attract students (undergraduate and graduate) in North America who may not have previously considered a career in institutional advancement.

The Office of Institutional Advancement has selected two students of diverse backgrounds currently working as interns at Pitt in OIA for an eight-week summer program. This internship program includes an all-expenses paid hands-on training at CASE headquarters in Washington, DC., two-half days a week of online learning, as well as on-the-job training and will gain valuable skills in one or more of the three professional areas of advancement—alumni relations, communications & marketing, and development.

**Office of  
the Provost**

**Cynthia Golden**

*Director, Center for Instructional Development &  
Distance Education (CIDDE)*

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A commitment to diversity is a critical component of Pitt's strategic plan for the future. The Office of the Provost seeks to provide access to key resources and services to strengthen the recruitment, advancement, and retention of a world-class, diverse faculty at the University of Pittsburgh. Standing diversity committees have been formed at each school and regional campus. The chairs of the standing diversity committees meet with the Vice Provost for Faculty Affairs, Development and Diversity to share information, experiences and best practices. Additional information is available on the Provost's web pages: <http://www.provost.pitt.edu/pacwc/diversity.html>

CIDDE is committed to supporting Pitt students by enriching the experience and knowledge of faculty and teaching assistants, with interactive workshops, one-on-one consultations, and other programming that underscores the value of diversity and inclusion in teaching. In consultation with Pitt faculty, CIDDE consultants develop programming and services to help faculty make the best choices for building inclusive learning environments that meet the needs of all students, regardless of their identity, background, ability, or any other factors. CIDDE teaching consultants work with faculty to construct syllabi, learning activities, assessments, and educational materials that will create the conditions for everyone to do their best work.

The web site <http://www.cidde.pitt.edu/diversity/> is CIDDE's central resource hub for regularly updated information on events, programs and resources focused on diversity in the curriculum. Information may be found about the many programs and services offered:

- **The Provost's Diversity Institute for Faculty Development:** This Institute was created in 2015 with input from the faculty and coordination from CIDDE. It offers University of Pittsburgh faculty members the opportunity to increase awareness about diversity issues and to develop the skills needed to teach in a diverse, multi-cultural environment. Whether it's expanding diversity mindfulness in classroom discussions, or designing learning activities that incorporate a variety of perspectives, this annual series of workshops is appropriate for faculty who want to deepen, expand, or recalibrate their teaching practice. In 2016, instructors were able to choose to participate in a variety of workshops, including Michigan's Intergroup Dialogue program, creating an inclusive classroom for the LGBTQIA community,

race relations among students, and understanding the diversity of our students (transgender, religion, disabilities and students from Chinese cultures.)

- **Destination Diversity:** CIDDE offers a series of short workshops and discussions throughout the academic year focused on diversity in teaching and creating an inclusive classroom environment. Topics have included accessibility, stereotypes and social identity, race, and more.
- **External Resources and helpful links:** CIDDE maintains a list of advocacy groups and links to helpful resources for faculty at <http://www.cidde.pitt.edu/diversity/resources/>
- **A chronological listing of past events** focused on diversity and teaching can be found at: <http://www.cidde.pitt.edu/diversity/past-events/>



**Pitt Program Council &  
First Year Experience**

**Katy Tufts**

*Program Coordinator, Pitt Program Council & First Year Experience*

M-30 William Pitt Union

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As part of the First Year Experience office, we are working to incorporate diversity programming into orientation week. For the second year in a row, Dr. Jamie Washington will be speaking to the incoming class of students during a program called “Building a Pitt Community”. Dr. Washington will be speaking to our students about how they can be a Panther that is aware, supportive, and an ally to all fellow students. Additionally, there will be a follow up conversation with our speaker in a small group setting that students can pre-register for prior to orientation week.

**School of  
Dental Medicine (SDM)**

**Anitha Potluri BDS, DMD, MDsc**  
*Diplomate ABOMR*  
*Associate Professor and Director OMF Radiology*  
*Department of Diagnostic sciences*  
*Director, International Advance Standing Admissions Program*  
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It is a program where internationally trained dentists get an opportunity to get retrained on their dentistry skill and learn ways to practice in United States and get licensed. Each year school of dental medicine admits 4-6 students into this program from all over the world. These students enter into 3<sup>rd</sup> year of the dental program with regular DMD class.

The program itself adds diversity to the regular class from the aspects of ethnicity, culturally and educationally which enriches the educational environment all around. In 2010 when I took over the program there was one student in the program. This year we have seven students from four different countries.

Few initiatives that we took to help increase the recruitment number and diversity are: Communication through different methods. Quick turn around and encouraging email replies to all applicant queries. Encouragement and marketing to reach to diverse application population utilizing social media. Participating in online recruitment fairs. Updating social media by tailored responses from current students from different countries. Updating the content with accurate information. Giving opportunities to visit school and trying to connect them with likeminded and similar back ground students to promote inviting environment. Introducing a meet and greet event with current entering class to know them outside the class environment. Mentoring opportunity with diverse group of faculty. Promoting cultural awareness, sensitiveness and tolerance among faculty by faculty calibration sessions before the interview sessions. Providing opportunities and encouraging the attendance to social events with regular class. Participation in the year of humanities events. Being available through student services support system to guide them for an overall enriching experience to both to the students and school.

The year of diversity and this retreat will be a learning opportunity to improve our program and gives an opportunity to better define and promote diversity throughout the University.

**School of  
Dental Medicine (SDM)**

***Nina Markovic, Chair***  
*SDM Diversity Committee*  
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Email: [ninam@pitt.edu](mailto:ninam@pitt.edu)

SDM Diversity Committee

Nina Markovic, chair  
Email: [ninam@pitt.edu](mailto:ninam@pitt.edu)  
Office phone: 412-648-8447

A standing committee at the SDM, the committee members works to promote a diverse and inclusive SDM community. The committee is composed of faculty, staff and students from the SDM. The committee organizes lunch time seminars and activities to bring awareness to diversity issues. The committee is also responsible for responding to reports of discrimination and/or harassment within the SDM community.

SDM Office of Student Affairs

Christine Wankiiri-Hale, Assoc Dean for Student Affairs  
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Aileen Brasacchio, Student Services  
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Office phone: 412-648-8406

The Office of Student Affairs coordinates a number of programs to support diversity and inclusion at the SDM. The office hosts “celebration of diversity” events that bring together prospective, current and former SDM students. The office also provides support for the Student National Dental Association, the American Association of Women Dentist Student Chapter, the Hispanic Dental Student Association, Asian Pacific American Dental Student Association, and the Tau Sigma Military Dental Club.

SCOPE (Student Community Outreach Program and Education) program

Rick Rubin, director

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Student Community Outreach Program and Education (SCOPE) aims to create a learning environment where students are able to expand their personal and professional insights, enable development of cultural competencies, and gain experience by working in a variety of cultural, community, and office settings. Constructed in 2-parts, SCOPE gives students both non-dental and clinical community-based service experience during three out of four years at the school.

#### Center for Patients with Special Needs (CPSN)

Lynne Taiclet, director

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The CPSN trains dental residents, pre-doctoral dental students and dental hygiene students in the care of special needs patients, thus increasing the number of special care dental providers in the general community. The focus of CPSN is to provide students with experience and skills in the application of modifications that enable safe, efficient and effective dental treatment using a multidisciplinary approach for both adult and pediatric patients with physical, developmental, neurological and behavioral disabilities. Students complete classroom training related to the care and understanding of special needs individuals. In addition, pre-doctoral dental students, dental hygiene students, and dental residents rotate through the Center, providing them with hands-on, supervised treatment. These hands-on clinical experiences are the core of the training program in the Center for Patients with Special Needs.

