



Summary Report
Diversity Initiatives
Office of the Chief Diversity Officer
September 2006 through June 2008

Dr. Alfreda Brown
Interim Chief Diversity Officer
Office of the President
Rochester Institute of Technology

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To: Council on Diversity and Inclusion
President's Commission on Pluralism and Inclusion
Functional Partners Diversity Council

From: Dr. Alfreda Brown, Interim Chief Diversity Officer

Subject: Summary Report – Diversity Initiatives, AY06-07, AY07-08

Date: July 1, 2008

Thank you for your time, participation and effort towards establishing a descriptive foundation for the work within the office of the CDO (Chief Diversity Officer). We have accomplished much over the past two years. Our achievements would not have been possible without your support and commitment towards this important work.

The first initiative of the CDO office began with the formation of an advisory committee. The purpose of the Council on Diversity and Inclusion was to advise the CDO on annual and long term goals and other topics requested by the CDO, and evaluating diversity initiatives, diversity programs and service areas that target diverse populations across the university. The advisory role and initiatives from the council, to include programs implemented by the President's Commission on Pluralism and Inclusion, and implementation of the diversity scorecard by the Functional Partners Diversity Council have contributed towards the success of these goals.

As stated in Dr. Albert Simone's memo to the campus community regarding the position of the CDO, and as subsequently affirmed by President Destler, "The Interim CDO will utilize experience gained to help develop a refined job description for the national search for a permanent CDO that will be conducted at the end of the two year interim." Thanks to each of you, your work in these committees has provided important feedback that will support the permanent role of the CDO at RIT. More details about a national search for the position of the Chief Diversity Officer will be announced by President Destler in fall quarter.

Attached for your perusal is a summary of achievements from the past two years for the office of the CDO. Thanks again for your participation.

c: Dr. William Destler
RIT Vice Presidents and Deans



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Formation of the Advisory Council on Diversity and Inclusion

Several meetings were held with vice presidents regarding the direction of the CDO office and to establish members for the Council on Diversity and Inclusion. Suggested members for the advisory council were carefully selected based upon several factors. As a result, members of the council consisted of decision makers that hold direct responsibility for functional areas of diversity; influential people who are well respected across the university, and implementers who know how to get things done. Each person offered a special contribution to the group, having expertise in a specific niche, with an ability to visualize diversity from a total university perspective, while adding value to unique perspectives within the group. It was noted that those chosen would bring support toward sustaining previous accomplishments as well as expand the understanding of diversity at RIT.

Diversity Committees

The first meeting of the Council on Diversity and Inclusion was held December 15, 2006, and subsequent meetings were scheduled monthly through May 2008. Subcommittees of the advisory council were established based on goals and objectives for the work of the CDO. Three subcommittees were formed: the Diversity Action Plan Committee, the Diversity Assessment Committee; and the University Climate Study Committee.

In addition, external to the advisory council, a diversity network structure was proposed and implemented. The primary purpose of the RIT Diversity Network is to ensure communication and

integration of the work of diversity throughout the campus community, and to establish accountability and responsibility of diversity at all levels of the university. This structure was also intended to mitigate the tendency to target the work of diversity to a single department or committee. As part of the network, two additional committees were formed: the Senior Executive Diversity Council and the Functional Partners Diversity Council. Ongoing engagement with the Diversity Committee of the Board of Trustees was also heightened throughout the past two years and is noted as a distinct and important entity within the diversity network. The President's Commission on Pluralism and Inclusion remains a separate, however equally important, and vital entity in the work of diversity under the umbrella of the CDO responsibilities.

Overview of Diversity Initiatives

Council on Diversity and Inclusion

The advisory council meetings began with discussions rooted in numerous articles that highlighted best practices in diversity within corporate and academic institutions throughout the nation. At monthly meetings, the article reviews and regularly scheduled segments for open discussions titled *Pooling our Expertise* provided a foundation for better understanding of diversity concepts. The discussions also added credence to the knowledge and work experience among the members.

As the work for the office of the CDO began to unfold, goals and objectives were placed into work plans within smaller committee groups. The focus of the council meetings shifted to updates from the work of the subcommittees, and on occasion, there were lengthy discussions regarding diversity challenges that arose from within the RIT community. Meetings were held on the first Friday of each month for 1.5 hours. Subcommittee meetings were held separately from the regularly scheduled advisory council meetings. Members of this committee and subcommittee membership are noted in Appendix A.

Diversity Action Plan Subcommittee

The goal of this committee will ultimately lead to creation of a diversity action plan formulated from data collected from each of the subcommittees. This is a work in progress, as much of the RIT data needed is currently in process or in the collection phase. The action plan committee has assisted in initiating two important documents: RIT's Diversity Stance (Appendix B) which awaits final approval from Institute Council, and a description of the Diversity Scorecard Project (Appendix C). In addition, three levels of accountability for diversity, which display the structure of the RIT Diversity Network (Appendix D), provide a path for guiding, communicating and implementing the diversity action plan. The Diversity

Action Plan Subcommittee is also responsible for data collection to create an annual diversity status report.

The most important work to date for this committee is implementation of the Diversity Scorecard Project, launched in fall 2007. The diversity scorecard focuses on RIT women and AALANA (African American, Latino American and Native American) populations. The scorecard is typically used as an effective diversity assessment tool designed to enhance the numbers and success of underrepresented populations. The scorecard provides a succinct analysis that supports strategies and movement toward results. After the data are collected and analyzed, the scorecard will display an ongoing university level status for each diversity goal. The scorecard has three perspectives: Access, which focuses on recruitment; Retention, focusing on persistence, and Excellence, which focuses on achievement and success factors. As noted in Appendix C, baseline data were collected and disseminated to unit areas for engagement in an institutional self-assessment process. Once satisfactory agreement and approval of the data content were provided by deans and vice presidents, the data were benchmarked, analyzed and interpreted based upon metrics, improvement targets, strategies and timelines as identified by unit teams. The plans were collected from the colleges and divisions. Strategies for diversity goals were summarized from information in the plans as noted below.

Four access diversity goals were established and have been regularly monitored and updated by the president. These diversity goals are noted in Appendix F. The goals are designed to:

1. Increase the percentage of females in the freshman class to 40% by 2013.
2. Increase the percentage of AALANA in the freshman class to 14% by 2012.
3. Increase the percentage of women in tenure track faculty positions to 32% by 2012.
4. Increase the percentage of AALANA in tenure track faculty positions to 11.5% by 2012.

The strategies for Access Goal One, increasing the percentage of women in the freshman class, include the probability of an increase in fall undergraduate applications having a positive impact, implementation of new academic programs that are more attractive to women, implementing a female scholars program, increasing funding targeting women's initiatives, taking advantage of summer programs and more effort toward recruitment. Strategies for Access Goal Two, increasing the percentage of AALANA in the freshman class, mirror that of Access Goal One and include aggressive goals in building relationships with targeted high schools that serve significant minority populations. Currently, both Access Goals One and Two have already surpassed projections for fall 2008.

Access Goals Three and Four are to increase the percentages of women and AALANA in tenure track faculty positions. The most important strategy lies in full participation with the faculty recruitment plan within the Office of Faculty Recruitment. The colleges feel confident that recruitment goals for AALANA faculty and women can be met through full participation with the best practices as outlined in guidelines for faculty recruitment strategies, Future Faculty Career Exploration Program, “grow our own” opportunities and better planning for future openings. To date, RIT is on par with achieving projected access goals for 2008. Final data for 2008 will be collected and analyzed in October.

Four Retention goals and two Excellence goals were identified as follows:

Retention Goal One: *We will increase the retention rate of first year AALANA students to 93% by 2012.* The first year retention rate of AALANA students is almost equal to the retention rate of first year non-AALANA population of students, i.e., 2006 cohort: 89% majority, vs. 88.4% AALANA. Plans are underway for increasing the percentage rate for all students and a specialized focus will target AALANA students. Typically, it is after the first year that challenges in persistence rates become noticeable. However, bringing the retention rate higher in the first year will likely yield higher percentages for graduation rates at the end of 6 or 7.5 years. Beginning this summer, an ad hoc group appointed by the President will be charged with researching the challenges related to the persistence of AALANA students. Strategies include implementation of a student climate study and more involvement with first year students at the college level, such as creating a retention committee within each of the colleges, assigning each incoming student a counselor and providing financial counseling at the college level. There are several best practices at RIT. These are programs that have achieved success and through the work of the Functional Partners Diversity Council, this information can be shared with colleges that experience greater challenges.