## School of Education

### **Erika Gold Kestenberg, PhD**

*Associate Director of Educator Development and Practice*  
Center for Urban Education, 4118 Posvar Hall

#### *Urban Scholars Program Coordinator*

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Recruiting Doctoral Students and Post-Docs of Color  
Bringing in Speakers and Visiting Scholars of Color  
The CUE Brown Bag series  
*Urban Education Journal*  
Handbook of Urban Education  
Writing retreats  
Certificate in Urban Education program  
CUEtalks Lecture Series  
Book talks and article studies  
Reflection Into Action  
CUE Summer Educator Forum  
Youth Organizing Project  
Learn and Earn Summer Youth Employment  
Ready to Learn Program  
Ready to Learn Summer Academy  
Race and Early Childhood Collaborative/PRIDE Report  
Faculty and Graduate Fellows  
Lesgold Awards  
Intergroup Dialogue Collaborative  
Partnership with PPS

**School of  
Education**

**Anna Arlotta-Guerrero, Ph.D.**  
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*CASE Program Coordinator*  
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Over the past three years the Social Justice and Diversity committee in the School of Education has worked on a number of initiatives to support faculty, staff and students.

We collaborated with our Center for Urban Education to promote their Speaker Series events. We have also supported professional development sessions that included diversity training, Title IX training and Allies Network Training. A list of university events is sent to all SOE faculty and staff to inform them of the varied diversity talks that take place on campus. We also have a member of our committee on all Search committees in the SOE so that our input can be considered when hiring decisions are made.

We are eager to participate fully in the University's Year of Diversity by further extending our Speaker series and Brown Bag series talks and by working on ways to support all of our students, especially our students of color and our international students.

**School of the Health Sciences  
Office of Health Sciences Diversity**

**Paula K. Davis, MA**

*Assistant Vice Chancellor for Health Sciences Diversity*

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**Mario C. Browne, MPH, CHES**

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The Office of Health Sciences Diversity exists to foster an inclusive environment for students, trainees, and faculty within the University of Pittsburgh's health professions schools (Nursing, Medicine, Pharmacy, Dental Medicine, Health and Rehabilitation Sciences and Public Health).

Its mission also includes increasing the number of well-trained professionals who reflect different cultures, ethnicities, socio-economic backgrounds, abilities, genders, religious affiliations, gender identities and expressions, and sexual orientations.

Initiatives include:

- The "Diversity in Practice Speaker Series": Experts present lectures that focus on diversity and inclusion in the work place, health professions education, and health care.

- "Creating Opportunities and Access to Careers in Health" COACH: The COACH program, including its informational Facebook

page <https://www.facebook.com/groups/COACHUPITT/?ref=ts&fref=ts> facilitates the preparation of students as competitive applicants for health professionals school.

- Diversity Awareness Workshops - Presented for student and faculty groups in an effort to establish/build community.
- Health Sciences Diversity staff actively recruit diverse student populations for all six Health Science schools through on and off campus recruitment events.
- Promoting Academic Talent in the Health Sciences (PATHS), a joint venture between the University of Pittsburgh and UPMC, is a professional development program designed to encourage diverse faculty success.



**School of Medicine**

**Kaleab Z. Abebe, PhD**

*Associate Professor of Medicine, Biostatistics, and Clinical & Translational Science*

*Director, Center for Clinical Trials & Data Coordination (CCDC)*

*Co-director, Career Education and Enhancement for Health Care Research Diversity (CEED)  
Program*

*Statistician, Center for Research on Health Care Data Center*

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<http://www.crhc.pitt.edu/DataCenter/>

The Career Education and Enhancement for Health Care Diversity (CEED) Program is a career development program for minorities who are underrepresented in academic medicine or the health sciences. The goal of CEED is to provide a solid foundation for a successful research career. Our unique program offers a diverse array of skills training, networking, and mentoring to accomplish this goal. CEED is co-directed by Drs. Kaleab Abebe and Natalia Morone.

## School of Medicine

### **Chenits Pettigrew, Jr. Ed. D**

*Assistant Dean for Student Affairs*

*Director of Diversity Programs*

*Assistant Dean for Faculty Diversity*

*University of Pittsburgh School of Medicine (UPSOM) Diversity Initiatives*

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### **Office of Diversity Programs Mission**

In support of the mission of the University of Pittsburgh, the School of Medicine and the Office of Student Affairs in the UPSOM, Diversity Programs contributes recruitment and retention of underrepresented minority students by creating a welcoming student success oriented climate with a shared understanding of and a commitment to achieving, valuing, celebrating and sustaining diversity and inclusion in the School of Medicine (SOM).

- **Toast to Diversity and follow up**

We held our second annual Toast to Diversity and a Call to Action on September 9, 2015. The full description of the event is contained in our April 14, 2014 report. Honors and awards received by underrepresented in medicine (URM) faculty were highlights of the event. UPSOM and our co-sponsor, UPMC, support this activity as an important statement about our commitment to diversity and inclusion. In addition to URM faculty, clinical fellows, postdoctoral fellows, residents and medical students, participants included SOM senior administration, UPMC senior leadership and University of Pittsburgh Physician Services Division senior leadership, senior University leaders, and local community URM physicians. This celebratory event has resulted in ongoing mentoring relationships and research collaborations. One of the other important outcomes has been the list of URM faculty who are an available resource for recruitment and mentoring of faculty and house staff. This list of the volunteers was sent to the Department Chairs to support their ongoing diversity recruitment efforts.

- **Man2 Man Mentoring Circle**

After the AAMC Report “Altering the Course of Black Males in Medicine” <https://members.aamc.org/eweb/upload/Altering%20the%20Course%20-%20Black%20Males%20in%20Medicine%20AAMC.pdf> The office of Diversity Programs convened a meeting to establish a Mentoring Circle for the black male medical students. This circle includes medical students, faculty and residents. The Circle is scheduled to meet every other month

- **White Coats for Black Lives continuing dialogue**

Silent protests were held 2015 at medical schools in New York, Philadelphia, Houston, San Francisco, Pittsburgh and elsewhere urging medical schools and academic medical centers to move beyond mission statements and slogans in their efforts to promote racial justice. Students wanted medical schools nationwide to enroll more Black, Latino, and Native American students and ensure access to healthcare for patients in their local communities

- **Social Medicine Group continuing dialogue**

Students who are interested in increasing content related to the social determinants of health (SDOH) are in ongoing dialogue with the Vice Dean and the curriculum committee regarding SDOH content across the curriculum.

- **Diversity Advisory Council**

To advise the Vice-Dean on current and emerging issues related to diversity, inclusion and community engagement. The Council is a forum for our partners, thought leaders and advocates to share ideas, express opinions, make recommendations and take actions that further develop our institutional capacity to achieve excellence in our diversity and inclusion initiatives and programs

- **Diversity Seminar Series**

Reflection on diversity and inclusion and their representation in society is a key element in the professional development of our students. This reflection is not just a focus on the non-dominant groups, it is an analysis of hegemonic relationships and their influence on the attitudes, policies and protocols of medicine and medical education. Medical students are challenged to expand their capacity for compassion and respect. They must be aware of the social and cultural context from which their patients make their health care decisions. The seminar series introduces them to their responsibility to strive for cultural insight and to understand its role in providing effective patient care. These issues are re-treated in the curriculum as they occur.

- **Speed Mentoring Sessions**

The Intergenerational Speed Mentoring approach is a strategy to provide medical students with opportunities to develop “*Multiple Concurrent Mentoring Relationships*”. The strategy is guided by a speed mentoring model developed at IBM and featured in a

book entitled *Intelligent Mentoring* authored Dr. Audrey Murrell from the Katz School of Business <http://fjapdf.alomobooks.com/book/978-0133430424>

- **Established a Latino Medical Student Association Chapter**

As a result of increasing enrollment of Latino students the Office of Diversity Programs in collaboration with the students a Latino Medical Student Association chapter was established. The Latino Medical Student Association (LMSA) is a network of students, alumni, and health professionals who are interested in the health and well-being of the Latino community, dedicated to providing social and professional support for Latino students, and committed to increasing cultural awareness within U.S. medical schools.

- **Faculty Mentoring Initiatives**

The School of Medicine has appointed an Assistant Dean for Faculty Development to develop and implement school wide mentoring efforts for junior faculty.

- **Research Mentoring:** Two new NIH-funded grants to develop a diverse community of researchers

PROMISED – Professional Mentoring Skills Enhancing Diversity – it is a program for mentors who are committed to mentoring people from diverse backgrounds. We developed online modules to teach them leadership skills. The modules include things like, Understanding Academia, Executive Shadowing, and Strategic Planning. We are bringing 100 mentors to Pittsburgh in September for Career Coaching training so that they can incorporate these skills into their mentoring.

LEADS – Leading Emerging and Diverse Scientists to Success – This program is designed for postdocs, fellows, and junior faculty at Minority Serving Institutions to help them develop research careers. We are providing online training in such areas as Identifying the Problem, Asking the Right Questions, Grant Writing, and Scientific Writing. We also have travel funds available for the fellows so that they can present their work.

- **Active URM Recruitment Plan**

The University of Pittsburgh School of Medicine has a comprehensive recruiting program including a focus on students underrepresented in medicine (URM). The Office of Student Affairs/Diversity Programs was established in 1979 to enhance and support the increasingly diverse student body of the school and to assist the Office of Admissions in recruiting underrepresented, first generation and non-traditional students. Office staff, current URIM students and URIM alumni participate in recruitment visits to various campuses and recruitment programs locally and nationwide in the summer and during the school year. The staff actively utilizes the Medical Minority Applicant Registry (Med-MAR) to identify and contact prospective applicants. The Med-MAR registry is a service provided by the AAMC that provides a listing of URM MCAT takers who want recruitment information from participating medical schools. A green recruiting initiative was

developed in 2008 which sends a personalized electronic information to 500+ URM prospects who have taken the MCAT and signed up for the Med-MAR. The lists are made available at various times during the year. Once this e-mail is received, personalized follow up begins for those who respond. The Pitt campus is also key source of URIM prospects.

- **Heath Sciences Career Education Institute (Pre-College)**

A primary goal of the Institute is to increase the number of regional high school students from underrepresented groups who are prepared for careers in the health sciences.

The Heath Science Careers Exploration Institute is an initiative of the six schools of the health sciences and the affiliated hospitals and clinical sites of UPMC. The program provides participants with experiences and information about careers in the health sciences. The program meets weekly in the fall at the various schools of the health sciences on Wednesday evenings.

- **Pipeline Programs Summer Pre-Medical Academic Enrichment Program 1&2 (SPAEP)**

Our pipeline programs are designed to support our synchronous obligation to collaborate with the medical education community and a variety of institutions and systems to increase the pool of competitive underrepresented minority (URM) applicants to medical school. Since 1968 the School of Medicine has operated programs at the high school and college levels. The programs provide instruction, research, medical exposure, enrichment and mentoring.

- **Early Decision Program (SPAEP and Prologue)**

The Early Decision through SPAEP is a multi-summer residential program leading to matriculation at UPSOM that encourages applications from students who are members of groups historically underrepresented in medicine with particular emphasis on those with disadvantaged socioeconomic backgrounds. Selected students who attend the first summer of Summer Pre-medial Academic enrichment Program (SPAEP) will be permitted to apply for early decision to UPSOM if they meet the requirements.

- **LGBTQ Initiatives**

PRIDE Health <http://www.healthdiversity.pitt.edu/resources/pride-health>

is an organization of over 200 LGBTQ-identified faculty, students, Graduate Medical Education trainees and staff of the University of Pittsburgh Health Sciences schools and UPMC. Its mission is to serve faculty, staff, students, residents, fellows, and providers in the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex (LGBTQI) community and its allies throughout the University of Pittsburgh Schools of Health Sciences and the University of Pittsburgh Medical Center (UPMC) to create a safe, visible, and vibrant environment for education, research, mentoring, support, and advocacy.

UPSOM curriculum project:

Members of PRIDE Health have been working with each of the Course Directors for the first two preclinical years at Pitt Med to address how to best integrate and develop new LGBTQ curriculum content to equip the next generation of medical students with cutting edge knowledge and research to provide excellent medical care to LGBTQ patients.

New small-group clinical cases and workshops are being developed for courses such as Behavioral Medicine and Genetics, which will explore topics related to sexual development, gender identity, and sexual orientation. More inclusive and diverse patient case history profiles will be integrated throughout courses of the first two years, including Anatomy, Neuroscience, and Physical Exam. New guidelines in pharmacology, such as Gardasil 9 and PreP prophylaxis, will be organized and highlighted in courses such as Microbiology and Immunology. Clinical care content ranging from epidemiology, risk factors, legal & decision-making, surrogacy care and more will now be addressed with increased emphasis in the Psychiatry, Ethics Law and Professionalism, and Behavioral Medicine courses. Finally, focus groups will be held with current students following some of these new course interventions to evaluate learning and content mastery.

#### Recruitment and Outreach

35 faculty, residents, and medical students gathered recently at a faculty member's home to discuss the challenges facing individuals identifying as LGBTQ in medical school, on the residency interview trail, and during clinical training. Medical students were able to connect with residents and faculty mentors to help navigate through their application process as they continue their training. Future events will continue to address these, and other, important topics.

A Second Look event for applicants to UPSOM who identify as LGBTQ or ally was held at a local gay club. The event was attended by about 25 students, applicants and faculty and funded by UPMC.

LGBTQ-PAM (people and allies in medicine), the UPSOM student group is putting together a proposal to allow applicants on their secondary to indicate an interest in learning more about the LGBTQ community at UPSOM and in Pittsburgh. A formal proposal to the Dean to make this change has been submitted.

- **Resident Second Look**

In collaboration with UPMC Graduate Medical Education Office (GME) and the clinical departments, underrepresented minority resident applicants are invited to come back to take a more comprehensive look at UPMC and Pittsburgh. Utilizing the Departments of Medicine and Pediatrics and "Second Look" the Office of Graduate Medical Education has

increased underrepresented in medicine (URM) resident applicants and interns in participating departments

- **Increase URM Participation in Research**

Continuing to promote and support URM student involvement in the Career Education Enhancement for Healthcare Diversity (CEED) for Medical Students Program <https://www.icre.pitt.edu/ceed/ceedII/ceedII.html> as a way to increase URM medical student commitment to research careers

**School of Medicine**

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The Department of Plastic Surgery has several ongoing efforts in enhancing diversity and inclusion. For example, the Laboratory Director participates in numerous diversity programs across the medical school (eg SPAEP) and school of engineering (eg AGEP and EXCEL). Additionally, the department is trying to recruit a surgeon who specializes in Gender Reassignment Surgery.



## The School of Social Work

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The School of Social Work (SSW) has a long history of prioritizing diversity and inclusion in all aspects of its programs, initiatives, and culture.

### Admissions and Academics

- SSW sponsors a “Blue Chip Students of Color” event that hosts its top ranked students of color who have been accepted to the program.
- The School’s MSW Program recruits heavily at targeted Historically Black Colleges and Universities.
- The Office of Admissions developed a “Commitment to Diversity” brochure.
- All students are required to take the “Foundations of Social Work Practice with Diverse Populations” (MSW) or “Ethnicity and Social Welfare” (BASW).
- There are several other diversity and inclusion-related courses covering global issues, religion, and other topics.
- The Child Welfare Resource Center (CWRC) Diversity Task Force oversees the creation of training for child welfare professionals on diversity issues and provide support for building cultural competence in practice.
  - o CWRC offers a “Managing Diversity through the Employment Process” Supervisor Training.
  - o CWRC developed an educational video on racial disproportionality and racial bias in child abuse reporting

### Research and Publications

- Most SSW grants address issues of diversity and disparities.
- The Homewood Children’s Village (HCV) is a comprehensive community initiative aimed at improving the educational, health, and social well-being of Homewood’s youngsters and reweaving the fabric of their community.