Retention Goal Two: *We will retain AALANA tenure-track faculty at the end of two years at 95% to complement the increase of AALANA faculty to 11.5% by 2013.* This goal was recommended based upon the importance of retaining all new AALANA faculty hires from one year to the next in order to meet the recruitment goal of 11.5% of AALANA tenure track faculty by 2012. Based upon previous data, new AALANA faculty are most likely to leave RIT within the first two years of employment. Strategies include developing a mentoring program for all new hires, implementing a climate study; incorporating talent management strategies (some colleges are already engaged in this process), incorporating strategies to address corrective

action to help AALANA and women move from Associate Professor to Full Professor in reasonable timeframes, and implementing a plan of work for all new AALANA and women hires.

Retention Goal Three: *We will retain non-exempt staff at a rate commensurate with non-AALANA non-exempt staff in similar job categories.* The disparity between retention rates of AALANA staff and non-AALANA staff in non-exempt positions progressively widens from one year to the next. Implementing a university climate study will support finding explanations for this phenomenon. Other strategies mentioned included a university-wide mentoring program for all new staff hires and creating committees that address staff scholarship and staff professional growth and development.

Retention Goal Four: *We will retain AALANA exempt staff at a rate commensurate with non-AALANA exempt staff in similar job categories.* The same challenges identified with AALANA non-exempt staff exists within the AALANA exempt ranks as well. Again, this is an indication that the RIT working environment has challenges that must be addressed. It is hoped that the climate study will provide data that would be helpful. The strategies mirror those noted for non-exempt staff.

Excellence Goal One: *We will increase the 6-year graduation rate for AALANA students to 72% by 2012.* The 72% rate is for all students. The current graduation rate for all students is 64%. On average, the three subpopulations of the AALANA group have much lower graduation rates. Overall, the six-year graduation rate for the 2001 AALANA cohort is currently 57% versus 64% for the non-AALANA 2001 cohort. Further stratification will show African Americans six-year graduation rate is at a low of 36% vs. 63% when compared with majority students, according to data reported to IPEDS in 2006. Strategies will include retention improvement plans that are continuous beyond the first year, implementing steady corrective adjustments, more quickly fixing the challenges that students experience, and encouraging greater participation of AALANA into RIT stellar programs, i.e., the Honors Program, Learning Communities, and Study Abroad programs.

Excellence Goal Two: *We will increase the percentage of AALANA staff in exempt-level positions.* This goal is a new charge from the president. Although it has not been defined at the time of this report, it has been approved in principle and will be disseminated to the colleges and divisional units within the next few weeks as of the date of this report. Data showed that the

percentage of AALANA in exempt positions was quite low, however the percentage of women in exempt positions is not as drastic and therefore should only be monitored. One strategy noted was implementation of a thorough analysis of opportunities for promotion and hiring that will include an assessment of the current status and secondly, define a specific plan for moving forward. Another strategy was setting goals and objectives for staff demographics that mirror the same expectations for AALANA faculty.

In summary, when data were compared with benchmarks, RIT's access results overall were better than most other technical universities. Unfortunately, retention results were not as promising. One of RIT's greatest diversity challenges is in the area of retention. Retention strategies must include a variety of ways to create an environment that provides women and AALANA greater success. It is believed that retention is the ultimate indicator of success – if students persist, they will graduate; if RIT hires the best, RIT must work at retaining the best. Good talent always has more options. Therefore, incorporating talent management strategies will help retain highly talented women, AALANA faculty, students and staff.

At RIT, achieving diversity goals is a collective effort. Each area will contribute toward the overall goals. Each has determined what is reasonable based upon a set of unique factors. For example, some colleges have indicated stretch goals for increasing percentages of women and AALANA within their areas. To assist with eliminating associative barriers, the CDO will provide guidance and support where needed so that each college and division will show positive movement as outcomes are recorded within the diversity scorecard. What is most important is that collectively, all units will have contributed toward RIT's diversity success.

Diversity Assessment Subcommittee

The Diversity Assessment Subcommittee created two surveys to begin evaluating diversity initiatives, diversity programs, and services that target diverse populations across the university. Phase I assessment used an informal general approach, focusing on acknowledging and celebrating diversity work across the campus. More than 100 entries were provided to include K-12, International, GLBT, (Gay, Lesbian, Bi-sexual, Transgender) Gender, Race/Ethnicity, Deaf/Hard of Hearing, Disabled populations, and others. Phase I survey provided a wonderful display of diversity work in many areas across the campus. An outcome of Phase I was highlighting initiatives considered as best practices. The assessment committee reviewed data, interviewed key contacts and collected additional data focusing on

nine best diversity practices. As a result, a web-based promotional piece was created by three RIT students through an independent study course. An interactive media clip (QTVR – Quick Time Virtual Reality), displaying highlights of the nine best diversity practices, became a great example of how diversity drives innovation. The link to the QTVR can be accessed on the CDO website at www.diversity.rit.edu. This link is currently being considered for placement on the RIT homepage.

The second assessment, Phase II survey, gathered a comprehensive, descriptive list of diversity-related programs and services; ensuring representation from all colleges and divisions, with more defined data. The next action steps for the assessment committee will be to analyze the comprehensive reports to determine areas of strength and opportunity; to determine whether there are gaps in the needs of the subpopulations being served, and to determine how best to assess diversity services and programs on a regular basis, annually or bi-annually. An executive summary of the assessment of diversity initiatives is included as Appendix E.

University Climate Study Subcommittee

The University Climate Study Subcommittee is currently reviewing the 2003 Climate Study questionnaire to determine which questions are pertinent to assessing the current climate at RIT. The committee feels very strongly that some questions should be eliminated; others redefined, and some will prove to be useful as written. The new study will have a university approach, with broad categories to create a study that would be non-threatening yet informative. The study will be used as an indicator of trends, to better understand what is happening within the RIT environment since the last study, as well as provide evidence that may reveal the current status of the campus environment. The timeline for implementation of the study has been moved to fall of 2008.

The President's Commission on Pluralism and Inclusion

The Commission, established in 1991, is a university-wide committee comprised of RIT faculty, staff, students and administrators that regularly consults with the President of RIT on issues of diversity. The President meets with this group once each quarter during the academic year. The vision of the Commission is focused on equity, pluralism and inclusion. Pluralism at RIT celebrates individual differences as members of the RIT community work together toward the common goal of creating a pluralistic, inclusive and diverse community. Pluralism combines shared values that are incorporated into the vision and mission of the Commission, resulting in an enriched RIT organizational culture.

Through extensive programming, media, and policy change, the Commission promotes appreciation of all individuals in spite of differences in race, color, creed, religion, gender, age, national origin, marital status, sexual orientation, gender identity, gender expression, language use, and physical ability. Respecting and valuing differences results in positive change and becomes a key factor for promoting pluralism and inclusion at RIT. Members of this committee are listed in Appendix G.

Subcommittees of the President's Commission on Pluralism and Inclusion:

Program Development

Facilitate discussions on issues related to cultural diversity within the RIT community through events, workshops, seminars and other programmatic opportunities.

Communications and Marketing

Promote the work of the Commission, increase visibility of campus initiatives and news related to diversity.

Diversity Leadership

Through research of best practices, make recommendations regarding integration of diversity into the many facets of the University.

Future Planning

Research, develop and plan new strategic initiatives through external funding opportunities.

Community Affairs / Diversity and Inclusion

New committee charged to review the recommended strategies from the Board of Trustee Diversity Day as well as development and implementation of a university-wide calendar of events for diversity.

**Key Accomplishments of the President's
Commission on Pluralism and Inclusion**

- Creation and implementation of a diversity newsletter, *Diversity Perspectives*. Fall, winter and spring issues were distributed to the campus community.
- Newly revised and updated diversity website.
- 2008 Isaac L. Jordan, Sr. Faculty and Staff Pluralism Award and Isaac L. Jordan, Sr. Scholarship Award were presented during the month of April as part of the Expressions of Diversity Conference and the Student Government Banquet.

- Spring Quarter Coffee House series implemented new for 2008; focused on a documentary titled *Black/White*, developed by filmmaker R.J. Cutler and actor-rapper Ice Cube, in which an African-American family trades places with a Caucasian family.
- Successful implementation of the annual Expressions of Diversity Conference, Campus Week of Dialogue and Martin Luther King, Jr. Celebration.
- Name change of the Commission for Promoting Pluralism to the President's Commission on Pluralism and Inclusion
- Designed a video titled: *Diversity at RIT* displaying an array of perspectives about diversity from members of the RIT campus community.

Three Levels of Accountability and Responsibility

RIT Diversity Network: The Workflow of Diversity Initiatives

Level One

- 1 Senior Executive Diversity Council. Chaired by the President of RIT, this group consists of five top-level officers of the university, to include one member from the Board of Trustees. The purpose of this group is to engage continuous leadership from the top. This group will set policy, monitor progress against goals, and provide insight. The staff person assigned to this group is the Chief Diversity Officer. The executive group will meet three times or as needed within the academic year. This group has met once to define the process for the diversity scorecard project. Members of this committee are listed in Appendix H.

Level Two

- 2 Council on Diversity and Inclusion. Chaired by the Chief Diversity Officer, this group consists of decision makers representing diversity across many levels. The purpose of this group is to provide cross-organizational input to advise the CDO on annual and long term goals and to evaluate diversity initiatives, diversity programs, and service areas that target diverse populations across the university. Also known as an advisory council, this committee has met monthly throughout the past two academic years. The subcommittees of the council met as needed. As noted previously, members of this committee and the subcommittees are listed in Appendix A.

Level Three

- 3 Functional Partners Diversity Council. Chaired by the Chief Diversity Officer, this group consists of those directly responsible for the work of diversity within their respective units.

The purpose of this group is to collaborate, research and implement best practices; provide vision, mission, strategy and goals for the work of diversity within functional units; and to implement annual assessments with the assistance and guidance from the Office of the CDO. This group met bimonthly (four times) throughout the academic year. With support from the Diversity Assessment Subcommittee, members of this group have successfully implemented and collected baseline data for the Phase II assessment survey, and secondly, have worked with their respective dean or vice president to implement the Diversity Scorecard Project. The Student Government president and the chair of the President's Commission on Pluralism and Inclusion are members of this committee. Committee members are listed in Appendix H.

Annual Signature Programs of the Office of the Chief Diversity Officer

PARTNERSHIPS IN PLURALISM

October 2007 – June 2008

The Partnerships in Pluralism Initiative is in its fourth year of implementation. Under the leadership of the President, faculty, staff and administrators from across the campus are invited to participate. Participants are paired based upon a number of diverse variables, one of which is race and ethnicity. The goal of Partnerships in Pluralism is to improve the climate and effectiveness of diversity at RIT by providing opportunities for building trust and credibility. The first Annual Partnerships in Pluralism Alumni Social convened during the Expressions of Diversity Conference in April 2008. More than 100 current and previous partners attended. The success of Partnerships has been voiced by many throughout the RIT campus. A formal evaluation process and subsequent white paper was written referencing the first year of the initiative. This paper was accepted for a presentation at SAM (Society for Advancement of Management, Inc.) 2007 International Business Conference: *Global Challenges and Governance*, April 2007. The presentation at SAM was peer reviewed and resulted in publication of the white paper. In May 2008, The National Conference on Race and Ethnicity (NCORE), accepted a proposed seminar about Partnerships and a similar program, Global Leadership. The seminar at NCORE was evaluated with an overall excellent rating score.

GLOBAL LEADERSHIP CERTIFICATE PROGRAM

(In conjunction with RIT Leadership Institute)

October 2007 – May 2008

The Global Leadership Certificate Program, created in July 2006, targets students and is comparable to RIT's Partnerships in Pluralism Initiative. The program aligned with the goals and efforts of RLI

(RIT Leadership Institute), which are to give students an opportunity to learn about important leadership skills and to provide experiential educational opportunities to practice and apply skills. The purpose of the Global Leadership Certificate is twofold. The first is to create an experience for students, paired by race, ethnicity and other variables, to learn about the complexities of race, leadership and global challenges. Secondly, the program provides opportunities for networking and learning from other RIT students, faculty and staff through a peer and faculty/staff mentoring component. The mentoring component directly supports persistence of RIT students and ultimately will create graduates that are sure to have lasting relationships with RIT. This program was the second half of the presentation at the May 2008 (NCORE) National Conference on Race and Ethnicity. As noted with Partnerships in Pluralism, the seminar was evaluated with an overall excellent rating score.

CAMPUS WEEK OF DIALOGUE

October 22-26, 2007

Since 1998, Campus Week of Dialogue has offered campus members an opportunity to acknowledge, better understand and bring resolution to many important challenges experienced by members of the RIT community. This week engages faculty, staff and students in dialogue, ultimately heightening their sense of awareness, enhancing their comfort levels, and enabling constructive dialogue while addressing difficult issues related to diversity.

The 2008 dialogue focus was on “Awareness, Innovation and Action in Diversity.” This significant university-wide event was of great value in building a strong coalition of support on issues of diversity and the celebration of pluralism. The week-long celebration focused on opening dialogue about speaking, listening, discovering, learning and sharing, each uniquely designed to provide knowledge, develop skills, advocate for action toward personal growth and building appreciation and value for self and others. In turn, the dialogues fostered an appreciation of the differences that separate people, as well as the similarities that unite them.

The keynote speaker was Arun Gandhi, the fifth grandson of Mahatma Gandhi. His topic was: *Non-Violence – a Discussion with Arun Gandhi*. Mr. Gandhi discussed the modern evolution of the non-violent resistance movement that his grandfather launched more than 100 years ago. This movement, adopted by many in countries around the globe, resisted social injustice and oppression as a non-violent way to resolve conflict. This kind of resistance still speaks to efforts today in building a more inclusive and sustainable society. The collective wisdom of the keynote speaker, presenters, and participants is important to the continued success of RIT’s educational mission. Innovative programming throughout the week included the participation and leadership of students, faculty, and

staff discussing and facilitating topics of non-violence, civic responsibility and engagement, mind/body wellness awareness, equitable accessibility, and conflict resolution (taken from *Diverse Perspectives*, spring issue).

REV. DR. MARTIN LUTHER KING JR. BIRTHDAY CELEBRATION

January 15, 2008

This annual birthday celebration of the life and legacy of Dr. Martin Luther King, Jr. is one of the longest standing diversity programs at RIT, more than 25 years. The 2008 keynote address was delivered by Minett Professor Peter Jemison, titled “Dr. King’s Dream of Equal Opportunity: America’s Record 40 Years Later.”

EXPRESSIONS OF DIVERSITY CONFERENCE

April 28-May 2, 2008

The Annual Expressions of Diversity Conference (celebrating its sixteenth year) brings in well-known speakers from near and abroad. The conference is a week-long series of workshops, entertainment, and dialogue covering a variety of topics, including social and educational scholarly seminars, as well as culture, drama, art and musical presentations and/or performances. This year’s theme was *Diversity Drives Innovation*, featuring Frans Johansson, keynote speaker for Diversity Day 2008, on April 28; poet James Cohn: *The Avatars of American Sign Language, The Post-beat Poets and the Museum of American Poetics, A Discussion on Poetry, Diversity and the Digital Age*; Dan Napolitano and students from Alfred University: *Drawn to Diversity*; Peter Jemison and Jason Younker: *Stereotypes of Native Americans in Movies*; Prof. Michael Peres and Dr. David Cok: *Left Brain/Right Brain: Arts vs. Sciences*; Intercollegiate Diversity Agora: *Higher Education Panel: How Diversity Drives Innovation on Neighboring Campuses*.

2007 RIT DIVERSITY DAY

SPONSORED BY RIT BOARD OF TRUSTEES

April 23, 2007

The first Diversity Day Conference sponsored by the RIT Board of Trustees was held in 2002. At the recommendation of the Board of Trustees, a second Diversity Day was implemented. The objective of the 2007 Diversity Day conference was to “Reaffirm RIT’s Commitment to Diversity,” which was also the theme of the conference. Progress and barriers to achieving greater diversity success were discussed, facilitated by RIT Trustees and RIT Minett Professors. Diversity progress evidenced by the following: 33% increase of AALANA students in the last eight years; an average of 31% of all new faculty hires for the last four years were AALANA faculty; four out of seven student

government presidents have been AALANA students in recent years; and a female deaf student held the position as president of Student Government in 2006-2007 academic year. While RIT has had diversity successes, it was not visibly evident in many departments and it was recommended that each college and division should be measured on their progress and be held accountable for their results. Specific barriers included: not holding people accountable, not effectively communicating expectations, insufficient or lack of support tools, lack of clarity and focus regarding university-level priorities, and lack of clarity communicated within colleges and divisions. To address these barriers, three levels of accountability (as noted previously) are now in place in the form of a diversity network to focus responsibility at the levels where change is more readily effective. The diversity scorecard project was also implemented to enhance measurement and accountability of diversity success.

Stephen Young, author of Micro-inequities: The Power of Small was the keynote speaker, addressing the subtle messages that negatively impact performance, learning, growth and development of individuals. Barriers that hinder RIT's growth were identified as:

- inexperienced faculty and “rank-ism;”
- unintentional micro-inequities that devalue students;
- showing lack of respect in meetings;
- misuse of email and other technology;
- no access to face-to-face time with professors;
- isolated staff, faculty, and students;
- not having a broader understanding of international requirements;
- treating staff unfairly and with indifference due to rank-ism.