- The Pitt-Assisted Communities & Schools (PACS) program will primarily focus on academic, health, and mental health support for the children, youth, and families of Homewood.
- Dean Larry Davis has spent his life and career dedicated to issues of race, civil rights, and social justice. He has long been recognized as a leading scholar of the narrative about race in America.
- In 2015, Dean Larry Davis's book *Why Are They Angry With Us? Essays on Race*, was published by Lyceum Books. The book addresses the unresolved questions and conflicts about race in America from both the author's personal and a professional perspective.

### Outreach

- The SSW hosts as many as eighty events a year, many of which directly address diversity and inclusion issues.
- The biannual *Bridges Magazine* often brings attention to issues of race, diversity, and other topics related to social justice.
- The SSW Continuing Education program supports a range of diversity-related workshop topics and training programs throughout Western PA.

## The School of Social Work

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The Center on Race and Social Problems (CRSP) is housed in the School of Social Work (SSW).

CRSP is one of few research centers with a direct focus on racial issues through research implementation, information dissemination, and education based on a multidisciplinary collaboration strategy with a multiracial focus.

CRSP has seven areas of focus: criminal justice; economic disparities; educational disparities; health; interracial group relations; mental health; and youth, families, and the elderly.

#### Research and Publications

- Research Advisory Panels (RAPs) bring together faculty members with similar interests to share their research and publications and work individually or in groups to publish and develop new research initiatives.
- CRSP funds Pilot Study proposals that address current race-related social problems within any of its seven areas of focus.
- The Center's journal, Race and Social Problems, provides a multidisciplinary and international forum for the publication of articles and discussion of issues germane to race.
- Pittsburgh's Racial Demographics 2015: Differences and Disparities examines census data by race for the region and nation.
- The Race Research Online Directory makes all of CRSP's scholarly information available online.

#### Service and Education

- In 2010, SSW and CRSP held the "Race in America" conference that brought together a number of the best minds in the nation and offered a solution-focused dialogue on race-related issues.

- The popular CRSP Speaker Series brings top experts from across the country and attracts a remarkably diverse audience from throughout the community.
- The CRSP Summer Institutes translate research into relevant and practical information for policymakers and practitioners.
- Available courses: Race and Social Problems and Cuban Social Policy Issues (includes Spring Break in Cuba).
- Annual \$500 Student Paper Award open to all Pitt students at each academic level to submit their race-focused research papers.

## Student Affairs

### **Anastasia Rose-Diamantis Lopez**

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Career Development and Placement Assistance (CDPA) has organized a team that will focus on Diversity and Inclusion programming and career development for students in AY17 that will include several workshops covering topics from “Navigating the Hiring Process and Disclosure” to “Promoting your Diversity.” These programs and workshops are targeted towards diverse students and designed to provide resources and information from a career stand-point. The workshops will help to uncover and remove barriers to employment based on cultural issues; to learn about where inclusive environments exist and how to become more strategic with the job search; and to enhance workplace fit and match their values.

The following programs and workshops have been planned:

- Diversity and Inclusion Career Series Kick-Off Event, September 7<sup>th</sup>, 1:30-4pm WPU Driveway
- Diversity and Inclusion Career Series Kick-Off Event (Day2), September 8<sup>th</sup>, 1:30-4pm, TBD
- Navigating the Hiring Process and Disclosure Workshop for Students with Disabilities, Date, time, location TBD (sometime in October though).
- Navigating the Hiring Process and Disclosure Workshop for Veterans, Date/Time/Location TBD
- Navigating the Hiring Process and Disclosure Workshop for International Students, DTL TBD
- Navigating the Hiring Process and Disclosure Workshop for Students who Identify as LGBTQIA, DTL...TBD
- Veterans Networking Event, September 21<sup>st</sup>, 4-7pm, Posvar
- Multicultural Student Organizations—Special Topics, Date/Time/Location TBD
- International Student Career Fair Prep, September 21<sup>st</sup>, Noon-1:30pm, WPU 527

- International Student Career Success Day, September 23<sup>rd</sup>, 11am-2:30pm, WPU Ballroom and Kurtzmann Rooms.
- Veterans 10-Steps to a Federal Job, October 12<sup>th</sup>, 4-6pm, location TBD
- Promote your Diversity Career Fair Prep, October 26<sup>th</sup>, 1-4:30pm, WPU 224
- Three Rivers Returnee Conference, October 29<sup>th</sup> hosted at Duquesne University (This conference is collaboration between W. PA institutions and is for students who have either studied and/or interned abroad).
- Diversity Career Conference, November 3<sup>rd</sup>, time/location TBD
- Global Careers Panel, November 15<sup>th</sup>, Noon-1:30pm, WPU 548
- Peace Corps Diversity Panel, November 16<sup>th</sup>, Noon-1:30pm, WPU Lower Lounge

## Student Affairs

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The 2,000+ students involved in a social fraternity and sorority engage with the topics of diversity and inclusion through systemic programming. The *Cathedral Standards of Excellence* is the annual chapter assessment program that examines an organization's success in 8 functional areas, including Diversity and Cultural Awareness, Risk Management, Recruitment/Membership Education, Academic Excellence, and others.

Chapters are required to sponsor one program centered around cultural awareness, as well as participate fully in the University's sexual assault bystander prevention training. Similarly, chapters may attend other sponsored educational events and earn credit for attending.

Finally, the student organization *Students Engaged in Conversations about Consent and Sexuality (SECCS)* was founded out of Fraternity and Sorority Life and is co-advised by the Coordinator of Fraternity & Sorority Life and Title IX.

## Swanson School of Engineering

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The Swanson School of Engineering is committed to recruiting, retaining and graduating a diverse population of undergraduate and graduate students. Therefore, the diversity initiatives offered by the school provide a comprehensive pipeline of programming from high school through graduate school. In addition, the School supports diversity student organizations such as the Engineering Diversity Graduate Association (EDGA), the Graduate Women in Engineering (GWEN), the National Society of Black Engineers (NSBE), the Society of Asian Scientists and Engineers (SASE), the Society of Hispanic Professional Engineers (SHPE) and the Society of Women Engineers (SWE). It also offers diversity seminars for freshmen, first year graduate students, faculty and staff that are designed to impact the climate of the school. Listed below is a description of some of our initiatives.

### Pre-College Efforts:

*Bioengineering Summer Camp*, is a one-week camp for middle and high school students that submerses students in bioengineering and regenerative medicine activities. The camp is led by a cohort of experience STEM education professionals as well as several Pitt bioengineering undergraduate students who act as camp counselors for the week.

*INVESTING NOW*, which has existed since 1988, works with high achieving high schools students, primarily from groups traditionally underrepresented in science, technology, engineering and mathematics (STEM), and prepares them for majors in STEM fields. Student participants attend advising sessions, college preparation and career awareness workshops, hands-on science and



engineering activities and a summer enrichment program that prepares them for the next academic year and exposes them to various engineering disciplines.

#### Undergraduate Efforts:

*Global Engineering Preparedness Scholarship Program (GEPS)* is a NSF funded scholarship program in the Swanson School of Engineering. GEPS helps to support the recruitment, retention and graduation of low-income students from underrepresented minority and majority populations. GEPS prepares students for the global marketplace by offering international opportunities, academic counseling, an academic living learning community, tutoring, faculty mentoring, peer mentors and participation in the Pitt EXCEL Summer Engineering Academy.

*Pitt EXCEL* is an undergraduate diversity program committed to the recruitment, retention and graduation of academically excellent engineering undergraduates, particularly individuals from groups historically underrepresented in the field. This program offers academic counseling, peer mentoring, tutoring and study sessions, career and graduate school preparation workshops, community building activities and a two-week math, science and study skills transition course for pre-freshmen.

#### Graduate Student Efforts:

The Engineering Office of Diversity sponsors recruitment and retention initiatives to support graduate education. Recruitment includes college visits and graduate school fair attendance and retention efforts include mentoring and community building.

*Alliances for Graduate Education and the Professoriate – Knowledge Adoption and Translation (AGEP-KAT)* is a NSF funded program in the Swanson School of Engineering. The program develops, coordinates, implements and assesses program activities and outcomes designed to improve faculty engagement, improve faculty awareness of the problems facing underrepresented minorities, develop a shared vision among vested faculty regarding the success of underrepresented minorities and foster an inclusive academic cultural climate for the success of underrepresented minority doctoral students.

#### Diversity Advisory Committee:

The Diversity Advisory Committee is a dean's committee that consists of faculty and staff members. This group advises the associate dean of diversity affairs and the dean of the school on issues related to diversity.

#### Diversity Training:

The Engineering Office of Diversity sponsors diversity training for freshmen students, first year graduate students, faculty and staff. The Engineering Office of Diversity, with the support of the Diversity Advisory Committee, also assists with faculty recruitment

Outreach efforts in the Mascaro Center for Sustainable Innovation (MCSI):

Through the MCSI, there are numerous outreach activities to the education and general community. Some of these events include a “Teach the Teacher” workshop that teaches local teachers to use an engineering design process in their classrooms, sustainability instruction to students and community members at the Kingsley Association, and education outreach efforts for students in INVESTING NOW, the Manchester Academic Charter School and Pittsburgh Public Schools.

## University Center for International Studies (UCIS)

**Belkys Torres, Ph.D.**

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The University Center for International Studies (UCIS) furthers our commitment to diversity and inclusion as the premier site driving Pitt's international and global engagement. We create, support and coordinate University-wide international programming, activities, services and collaborations that connect the University of Pittsburgh to the world.

A key goal of UCIS is to cultivate globally capable and engaged students toward lives of impact in their community and beyond. Our international experts and advisors help students navigate our academic options, offer counsel on internationalizing their career, and find ways to expand cultural awareness.

Further information on student resources is available here: <http://www.ucis.pitt.edu/main/Be-Global-Ready>.

We know that most areas of international distinction at Pitt are faculty driven. Accordingly, UCIS provides support and resources for faculty working in/on strategic world regions and key global issues, as well as faculty with expertise on regions and issues where Pitt has comparative advantages. Further information on faculty resources is available here: <http://www.ucis.pitt.edu/main/faculty>.

As home to six area and thematic studies centers—four of which are designated National Resource Centers (NRC) by the US Department of Education—we promote cross-cultural learning and research, while offering a wide range of services for academic and cultural support in the local communities, foundations, businesses and area schools. Students seeking to internationalize their curriculum can complement their undergraduate or graduate curriculum with one of 11 International Certificates, or a Bachelor of Philosophy, that focus on a particular region of the world or global issue (<http://www.ucis.pitt.edu/main/academic-credentials>). For more information on each area and thematic studies center, please click on the link below.

1. African Studies Program (ASP) advances the study and research of Africa, providing students with opportunities to expand and widen their knowledge of Africa and foster a greater understanding of the diverse continent. <http://www.ucis.pitt.edu/africa/>

2. Asian Studies Center (ASC) furthers an enhanced understanding of East Asia, South Asia, Southeast Asia, and the Pacific Islands. The center is also home to an award-winning Confucius Institute that promotes Chinese language and culture study. <http://www.ucis.pitt.edu/asc/>

3. Center for Latin American Studies (CLAS) expands and enriches academic resources relating to Latin America and the Caribbean at the University of Pittsburgh. These resources allow students and faculty to pursue research, enhance their expertise, and disseminate knowledge on the region.

<http://www.ucis.pitt.edu/clas/>

4. European Studies Center (ESC) advocates the study of Europe from a linguistic, literary, artistic, historical, economic, political, sociological, legal and public policy perspective. The center has been designated a Jean Monnet European Union Center of Excellence, promoting the study and knowledge of the European Union, including its institutions and policies. <http://www.ucis.pitt.edu/esc/>

5. Global Studies Center (GSC) promotes cross-cultural learning and research in six areas: changing identities in a global world; communication, technology, and society; conflict and conflict resolution; global economy and global governance; global health; and sustainable development. <http://www.ucis.pitt.edu/global/>

6. Center for Russian and East European Studies (REES) focuses on central and eastern Europe and the successor states of the Soviet Union. Research areas include: contemporary Russian culture, politics, and economics; societies in transition; international relations; southeast European studies; and Slovak studies. <http://www.ucis.pitt.edu/crees/>

We also enable student, scholar and faculty mobility through support services offered by the Office of International Services and the Study Abroad Office. The Nationality Rooms Program and Intercultural Exchange highlights the legacy of Pittsburgh's ethnic diversity while supporting students' cross-cultural experiences with scholarships to travel to the countries represented in each of our 30 heritage rooms.

The University of Pittsburgh is home to more than 3,000 international students and 1,500 international scholars and employees representing over 100 different countries. The Office of International Services provides immigration and related services to these individuals and works closely with the academic and administrative units hosting them. To help build a better

understanding of the unique needs of our international community, OIS offers the following programs and services:

- A series of workshops covering immigration and cultural topics offered through the Office of Human Resources' Faculty and Staff Development Program.
- The annual OIS Symposium which provides in depth and up-to-date information on issues relevant to those who work directly with the international population as department administrators, academic advisors, and others in similar capacities.
- Consultations and customized presentations to address topics of interest to a specific department or campus organization.
- Collaborative programs and outreach efforts to support other diversity efforts on campus.

Further information is available here: [www.ois.pitt.edu](http://www.ois.pitt.edu)

The Study Abroad Office offers a record number of 80 Pitt-developed Panther Programs in more than 75 countries. During AY2015, over 1,800 students studied outside the US, with the most popular destinations being London, Spain and Italy. With branch offices in the School of Engineering, the College of General Studies, the College of Business Administration, Pitt-Bradford, Pitt-Johnstown, and Pitt-Greensburg, the Study Abroad Office helps students explore academic travel possibilities from Panther Programs (summer, full-semester, and mini break options); Exchange Programs; internships and Pitt-recognized third-party programs. New programs will provide innovative experiential learning opportunities, while increasing the number of students— particularly from traditionally underrepresented groups—who engage in overseas study, service, or work experiences. Further information is available here: <http://www.abroad.pitt.edu>

The world-famous Nationality Rooms Program and Intercultural Exchange celebrates Pittsburgh's ethnic diversity and immigrant heritage in 30 classrooms nestled in the Cathedral of Learning, which evoke pride in their own heritage and appreciation of other cultures. The Room Committees remain active today, most notably in funding and selecting students for Nationality Room summer study abroad scholarships. The 30th Nationality Room, the Korean Heritage Room was dedicated on November 15, 2015. All but two Nationality Rooms—the Early American and the Syria-Lebanon rooms—are working classrooms. In 2014, the French and the Lithuanian rooms were upgraded with audio-visual credenzas—custom designed and hand crafted to mimic each Room's original design theme—bringing 21st century teaching technology to Rooms that had been in service for more than 70 years. Members of Quo Vadis, a student organization, conduct

guided tours of the Nationality Rooms for nearly 30,000 visitors each year. Further information is available here:

<http://www.nationalityrooms.pitt.edu>

## University Library System (ULS)

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The ULS is home to many specialized collections that comfortably fit under the umbrella of diversity, and several prominent ones are highlighted below. We believe, however, that all of the materials held by the ULS, when deeply and creatively approached and explored, can support knowledge and insight around topics of diversity in its many forms. In this Year of Diversity, the library seeks to actively support and partner with University colleagues to utilize our content, expertise and tools to propel forward our understanding of and engagement with diversity.