Strategies for eliminating micro-inequities were described as:

- awareness through training at all levels - management, faculty, staff and students;
- develop follow-up strategies and tools for victims of micro-inequities;
- learn to be direct – e. g. effective leaders use straight talk when appropriate (not disingenuous), applaud in public and criticize in private, hold each other accountable and address each case as it happens;
- learn how to self-monitor, and build awareness through dialogue and tools such as the new honor code newsletter.

Representatives from Academic Senate, Staff Council and the President's Commission on Diversity and Inclusion were assigned to review a process for managing acts of misconduct. The ad hoc committee, DHCC (Dishonorable Conduct Committee) has met several times throughout the year.

Recommendations have not been finalized at this time, however, the following website provides a detailed progression of their discussions: <http://ritaup.org/documents/dhcc/>.

The path forward focused on continuous learning and accountability. For continuous learning, the following were suggested:

- invite Stephen Young back for an in-depth review of micro-inequities;
- utilize a short recording of the micro-inequities seminar to share with individual units;
- use the book by Stephen Young as a tool for discussion at staff and faculty meetings;
- use newsletters, television opportunities and other print media to discuss the value of ethical and honorable behavior.

For accountability, suggested ideas were:

- initiate self reflections;
- learn what constitutes micro-inequities and dishonorable behavior;
- take personal actions to minimize occurrences and impact;
- incorporate leadership / management seminars to support diversity training and professional development;
- develop a strategy that assesses behavior and conduct into annual performance appraisal process;
- utilize RIT honor code to assess rules of conduct;
- incorporate diversity scorecards, which include metrics, across all colleges and divisions to measure diversity success.

The Office of the Chief Diversity Officer has aligned with CPD (Center for Professional Development) to enhance training and professional development opportunities for all members of the RIT community. Discussions with the office of Faculty Teaching and Learning will also take place to support future programming with faculty involvement. As a result of the success of this conference, Dr. Destler has requested an annual Diversity Day Conference.

2008 RIT DIVERSITY DAY
SPONSORED BY RIT BOARD OF TRUSTEES
April 28, 2008

The theme of 2008 Diversity Day was *Diversity Drives Innovation*. This focus became the prelude for the first Imagine RIT Innovation and Creativity Festival that was held the following Saturday, May 3.

The objective of the conference was to learn how one incorporates diversity into innovative strategies based upon the following principles: a) understanding the facts about innovation; b) building a culture of innovation; and c) taking action. The keynote address was provided by author and thought leader, Frans Johansson. Frans described an “explosion” of remarkable ideas when a group of diverse people with diverse ideas intersect. Frans stated, *“For most of us, the best chance to innovate lies at the intersection.... Not only do we have a greater chance of finding remarkable idea combinations there, we will also find many more of them.”* Frans encouraged the RIT community to think about how diversity adds to creative and innovative ideas and states that, *“If we can just reach an intersection of disciplines or cultures, we will have a greater chance of innovating, simply because there are so many unusual ideas to go around.”* He stated that there has never been a better time to do this than now.

A four-hour Train the Trainer seminar was provided targeting members of the Functional Partners Diversity Council with a goal for replicating what was learned in meetings with those in their respective colleges and divisions. Five steps for creating a culture of innovation were discussed:

1. Breaking down associative barriers
2. Finding inspiration
3. Staffing for innovation
4. Managing diversity
5. Leveraging diversity

Participants identified at least one action they could do immediately to begin driving diversity through innovative thought processes. A brainstorming session was held to encourage breakthrough thinking, focusing on strategic initiatives for the recruitment and retention of AALANA and women. The question for brainstorming was *How can you use your existing diversity to innovate the following?*

- 1) Engage RIT leadership to drive action and commitment for diversity;
- 2) Increase recruitment and retention of diverse student populations;
- 3) Increase recruitment and retention of diverse faculty for tenure track positions;
- 4) Improve the RIT brand as a global institution; and
- 5) Create and foster a campus environment where diversity is valued, appreciated and encouraged.

There were many “out-of-box” ideas discussed. A summary list of these innovative ideas will be shared with the deans and vice presidents for consideration. These ideas can be aligned with the strategic objectives of the diversity scorecard project as outlined by the RIT leadership.

THOMAS JEFFERSON HIGH SCHOOL CAREER CONFERENCE

May 16, 2008

RIT faculty, students and staff serve as counselors to review career portfolios from Thomas Jefferson High School students that were prepared throughout the school year. Discussions with students

focus on skill areas, college aspirations and career goals. Approximately 85 students from Thomas Jefferson High School attended the conference with approximately 50 faculty, staff and students serving as counselors. In its fourteenth year, this program directly supports initiatives for increasing the pipeline of underrepresented students that will attend college.

CDO Summary of Responsibilities / Community Service Professional Development / Recognition

Summary of CDO Responsibilities

1. Plan, implement, and evaluate with the Diversity Committee of the Board of Trustees, RIT's annual major diversity conference sponsored by the Board of Trustees.
2. Monitor and provide support for progress toward increasing RIT AALANA and women populations, monitor diversity score card progress, monitor gap funding process, work with deans, department heads and manager of faculty recruitment, and attend related functions and activities.
3. Provide guidance for a comprehensive plan to improve AALANA student persistence. (See the Education Sector report: an independent think tank located in Washington, D.C., that released the report, *Graduation Rate Watch: Making Minority Student Success a Priority*.
http://www.educationsector.org/research/research_show.htm?doc_id=678433)
4. Implement a university climate study
5. Implement a university-wide diversity assessment process
6. Create and distribute an annual diversity status report
7. Plan and implement initiatives for the Minett Professor and the RIT Distinguished Minett Professor Alumni Group
8. Plan, implement, and evaluate the annual Partnerships in Pluralism Initiative for faculty and staff
9. Plan, implement, and evaluate the annual Global Leadership Certificate Program for students in conjunction with RLI (RIT Leadership Institute)
10. Provide co-sponsorship funding for RIT students, student clubs and RIT department and college initiatives related to diversity

Community Service

11. Internal Community Service to the Institute (partial list of RIT committees):
 - Advisory Committee for the Women's Center
 - RIT Institute Review Board
 - President's Advisory Commission on the Status of Women

- Institutional Research Advisory Committee
- Provost Deaf Access Committee (Chair, Committee on Audism; ASL Committee)
- Administrative Council
- Institute Council
- Board of Trustees / Diversity Committee

12. External Community Service, Rochester Community (partial list):

- Chair, Freedom Celebration Committee; planned, raised funds [more than \$200,000] and implemented a scholarly international conference focusing on Frederick Douglass and the history of Rochester's underground railroad in conjunction with the City of Rochester and the County of Monroe Freedom Trail Commission, September 2007
- Chair of the Board of Directors, Workforce Diversity Network. Leading role in planning and implementation of the Diversity National Conference: The Case for Diversity: It's Everybody's Business, May 2006
- National Kidney Foundation: Outreach Committee, NKF Speakers Bureau, Board of Directors
- Rochester Hearing and Speech: Long Range Planning Committee, Board of Directors
- African American Leadership Development Program: Chair of Curriculum Committee; revised curriculum focus for 2008; identified teaching faculty for September 2008 program
- Rochester Rotary Club: Scholarship Committee and mentor for third grader
- Junior Achievement: Taught fifth grade class (1 hour/week for two five-week sessions, 2007 and 2008)
- Pillars of Hope: Plan and implement activities for fifth grade class at School 29; children spent a day at RIT

13. Speaking engagements / workshop and seminar presentations (partial list):

- Presenter at Eastman Kodak's 7th Annual North Star Network Women's Leadership Conference: Succeeding Amidst Corporate Change, June 21, 2006. Seminar titled "Overcoming Career Menopause"
- Presentations at St. John Fisher College: Recruitment, Retention and Campus Climate Series, April 4, 2006: "Placing Diversity at the Core of Institutional Excellence" (A. Brown, R. Baker); St. John Fisher 2007 Campus Diversity Advisory Board Conference: Academic and Environmental Institutional Assessment, May 23,

2007, “Review of the 2003 RIT Climate Study” (A. Brown, J. Voelkel and P. Hauser); EdD program in Executive Leadership, Leadership and Diversity, June 27, 2008, “Transformational Leadership: Fire in the Belly”

- Presentation at the University of Rochester Task Force on Faculty Diversity and Inclusiveness, June 8, 2006: “RIT Report on Diversity Initiatives” (A. Brown, R. Baker, and E. Boyd) and November 7, 2007: “Diversity Initiatives at RIT” (A. Brown)
- Keynote speaker for the Association of Ghanaians and Friends 50th Anniversary Celebration of Ghana’s Independence, Golden Jubilee, March 10, 2007. Speech titled “Championing African Excellence”
- Welcome to Rochester speech for the United States Army Minority College Relations Program and Technical Assistance Workshop, October 1, 2007
- Presentation at SAM (Society for Advancement of Management) 2007 International Business Conference: Global Challenges and Governance, April 2007 (Paper published: *Facilitating communication among racially/ ethnically diverse members of the campus community: Rochester Institute of Technology’s Partnership in Pluralism Initiative* (A. Brown, I. Parasnis, K. Jenkins)
- Presentation at NCORE (National Conference on Race and Ethnicity) May 2008. “Facilitating Communications among Diverse Members of a Campus Community: Partnerships in Pluralism Initiative and Global Leadership Career Certificate Program” (A. Brown, S. Whitmore)
- Welcoming speech for the New York Gear Up Conference, April 14, 2008

14. Provide leadership for the Inter-Collegiate Diversity Agora, consisting of approximately 27 regional higher education institutions. This group aims to work collectively toward common goals; share best practices; plan and implement regional and national diversity conferences. The first meeting was held at Wells College (2007); the second meeting held at RIT (May 2008); the third meeting to be held at Keuka College in July 2008

Professional Development (partial list)

15. Attended the Annual Chief Diversity Officer Forum (2007 and 2008), and the American Council on Education Conference (2008). Seminars focused on the work of the CDO. New professional memberships in the National Association of Diversity Officers in Higher Education; the Hispanic Association of Colleges and Universities; and the American Association for Affirmative Action

16. Teaching:

- Adjunct Faculty for the School of Hospitality and Service Management, Executive Leader Program, College of Applied Science and Technology (November 12 – 16, 2007) Kosovo, Croatia; Santo Domingo, Dominican Republic (May 6 – 10, 2008)
Course: *Service Leadership*
- Faculty member for United Way African American Leadership Development Program. Course: *Developing a Personal Leadership Plan* (1998 – current)
- Faculty member and Associate Dean for the School of Life Group Leaders, New Life Ministries, 820 Wellington Avenue, Rochester, N.Y. Courses: Variety; focusing on spiritual leadership (2001– 2008)

17. Recognition (nominations recognizing community service):

- Nominated for RIT Four President's Award (2006, 2007)
- Nominated for RIT Staff Council Award (2007, 2008)
- Nominated for the Howard Coles Society Award (2007)
- Nominated for Women's Council of Rochester Business Alliance Athena Award (2008)

Appendices

APPENDIX A
MEMBERS OF THE COUNCIL ON DIVERSITY AND INCLUSION
and SUBCOMMITTEE MEMBERSHIP

- | | |
|------------------------|---|
| 1. Carl Atkins | Professor, Fine Arts, College of Liberal Arts |
| 2. Margaret Bailey | Associate Professor, Kate Gleason Endowed
Chair, College of Engineering |
| 3. Sean Bennett | Director, North Star Center |
| 4. Heath Boice-Pardee | Associate Vice President, Student Affairs |
| 5. Nicole Boulais | Assessment Coordinator, Student Affairs |
| 6. Jeffrey Cox | Director, International Student Services |
| 7. Diane Ellison | Director, Part-time and Graduate
Enrollment Services |
| 8. Franziska Frey | Associate Professor, School of Print Media,
College of Imaging Arts & Sciences |
| 9. Ian Gatley | Dean, College of Science |
| 10. Joan Graham | Director, Institutional Research |
| 11. Jennifer Gravitz | Assistant Professor, National Technical
Institute for the Deaf |
| 12. Jeffrey P. Hering | Director, Center for Religious Life |
| 13. Andreas Langner | Professor of Chemistry, College of Science |
| 14. Katherine Mayberry | Vice President, Special Projects |
| 15. Donna Rubin | Director, Women's Center |
| 16. Patty Spinelli | Assistant Vice President, Human Resources |
| 17. Jason Younker | Assistant Professor, Sociology and
Anthropology, College of Liberal Arts |

COUNCIL ON DIVERSITY AND INCLUSION
SUBCOMMITTEE MEMBERSHIP

DIVERSITY ACTION PLAN SUBCOMMITTEE

Diane Ellison, Joan Graham (Co-Chairs)

Carl Atkins

Sean Bennett

Andreas Langner

Patty Spinelli

Diane Spang*

UNIVERSITY CLIMATE STUDY SUBCOMMITTEE

Robert J. Barbato* and James Myers* (Co-Chairs)

Jeff Cox

Jeff Hering

David Mathiason*

Katherine Mayberry

Donna Rubin

Patty Spinelli

Jennifer Gravitz

Steven LaLonde*

DIVERSITY ASSESSMENT SUBCOMMITTEE

Nicole Boulais (Chair)

Heath Boice-Pardee

Margaret Bailey

Franziska Frey

Ian Gatley

Jason Younker

Thomas Warfield*

**Denotes Members at-Large*

APPENDIX B

RIT'S DIVERSITY STANCE (DRAFT)

DIVERSITY DEFINITION

At RIT, diversity is defined as differences that come in a variety of opinions, abilities, experiences, cultures, races, ethnicities, genders, gender identities and expressions, national origins, religions, languages, appearances, personalities, sexual orientations and many other types of human distinctions between individuals and groups.

RIT'S DIVERSITY STANCE

- RIT is committed to fostering a campus environment where human differences are recognized, appreciated and leveraged to achieve the highest level of performance among community members.
- RIT prides itself on being culturally aware and respectful of human dignity in a world where cultural differences abound.
- We view diversity as the inclusion of a dynamic variety of human distinctions and value it as our universal approach to increase the quality of education.

RIT believes diversity is maximized by:

- Expanding our knowledge and awareness of both local and global societies;
- Providing opportunities for broad-based experiences across cultures, countries and societies;
- Promoting creativity, innovation and practical applications as a way of learning and integrating diversity of thought;
- Fostering a collaborative environment that values the contributions of all members of the RIT community.

DIVERSITY STRATEGIC OBJECTIVES

Goal: RIT will facilitate a campus climate where the value of diversity and its importance in creating a sense of community is recognized and appreciated.

Strategic Objectives:

- RIT will incorporate human diversity throughout the curriculum.
- *RIT will recruit and retain a diverse population of students, faculty, and staff.*
- *RIT will review and take appropriate action towards the systemic influences most likely to be perceived as enablers or barriers to success for women.*
- RIT will encourage individual responsibility for achieving the university's pluralism goals. Faculty and staff will include actions toward these goals in their annual plans of work *as appropriate.*
- RIT will continue to support and expand the university's programs to diversify and build community (e.g. Partnerships in Pluralism).
- RIT will selectively invest with local partners to reach out to *under-represented* populations in order to increase the pipeline of qualified students into mathematics, science, engineering and technology.

Italics are additions and/or changes to statements in the RIT Strategic Plan

APPENDIX C

DIVERSITY SCORECARD DESCRIPTION

ROCHESTER INSTITUTE OF TECHNOLOGY

DIVERSITY SCORECARD PROJECT

RIT Diversity Directive

RIT's Strategic Plan states the following diversity goal: "RIT will facilitate a campus climate where the value of diversity and its importance in creating a sense of community is recognized and appreciated." Two diversity strategic objectives align with the Diversity Scorecard Project: "RIT will continue to support and expand the university's programs to diversify and build community" and "RIT will continue to review the status of women."

The underrepresented populations of Women and African American, Latino American, and Native American students, faculty and staff are the focus of the diversity scorecard. RIT is committed to fostering a campus environment where human differences are recognized, appreciated and leveraged to enhance the learning experiences of all members of our community. Therefore, this project supports the RIT diversity strategic goal through strategies focused on access, retention and excellence.

Description of the Diversity Scorecard

The diversity scorecard, utilized in business and education sectors, is an assessment tool designed to enhance the success of underrepresented populations. Baseline data for designated populations are collected and disseminated to unit areas for engagement in an institutional self-assessment process. The data are analyzed and interpreted based upon metrics, improvement targets, strategies and timelines as identified by unit teams. Results include strategic actions aligned with precise data, rather than data assumptions. The scorecard provides an opportunity for a succinct analysis that supports the implementation of strategies for improvement. Leadership is typically held accountable for achieving desired diversity outcomes.

The Diversity Scorecard Process¹

- Fosters institutional effectiveness for achieving diversity outcomes by increasing the capacity to interpret and share existing institutional data disaggregated by gender, race and ethnicity.
- Expands institutional knowledge about specific underlying factors that result in achievement gaps for underrepresented populations in areas of access, retention, and excellence.
- Engages unit teams in "fine-grained" analyses to develop individualized performance goals and benchmarks that are unique and specific to unit areas.