#### **From ULS Special Collections:**

##### Robert Johnson Papers

Robert Johnson was an assistant professor of dance at the University of Pittsburgh in the Black Studies Department and founder of the Pittsburgh Black Theater Dance Ensemble. The collection represents the works of prominent African Americans involved in dance, choreography, and music who went on to build solid careers and make meaningful contributions to the performing arts.

##### Kuntu Repertory Theatre

The Kuntu Repertory Theatre was the oldest and largest African-American performing arts center in Pittsburgh. Founded in 1974 by Dr. Vernell A. Lillie, Professor Emeritus in the University of Pittsburgh's school of Africana Studies, Kuntu produced more than 139 main-stage plays, toured with over 2,520 collages and plays and conducted over 530 master classes and workshops until it closed nearly 40 years later. Kuntu became nationally recognized for its development of celebrated playwrights and produced more than 180 plays by playwrights such as Vernell Lillie, James Baldwin, Kathleen Collins, Lorraine Hansberry, and Rob Penny.

This collection was recently acquired by the Special Collections Department and hasn't been inventoried or organized; therefore it is not yet open to the public.

##### Ramón Gómez de la Serna Papers

Ramón Gómez de la Serna was a prolific Spanish-Argentinian poet, novelist, and essayist, who is especially known for creating a new literary genre he named the "greguería." His works significantly influenced the avant-garde movement in Europe and Latin America. His personal

papers consist of approximately 60,000 handwritten notes and manuscripts, clippings, photographs, and annotated first editions from his library from 1906-1967.

### Rose Rand Papers

Rose Rand, one of the earliest celebrated female philosophers, was a student member of the Vienna Circle, a group of philosophers who met on a regular basis for discussions in Vienna, Austria, from 1922 to 1938, and who proposed new philosophical ideas about the conception of scientific knowledge. The papers comprise Rose Rand's personal and professional records, a significant amount of correspondence and working papers, as well as notebooks, research notes, manuscript fragments, and transcriptions from Vienna Circle discussions.

### Mary Roberts Rinehart Papers

Mary Roberts Rinehart (1876-1958) was a popular and prolific American author in the first half of the 20th century. Best known for her mysteries, Rinehart published poems, short stories, plays, articles, essays, memoirs, romances, and novels. Some of her works were adapted for stage, film, radio, and television. The Mary Roberts Rinehart Papers document her career as a writer, her life, her family, and her travels and activities. Not only was Rinehart known for her mysteries, but she was one of the first female war correspondents. In early 1915, Rinehart asked her *Saturday Evening Post* editor to send her to Europe to report on World War I prior to U.S. involvement. Rinehart toured the Belgian front and interviewed Albert I, King of the Belgians, and Queen Mary of England at a time when very few journalists were granted such access. Rinehart returned to Europe in 1918 to report on the war to the War Department and was in Paris on November 11 when the armistice ended the war.

### Pittsburgh Gay Periodicals

This collection of periodicals documents the gay experience in Pittsburgh during the 1970's, 1980's, and 1990's including titles such as *Pittsburgh Gay News*, *Gay News Pittsburgh Edition*, *Gay Life*, *Planet Queer* and *Pittsburgh's Out*. These periodicals document national and regional activism, news, and history as reported by the gay press.

### Civil Rights Pamphlets

Among these resources are several pamphlets published by the Communist Party promoting racial equality, promotional literature for the Urban League of New York, and publications of other important civil rights organizations.

Contact: <http://www.library.pitt.edu/ask-archivist>

### **From the ULS Archives Service Center:**

#### United Electrical, Radio and Machine Workers of America

Since 1936, the United Electrical, Radio and Machine Workers of America (UE) has prided itself on its diverse membership and leadership. The UE has developed a long tradition of fighting for equality in the workplace, as evidenced by their conference for working women and fair practices committee, among other initiatives. The UE was also the first major union in the country to elect



a female international officer. The UE archives contain records that detail the work of the union as they were one of the first to address the diversity of the American workforce.

#### Percival L. Prattis Papers

This collection contains documents relating to the life and career of journalist, Percival L. Prattis, executive editor of the *Pittsburgh Courier*, the predominate African American newspaper published in Pittsburgh but with a national circulation. Material in the collection includes correspondence, financial reports of the *Courier*, drafts of articles and stories, scrapbooks, and photographs primarily from the 1930s to 1960s.

#### Nationality Rooms

The University holds the archives of many of the committees that were formed to create, finance and build the Nationality Rooms in the Cathedral of Learning. These rooms reflect the melting pot of immigrants who flocked to Pittsburgh for work. Many ethnic groups responded to Pitt's Chancellor Bowman's call for participation in building the Cathedral. The rooms we have documented in the archives include Chinese, Czechoslovak, English, German, Hungarian, Indian, Lithuanian, Norwegian, Polish, Armenian, Austrian, Ukrainian, and Welsh.

#### Jean Witter Papers

This collection documents the activism of Jean Witter, a Pittsburgh lawyer, who was heavily involved with the National Organization for Women (NOW) and an advocate for the passage of the Equal Rights Amendment. This collection contains correspondence, meeting minutes, promotional material, personal notes and writings, and ephemera related to the women's rights movement.

#### National Council of Jewish Women, Pittsburgh Chapter

The National Council of Jewish Women (NCJW), Pittsburgh Section Records, consist of organizational records, including correspondence, memorabilia, reports, minutes, photographs, and oral histories for the period 1894 to 1997. The bulk of the records are from the NCJW Pittsburgh Section, however, there are some materials in the collection regarding NCJW state and national activities. Digital reproductions of the audio component of the oral history project are available online.

#### Irene Kaufmann Settlement (IKS)

The IKS was established in 1899 as the Columbian Council in a small Hill District home aiding Jewish immigrants; it later became the Irene Kaufmann Settlement House, a neighborhood social welfare agency, in 1909. The IKS was one of the first settlements of its kind in the United States and its highly successful programs served as models for similar institutions. Projects like the Better Neighborhood Contest, the milk well, the fresh air Lillian Kaufmann Camp, and the Better Baby Contest demonstrated the desire to build a strong community through health, education, and collaboration.

### Urban League of Pittsburgh

The Urban League of Pittsburgh was founded in 1918 in the Hill District providing social services and resources to a growing African American community. Early board members included Robert L. Vann (editor of the *Pittsburgh Courier* newspaper) and Walter A. May (founder of May Drug Company). Initial programs included education, job training, health care, social action, and the fresh air camp (Camp James Weldon). The Urban League of Greater Pittsburgh, as it is now known, still focuses on empowering African American men, women, and youth through economic, employment, educational, and health programs.

### Elsie H. Hillman Papers

Elsie Hillman was an advocate for greater inclusion of both African American and women's involvement in the political arena and specifically in the Republican Party at local, state and national levels. She also worked as a philanthropist to better the lives of all American's, particularly the poor, inter-city youth, and those affected by the HIV/AIDS crisis.

### Neighborhood Centers Association

Established in 1895 as the Woods Run Settlement House to serve the social service needs of the migrant/immigrant communities living in the industrial neighborhoods adjacent to Manchester and Woods Run in Pittsburgh, this organization provided recreational, educational, and health care needs to thousands of African Americans, Slovaks, Lithuanians, Russians, Ukrainians, Italians, and many others.

### American Service Institute

The American Service Institute was founded in Pittsburgh in 1941 with the purpose of working through the organized structure of the Pittsburgh community to promote better understanding and appreciation among people of all cultural and national backgrounds. The American Service Institute existed from 1941 through 1961. The Instituted created studies and reports on community projects, immigration and naturalization, the aged population, youth immigration, and customs and traditions of cultural groups.

Contact: <http://www.library.pitt.edu/ask-archivist>

### **University Library System (ULS) Diversity Resources: ULS/SIS Diversity Librarian Fellowship and Residency Program**

Beginning in 1998, the Diversity Librarian Fellowship and Residency Program offers minority candidates an opportunity to pursue the Master of Library and Information Science (MLIS) degree while gaining valuable, hands-on experience in a large academic library system and to date has graduated sixteen fellows. The goal of this two-year program is to increase the number of underrepresented racial/ethnic minorities within academic librarianship by providing the graduate education and the practical experience critical for successful entrance into the profession.