¹ Similar to the *Equity Scorecard* which was developed by Dr. Estela Mara Bensimon at the Center for Urban Education, University of Southern California (<http://www.usc.edu/dept.education/CUE/>).

The focus of the RIT Diversity Scorecard targets improvement outcomes for Women and African American, Latino American and Native American students, faculty and staff in areas of access, retention and excellence. A four-step process², similar to that of the University of Wisconsin, will be utilized.

Step 1: Creating Campus Unit Teams

- Include top leadership, faculty, staff, institutional researchers

Step 2: Analyze Data Disaggregated by Gender, Race and Ethnicity within the Framework of Three Perspectives

- Access Focus: Female student enrollment, African American, Latino American and Native American (AALANA) student enrollment; AALANA and Women in tenure track faculty positions.
- Retention Focus: AALANA student persistence, AALANA faculty and staff persistence.
- Excellence Focus: Enhanced graduation achievement of AALANA students and career advancement for AALANA faculty and staff.

Step 3: Develop the Scorecard

- Select goals, measures, and define benchmarks where improvement targets have been identified in each of the three perspectives: access, retention and excellence.

Step 4: Report to President, RIT Community and RIT Board of Trustees

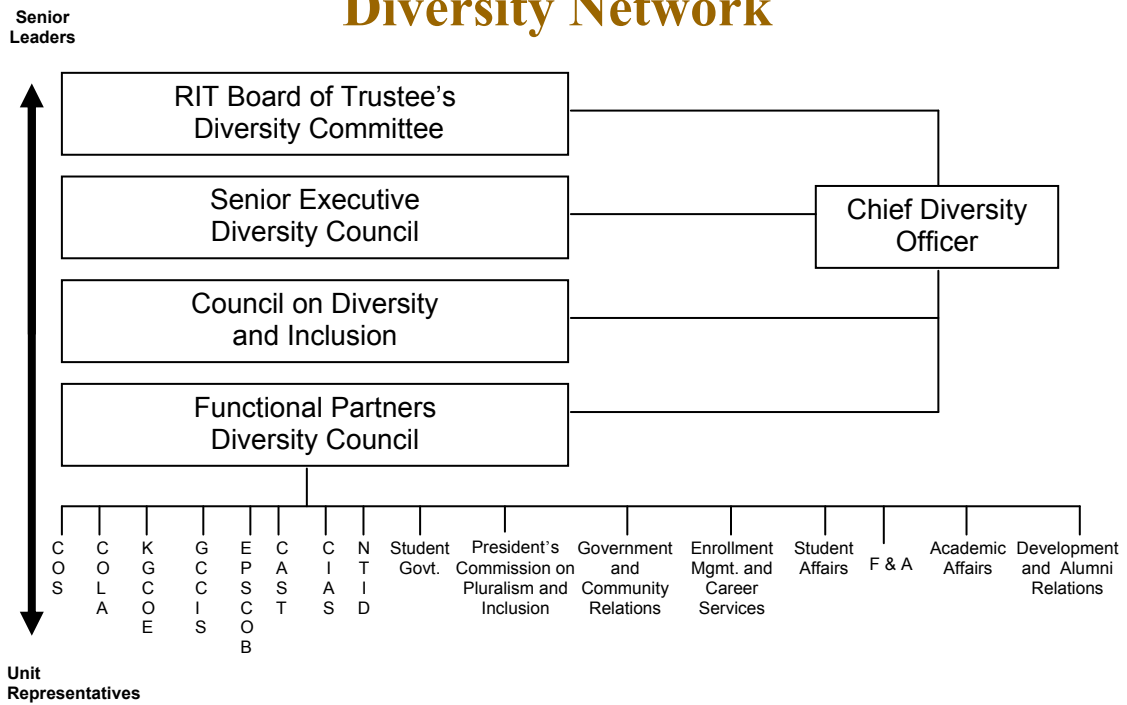
- Develop a succinct scorecard, populated with university level baseline data utilizing three perspectives: access, retention and excellence, to include improvement targets based upon established benchmarks as they relate to defined goals.

² Q:/www/oadd/equity/overview.doc

APPENDIX D

RIT DIVERSITY NETWORK

RIT Diversity Network



01-July-08

APPENDIX E

EXECUTIVE SUMMARY ASSESSMENT OF DIVERSITY INITIATIVES

ROCHESTER INSTITUTE OF TECHNOLOGY

Diversity Initiatives across RIT

Office of the Chief Diversity Officer

Conducted by Assessment Subcommittee of the
Council on Diversity and Inclusion

Phase I Assessment Survey Conducted 2006-07

Phase II Assessment Survey Conducted 2007-08

Phase I Assessment Survey

- Primary Purpose: Gather listing of current diversity initiatives at RIT in order to acknowledge and celebrate work already being done on campus
- 100 program initiatives were submitted from across the campus
- A variety of target audiences were served by these programs including K-12, International, GLBT, Gender, Race/Ethnicity, Deaf/Hard of Hearing, and Disabled populations

- NEXT STEPS:
 - Develop a Phase II survey to further detail the information about diversity-related programs and services across the campus, ensuring representation from all colleges and divisions.
 - Utilize the program information collected to select and highlight a series of initiatives using a web-based promotional piece. This is being developed during Spring 2007-08 by three New Media students from the College of Imaging Arts and Sciences.

Phase II Assessment Survey

- Primary Purpose: Gather a comprehensive baseline list of diversity-related programs/services across all RIT colleges and divisions
- Responses from all colleges and divisions were received with one exception
- A variety of target audiences were served by these programs/services including K-12, international, GLBT, Gender, Race/Ethnicity, Deaf/Hard of Hearing, and Disabled populations

- NEXT STEPS:
 - Analysis of data to determine areas of strength and opportunity (gap analysis) for the needs of subpopulations being served across the campus – may be especially useful when matched with data from the climate survey. Are perceived needs being matched to actual services?
 - As this survey was designed to capture baseline data, it is envisioned to be re-administered in the future (maybe every 2 years). Submitted data could be sent back to college/division leaders for updating on a regular schedule.

- Analysis of current evaluation techniques may be warranted in order to provide leadership and training for the University related to the assessment and evaluation of diversity initiatives.

Summary of Responses from the Phase II Baseline Survey

1. Does the primary mission/goal/objective statement for your college/division include SPECIFIC language about diversity or inclusion?
 - a. Yes – 10
 - b. No – 5

Sample: College of Liberal Arts:

- Mission, Vision, and Core Values: Mission 1.b. “The College further strives to prepare students for a lifetime of personal growth and responsible citizenship in an increasingly technological and rapidly changing society by maintaining and promoting the intellectual climate on campus, contributing to students’ awareness and understanding of diversity, and enhancing students’ abilities to reason critically and communicate effectively.”

2. Does the primary mission/goal/objective statement for the major departments within your college/division include SPECIFIC language about diversity or inclusion?
 - a. Yes -10
 - b. No – 5

Sample: Academic Affairs:

- Mission of the Office of K-12 Partnerships Program. To provide comprehensive services to students from the K-12 population who are members of under represented groups in the STEM disciplines (AALANA and females from all ethnic groups) that will help them to prepare for STEM programs in post secondary education. These services include academic remediation and enrichment, leadership skills development and applied learning experiences in STEM disciplines.
Goal: To increase the number of well qualified students from under represented groups who apply to post secondary programs in STEM disciplines and persist in those disciplines to college graduation.

3. Does your college/division house ENTIRE departments with a primary focus on serving specific subpopulations related to diversity/inclusion initiatives (at least 50% of the work done by this department is focused on serving this population)?
 - a. Yes – 9
 - b. No – 6

Twenty departments identified were designed to serve students from multiple subpopulations ranging from race/ethnicity to GLBT.

Sample: Student Affairs:

- Disability Services: 100% of population served is considered disabled
- Counseling Center: NTID psychological services for deaf and heard of hearing
- TriO: disabled, first-generation, low-income
- Athletics: NTID CIAS Support Team, Intercollegiate Athletics Wellness programs
- North Star: AALANA students

- Religious Life: International and faculty, ethnic/cultural student organizations, deaf/hard of hearing, Muslims, Jews, Christians
 - Campus Life: GLBT Center
 - Women’s Center: Women
 - English Language Center: Yes, 100% of the work we do is dedicated to serving international students, deaf students, and students of various religious and ethnic back-grounds as well as providing workshops on intercultural communication for faculty and staff.
4. Does your college/division employ STAFF or FACULTY with a primary focus on serving specific subpopulations related to diversity/inclusion initiatives (at least 50% of the work done by this individual is focused on serving this population)?