During the first year, the selected fellow receives a full-tuition scholarship to cover the completion of the MLIS program (three-terms) at the School of Information Sciences and a GSA appointment within the ULS. Upon successful completion of the MLIS program, the fellow

receives a 12-month residency appointment at the rank of Librarian I (Visiting). The actual residency assignment is made based on the particular interests of the fellow and the needs of ULS at that time.

## University of Pittsburgh Alumni Association

### **Kenny Donaldson**

*Director, Regional Clubs and Advocacy*

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- 1) Outreach, engagement and organization for the formation of the first Pitt Alumni Hispanic/Latin@ Alumni Council
- 2) Re-engagement of local efforts in Pittsburgh with black alumni connected with the African American Alumni Council (AAAC)
- 3) Revitalization of the Pitt LGBT Alumni Council (in conjunction with the School of Social Work)
- 4) Revitalization of the Jewish Alumni Council (JAC) (in conjunction with Pitt Hillel)
- 5) Establishment of an Alumni Mentor program with the BRIDGES program and the Pitt Excel Program
- 6) Increase engagement with Young Alumni from diverse backgrounds
- 7) Increase engagement with Blue and Gold Alumni from diverse backgrounds
- 8) Addition of 2 Young Alumni Director positions on the Alumni Board to increase diversity of Alumni Board population

## University of Pittsburgh- Bradford

**Christy L. Clark, MBA**

*Executive Assistant to the President  
Affirmative Action Officer/Title IX Liaison*

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Pitt-Bradford is committed to a sustainable, welcoming, diversity-friendly campus and surrounding community. We work together to promote a campus and community climate that welcomes all manifestations of diversity among students, staff, faculty, alumni and visitors to our campus. We hope to create and sustain a climate that will enable every single member of our university community to feel safe, valued and respected.

**"Create a diverse community of scholars"** is a major goal of our Strategic Plan for 2015-2020. This includes creating a mutually respectful, enterprising, and intellectually curious community of students, faculty, and staff who value and embrace diversity in all of its forms, manifestations, and expressions.

The specific initiatives are:

- Ensure that applicant pools for faculty/ staff vacancies contain adequate proportions of individuals from underrepresented groups.
- Expand student recruitment in secondary and tertiary markets and beyond to ensure that students from underrepresented groups apply and matriculate at Pitt-Bradford.
- Deepen our approach to diversity by developing richer academic and student life programming.
- Reiterate charge to President's Advisory Committee on Diversity and schedule at least one meeting each semester with the President.
- Using a variety of data sources, determine whether the climate on our campus is welcoming or antagonistic to diversity (race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability or status as a veteran).

### **Academics**

Pitt-Bradford considers diversity to be a central part of our academic mission. Courses throughout our curriculum welcome a variety of voices and points of view and incorporate texts from many perspectives. In courses ranging from composition, creative writing, literature, and

art to philosophy, political science, anthropology, nursing, and management and education seek to present ideas, students:

- explore ideas from non-dominant viewpoints;
- examine issues related to social movements, diverse cultures, prejudice and discrimination;
- apply critical lenses of **gender**, sexuality, class, and race;
- learn to articulate their own unique perspectives and engage with a wide range of ideas.

A list of specific courses that reflect focuses on diverse groups, cultures, and social issues is available at <http://www.upb.pitt.edu/diversity/>.

### **Campus Life**

We communicate to our students, faculty and staff that as a member of our campus community, they will be welcomed and that we value equality of opportunity, human dignity and diversity.

**Clubs and Organizations:** Pitt-Bradford has more than 60 clubs and organizations, which include many special-interest clubs that our students might find appealing.

**Residence Life:** We ensure that students will feel comfortable living on campus by providing many special activities:

- Annual Cultural Festival
- Coming Out For Equality
- Real Talk Series during Black History Month
- Take Back the Night

Additionally, our dining staff provides a wide range of food from many cultures, which students may choose from. During an international dinner, the dining staff made paella, spicy peanut soup, jerk chicken and pork pot stickers. Students are also encouraged to share a recipe from home with the dining staff so they can make it.

### **Resources**

**Title IX:** The Office of Affirmative Action, Diversity, and Inclusion (OAADI) has overall responsibility for providing leadership, resources, coordination, and oversight for the University's voluntary diversity initiatives as well as ensuring equal opportunity and compliance with related governmental requirements. Given the size, complexity, and collegial nature of the University, OAADI does not do this alone. The campus community contributes to the University's commitment to diversity and inclusion, through the work of faculty, staff and students at all levels of the University.

**Disability Resources and Services:** We're committed to providing equal opportunities to academically qualified students with disabilities so they can part of the university experience as much as is possible. DRS shares with the student the responsibility to create equal access so each student can achieve his or her academic goals.

**There are several people on campus students can turn to if they need to talk to someone.** Here are just a few:

- Christy Clark, Title IX Liaison and Affirmative Action Officer who handles sexual harassment/discrimination complaints
- Dr. Jim Evans, vice president and dean of student affairs
- Carma Horner, disability resources and services coordinator
- Ron Binder, associate dean of student affairs and LGBTS Alliance advisor
- Emilee Yormick, assistant director of residential life and housing
- Ryan Coll, assistant director of residential life and housing
- Darnell Barksdale, assistant director of residential life and housing
- Dr. Biodun Ogundayo, associate professor of French and comparative literature and a member of the Diversity Committee
- Dr. Helma deVries-Jordan, assistant professor of political science and LGBTS Alliance advisor
- James Salvo, assistant professor of speech and the advisor for the Asian Cultures Association
- Dr. Leslie Rhinehart, director of counseling services
- Liza Greville, part-time counselor

### **Religious Services on Campus**

Students are encouraged to meditate, reflect or pray in the Harriett B. Wick Chapel on campus, where people of all faiths and no faiths are welcome. The chapel is open Monday-Friday from 8:30 a.m. to 5 p.m. and Saturday and Sunday 4 to 8 p.m.

Two religious services are held in the Harriett B. Wick Chapel each weekend during the Fall and Spring Terms (with the exception of the weekends before and after Spring Recess, Easter weekend, and the weekend before final exams).

These services are sponsored by churches in the local Bradford area. Students, faculty, staff, and the public are invited to attend any of these services.

- **5 p.m. Saturdays -- Christian ecumenical and non-denominational**  
This 30-minute service is coordinated by the Rev. Stacey Fussel, pastor of the Church of the Ascension, on behalf of the Bradford Ministerium. Clergy or lay leaders from other churches -- Presbyterian, Methodist, Adventist, Independent, etc. -- also lead worship occasionally.

- **7 p.m. Sundays -- Catholic Mass**

The 30-minute Mass is coordinated by the Rev. Ray Gramata, pastor at St. Bernard Church in Bradford.

A list of religious services available in the community is also available on the Pitt-Bradford website



## **University of Pittsburgh-Greensburg**

### **Gayle Pamerleau**

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### **Sheila Confer**

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## **Pitt-Greensburg's Committee for Gender Equity**

In 2014, the Pitt-Greensburg campus, through its Center for Applied Research (CFAR), entered into a partnership with Blackburn Center and Seton Hill University (SHU), joining an initiative first developed between Blackburn Center and SHU in 2007.

Seton Hill University is a private, Catholic university located in Greensburg, PA. Blackburn Center serves Westmoreland County and advocates for the rights of all individuals to live free from in their homes and communities by eliminating the root causes of this violence and providing for the well-being and safety of survivors/victims.

The Committee for Gender Equity was formed to coordinate and manage the project on Pitt-Greensburg's campus. Members of the committee include faculty, staff, students and Blackburn Center staff. A smaller subcommittee regularly meets with representatives from SHU and Blackburn Center to communicate, collaborate and coordinate efforts on the two campuses.