- a. Yes – 10
- b. No – 5

Over 70 individual staff or faculty were identified who dedicate at least 50% of their time to serving a special subpopulation ranging from International to Gender.

Sample: **VP Research:**

- Maria Cortez, within the Sponsored Research Services area, indirectly supports faculty in getting proposals to serve the populations referenced.
- Gail Hyde supports NTID in proposal development and she has led and facilitated numerous applications for funding to support the deaf and hard-of-hearing students in various ways.

5. Does your college/division conduct ONGOING programs/services (not previously noted) with a primary focus on serving specific subpopulations related to diversity/inclusion initiatives? Ongoing programs would be those which occur in a series or on a regular schedule (annual, quarterly, etc). Ongoing services would include advising women in engineering program, faculty recruitment program, specific coursework or curriculum, or having specific web content for a target population. Combined programs such as Campus Week of Dialogue, Ally Week, Black History Celebrations, and Safe Zone Training should be accounted for by the sponsor and addressed as the entire program, not each individual session.
- a. Yes – 15
 - b. No – 0

Over 130 individual ongoing programs and services were identified.

Sample: **College of Applied Science and Technology:**

- Women in Technology (WIT): Mentoring, tutoring, social events and outreach activities.
- Faculty Recruitment: Standard faculty search processes in CAST require multiple forms of outreach, as recorded on our “outreach plan”
- Mechanical Engineering Technology: Articulation agreements with NTID programs that provide a path for deaf students to continue their education in the Mechanical Engineering Technology program.

6. Does your college/division conduct one-time programs/services (not previously noted) with a primary focus on serving specific subpopulations related to diversity/inclusion initiatives? One-time programs such as residence hall floor programs, speakers (not part of a series), K-12 outreach programs and faculty training workshops offered by your department.

- a. YES – 14
- b. NO – 1

Over 40 one-time programs/services were identified

Sample: **Government & Community Relations:**

- Special Events office partners with FIRST Robotics, Peace Conference, NSBE, etc. to provide RIT support for these initiatives that target underserved student populations.

7. Does your college/division advise or sponsor student organizations/events (not previously noted) with a primary focus on serving specific subpopulations related to diversity/inclusion initiatives? Examples might include advising Global Union, Women in Technology, or Deaf Asian Club as well as programming by student clubs or organizations that is primarily overseen by your college/division.

- a. Yes – 13
- b. No- 2

Over 40 student organizations dedicated to the service of specific subpopulations are sponsored or advised by RIT faculty/staff.

Sample: **Kate Gleason College of Engineering:**

- WE@RIT
- Society of Hispanic Engineers (SHPE)
- National Society of Black Engineers (NSBE)

8. How do you currently evaluate or assess your college/division initiatives related to diversity/inclusion? (Select all that apply)

- a. We do not have a formal evaluation process – 9
- b. It is up to the program/service coordinator and reviewed locally – 8
- c. It is up to the program/service coordinator but shared at the college/division level - 6
- d. Participation is tracked – 10
- e. Learning outcomes are specified and measured – 7
- f. We have a formal evaluation process – 5

Sample: **National Technical Institute for the Deaf:**

- NTID consistently has excellent assessment efforts which are clearly documented on their website at <https://www.ntid.rit.edu/dean/soa/pages/plan.html>

9. Please describe in your own words how you (or your Dean/VP/Department Heads) evaluate whether or not a program/service adds value to your area. What formal or informal processes do you use to determine if an initiative should continue to receive resources?

Sample Response: **Saunders College of Business:**

Informal feedback is used to assess if programs should be continued or altered.

Following are some examples of recent feedback:

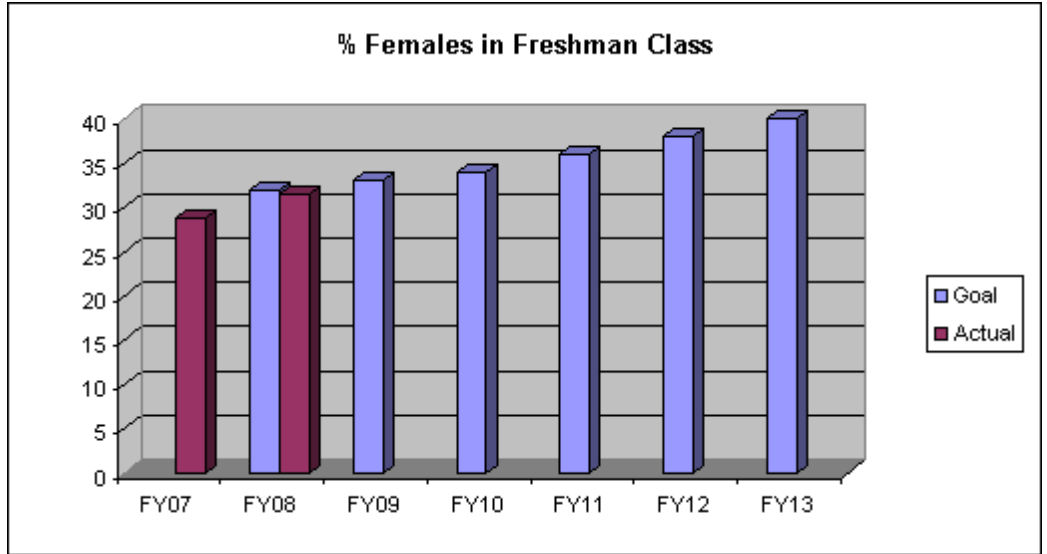
- Elementary School 41: note from SCB alumnus: “I just wanted to pass along a quick thank you. That was probably the most rewarding volunteering activity I have been a part of. Being able to really teach and connect with the students is certainly rewarding. So kudos for setting up this great event and I’ll look forward to it next year.”
- Edison Tech School of Business, Finance, & Entrepreneurship: Students and alumni who participated were recognized in June 2007 by Rochester Area Administrators of Volunteer Services. This program received publicity, in among other places, Rnews, News10NBC, 1180 WHAM radio, and the Democrat and Chronicle.