The goal of this campus initiative is to change the attitudes and behaviors on college campuses that perpetuate rape culture, and the belief that gender violence is inevitable. Colleges and universities have traditionally been ineffective in addressing gender violence on their campuses. Most have offered educational programs aimed at female students with the intent of reducing their risk. Some campuses are now also attending to the aftermath of an assault – to improve a victim's experience, and, in some cases, attempt to hold the offender accountable for that assault. While these are important actions that all universities should be adopting, this approach still stops short of primary prevention. By focusing solely on risk reduction, we miss the broader question: what can we do to address the prevalence of violence in the first place? Examining this question requires a significant commitment of resources, a high level of trust, and a willingness to examine challenging issues on a college campus.

What began in 2007 has evolved and has produced not only results on the SHU and Pitt-

Greensburg campuses, but a model to be used with other colleges and universities. In less than two years the Pitt-Greensburg project has already launched curricular and campus activities, mandatory pro-social bystander training for all first-year students, diversity and Title IX training for staff and faculty, and has students participating in a survey that assesses the impact of programming.

As we continue this project, we will be focusing on the following broad strategies:

- Continued and expanded programming in coursework and campus-wide activities.
- Opportunities to mobilize student activists.
- Expanded involvement with faculty and staff in exploring their responses to the survey, and the capacity/skills they need to develop to be more effective role models.
- Full implementation of bystander intervention training across all campuses.
- Continued review of campus policies and procedures that are in any way related to gender violence, and analysis of Title IX implementation.
- Implementation of a campus climate survey, and analysis of the data as it impact project goals.
- Development of a Campus Resource Library Collaboration, to provide expertise and resources on pedagogy and curriculum development. SHU and Pitt-Greensburg are in the early stages of discussion regarding this resource.
- Exploration of opportunities to both share what we have developed and tap into successes at other universities, through participation in national conferences.
- Ongoing support by Blackburn Center staff for education programs for students, faculty and staff on response to victims of violence; and for students, an on campus presence of a Blackburn Center therapist.

### **Pitt-Greensburg Allies Network and Student Alliance Project**

The Pitt-Greensburg Allies Network was established in 2008 and provides a visible source of support and information for sexual and gender minorities. While other minority individuals usually can identify role models and mentors, the relative invisibility of sexual and gender diversity makes it more difficult for LGBTQA (lesbian, gay, bisexual, transgender, queer and allied) members of a university community to figure out where they can safely turn for similar support.

The Allies Network identifies individuals who can provide those resources. Upon completion of a 3-hour training, staff, faculty and student community assistants can choose to take an Allies Network sign for their office wall or door. Our Office of Housing and Residence Life requires all community assistants to complete the Allies Training but membership in the network is voluntary.

The Pitt-Greensburg Student Alliance Project, formerly the Gay Straight Alliance (GSA) is a student organization that was established in 2007. The group is very visible on campus and sponsors many annual events including “The Vagina Monologues,” Day of Silence, World AIDS Day and National Coming Out Day.

The change in name from Gay Straight Alliance to Student Alliance Project occurred for fall 2016 because the group wants to be more inclusive and welcoming to members of all gender and sexual identities.

Both groups work together closely and have a shared Facebook page.

<https://www.facebook.com/Pitt-Greensburg-Student-Alliance-Project-and-Allies-Network-221990461189688/>

For more information, contact:

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# Inclusive Recruitment PowerPoint

The following is the PowerPoint presentation delivered at the retreat by Audrey J. Murrell, Ph.D. – Associate Dean for the College of Business Administration and Director, David Berg Center for Ethics and Leadership and Cheryl Ruffin – Affirmative Action Manager in the Office of Diversity and Inclusion. Many thanks to them for lending their expertise!



University of Pittsburgh

## **Inclusive Recruitment of Pitt Faculty and Staff: Purpose, Position and Process**

**Audrey J. Murrell, Ph.D.**  
**Associate Dean for the College of Business  
Administration and Director, David Berg  
Center for Ethics and Leadership**

**Cheryl Ruffin,**  
**Affirmative Action Manager**





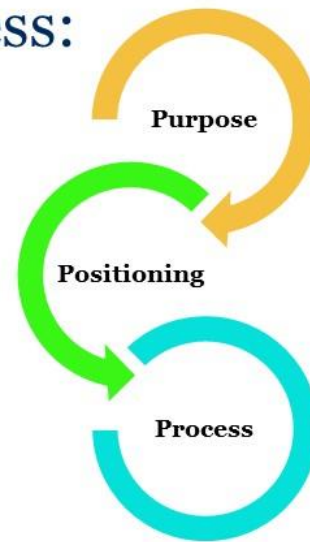
## Why Diversity Programs Fail

- *Dobbin and Kalev, HBR, 2016*
  - Rules and regulations alone are insufficient
  - You can't outlaw unconscious bias
  - Negative incentives and threats are counterproductive
  - Resistance to change is hard to overcome
  - Typical diversity programs don't drive meaningful engagement among diverse groups



## Research on Effective Recruitment

- Research identifies key components to the recruitment process:
  - Recruitment Objectives
  - Strategy Development
  - Intervening Factors





## Purpose

### University Strategic Goal

- *We aspire to be a university that embodies diversity and inclusion as core values that enrich learning, scholarship, and communities we serve.*

### The Provost's Commitment to Diversity and Inclusion

- *The Office of the Provost seeks to provide access to key resources and services to strengthen the recruitment, advancement, and retention of a world-class, diverse faculty at the University of Pittsburgh.*





## Purpose

- **Recruitment**

- “Seller’s market”
- Branding
- Identification
- Experience-focused
- Psychological contract

- **Selection**

- “Buyer’s market”
- Placement
- Hiring
- Process-focused
- Employment contract



## Positioning

- The power of the “Pitt Brand”
- Leveraging intangible assets
- Avoiding negative messaging
- Focus on recruitment as an “experience”
- Understanding recruitment as the beginning of the “psychological contract”



## Positioning

- The Power of Social Capital
  - Social networks are powerful sources of information, support and influence
  - Having good contact networks impacts positive job search outcomes
  - Social networks impact matching process and influence judgements of “fit”
  - Social ties also influence post-recruitment factors such as advancement and satisfaction



## Process

### Knowing the process

- Everyone in multiple ways - protections extend to all races, nationalities, religions (and lack thereof), sexual orientations, etc.
- Keep in mind discrimination is also prohibited against lesser known classifications, such as age (over 40), parental status, pregnancy, disability and veteran status.
- “Reverse Discrimination” is unlawful! Except, there is no such thing as “reverse discrimination” against non-veterans or non-disabled.
- Reasonable accommodations may be required for certain protected classifications – disability, religion, pregnancy.
- Quotas are not a part of our Affirmative Action Program (“AAP”).
- In contrast, goals (outcomes we strive to achieve) are permissible and a required part of our AAP.



## Process

Research tells us that we all – regardless of our identity – perceive and treat people differently based on their social groups, life and cultural history.

**This is implicit or unintentional bias**

<https://implicit.harvard.edu/implicit/takeatest.html>



## Process

### Research on Implicit Bias:

- In a mock hiring experiment:
  - Researchers found that faculty members in the sciences chose male applicants over females.
  - Faculty members ranked **identical** resumes with a male name as more competent.
  - Males were given higher salaries, even when the resumes were identical.
- Resumes with “white-sounding names” received 50% more call backs than those with “black sounding” names.



## Final Thoughts.....

- Achieving diversity requires proactive affirmative measure to ensure there is a diverse applicant pool and welcoming environment.
- Build commitment to diversity into the process.
- Beware of implicit/unconscious bias.
- Appoint a diversity officer to keep the group focused on proactive measures to promote diversity and inclusion.
- Use the resources available @Pitt!





## Office of Diversity & Inclusion

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