APPENDIX F
DIVERSITY GOALS

RIT PROGRESS

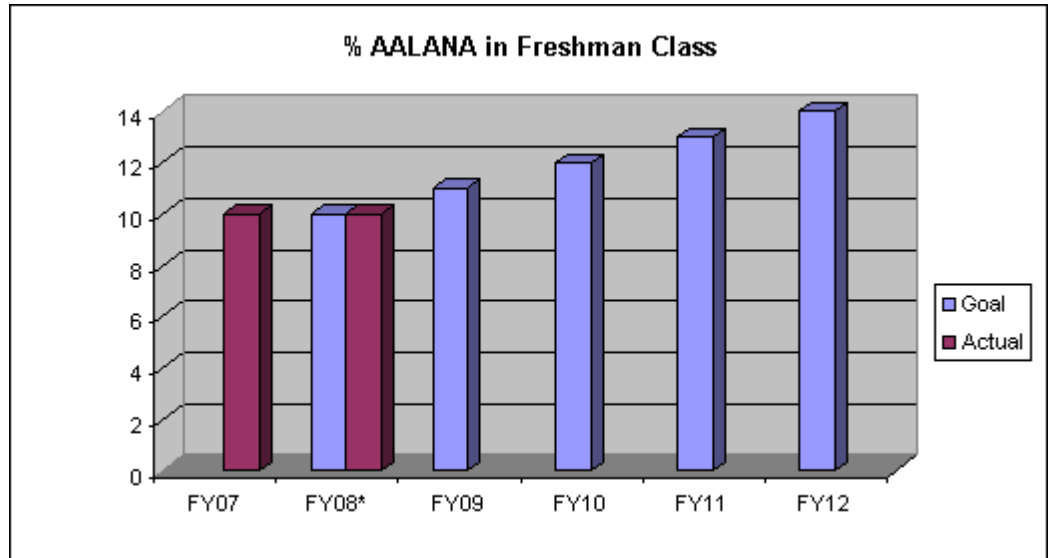
% Females in Freshman Class

	FY07	FY08	FY09	FY10	FY11	FY12	FY13
Goal		32	33	34	36	38	40
Actual	28.8	31.5					



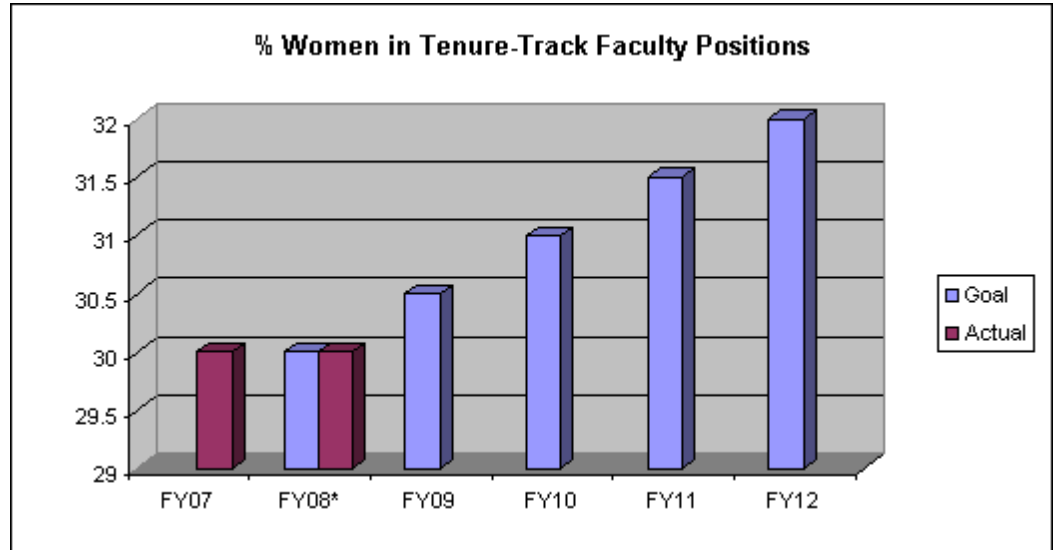
%AALANA in Freshman Class

	FY07	FY08*	FY09	FY10	FY11	FY12
Goal		10	11	12	13	14
Actual	10	10				



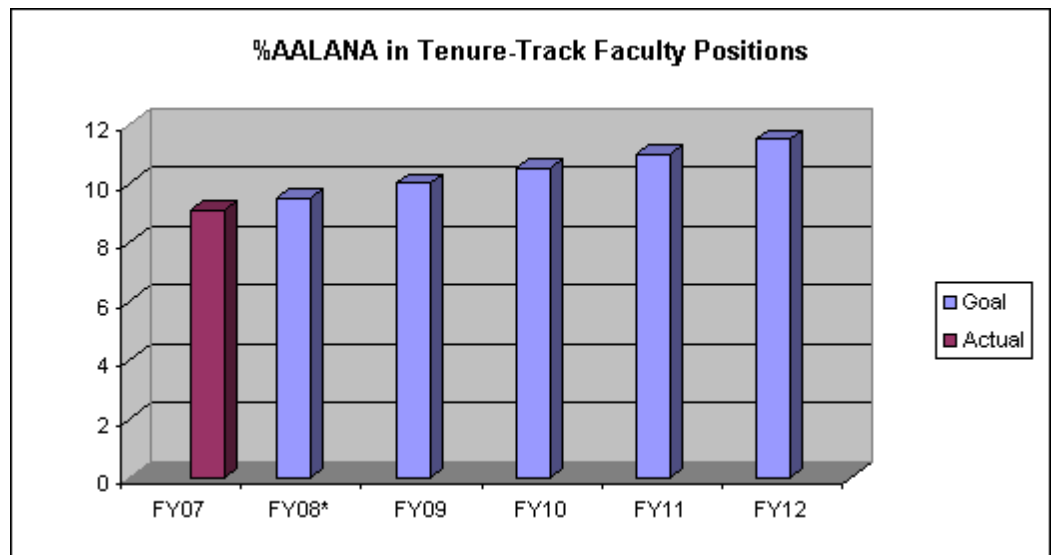
% Women in Tenure-Track Faculty Positions

	FY07	FY08*	FY09	FY10	FY11	FY12
Goal		30	30.5	31	31.5	32
Actual	30	30				



% AALANA in Tenure-Track Faculty Positions

	FY07	FY08*	FY09	FY10	FY11	FY12
Goal		9.5	10	10.5	11	11.5
Actual	9.1					



APPENDIX G

2007-2008 MEMBERS OF THE PRESIDENT'S COMMISSION
ON PLURALISM AND INCLUSION and SUBCOMMITTEE MEMBERSHIP

Thomas Warfield	2007/2008 Chair, President's Commission on Pluralism and Inclusion, National Technical Institute for the Deaf
Michelle Cometa	2008/2009 Chair, President's Commission on Pluralism and Inclusion; Finance and Administration
Sandra Whitmore	Assistant to Chief Diversity Officer

Program Development Subcommittee

College or Division

Dominique Lepoutre, Chair	National Technical Institute for the Deaf
Michelle Cometa, Co-Chair	Finance Administration
Carl Atkins*	College of Liberal Arts
Shamikia Banks	Student (ILJ Scholarship Recipient)

Communications/Marketing Subcommittee

College or Division

Michelle Cometa, Chair	Finance & Administration
Christa Filipowicz	Finance & Administration
Jo Cone*	Student Affairs
Mike D'Arcangelo	Student Affairs
Stacy DeRooy	Finance & Administration
Harvey Granite*	College of Liberal Arts
Michael Riordan	College of Imaging Arts and Sciences
Sue Roethel	Academic Affairs

Diversity Leadership Subcommittee

College or Division

Peggy Tirrell, Chair	Saunders College of Business
Jaya Save-Mundra*	Student Affairs
Todd Raethka*	Finance & Administration
Sue Roethel	Academic Affairs

Kimberlee Rose*

Finance & Administration

Future Planning Subcommittee

College or Division

Alex Bitterman, Chair

College of Imaging Arts and Sciences

Adwoa Boateng*

Academic Affairs

Robert Croog

College of Liberal Arts

Debbie Stendardi

Government and Community Relations

Allen Vogel*

College of Imaging Arts and Sciences

Community Affairs in Relation
to Diversity and Inclusion

College or Division

Corey Tickner, Chair

Student Affairs

Susan Ackerman

Student Affairs

Jennifer Petro

Student Affairs

Donna Rubin

Student Affairs

Jaya Save-Mundra*

Student Affairs

Tom Voss*

College of Imaging Arts and Sciences

Jason Younker

College of Liberal Arts

** Denotes Member-at-Large*

APPENDIX H
 SENIOR EXECUTIVE DIVERSITY COUNCIL MEMBERS and
 FUNCTIONAL PARTNERS DIVERSITY COUNCIL MEMBERS

Senior Executive Diversity Council

William Destler, RIT, President
 Janet Sansone, RIT Trustee, Chair, Board of Trustee Diversity Committee
 Jeremy Haefner, Senior Vice President for Academic Affairs and Provost
 James Watters, Senior Vice President, Finance & Administration
 James Miller, Senior Vice President, Enrollment Mgmt. & Career Services
 Mary-Beth Cooper, Vice President, Student Affairs
 Alfreda Brown, Interim Chief Diversity Officer

Representing

Functional Partners Diversity Council

GCCIS	Reynold Bailey, Assistant Professor for Computer Science Golisano College of Computing & Information Sciences
COS	Richard Doolittle, Head, School of Life Sciences College of Science
COE	Mary Jane Frind, Assistant Dean Kate Gleason College of Engineering
COLA	Anne Coon, Associate Dean College of Liberal Arts
EPSCOB	Jerry Curnutt, Assistant Dean for Administration E. Phillip Saunders College of Business
CAST	Maureen Valentine, Paul A. Miller Professor, Vice Dean College of Applied Science and Technology
CIAS	Joyce Hertzson, Professor College of Imaging Arts & Sciences

Representing**Functional Partners Diversity Council, Continued**

NTID	Laurie Brewer, Assistant Dean for Academic Administration
	National Technical Institute for the Deaf
CIMS	Paul Stiebitz, Interim Academic Director
	Golisano Institute for Sustainability
V.P. Research	Sharon Edwards, Operations Manager
	RIT High-Tech Incubator
V.P. Alumni Relations	Kelly Redder, Assistant Vice President
	Alumni Relations
V.P. Student Affairs	Rhona Genzel, Director of the English Language Center
	Student Affairs
V.P. En. Mgmt. & Career Services	Sally Douglas, Associate Director for Undergraduate Admissions
	Enrollment Management & Career Services
V.P. Gov. & Comm. Relations	Cynthia Gray, Assistant Vice President
	Government and Community Relations
V.P. Finance & Admin.	Patty Spinelli, Assistant Vice President
	Human Resources
V.P. Academic Affairs	Marcia Trauernicht, Head of Cataloging & Special Asst. to the Director
	RIT Libraries
President's Com. Pluralism/Inclusion	Michelle Cometa, Chairperson
	President's Commission on Pluralism and Inclusion
Student Government	Edward Wolf, President
	Student Government

