



R·I·T

ANNUAL REPORT

2012

division for
DIVERSITY &
INCLUSION

Division for Diversity

RIT VISION, MISSION, VALUES

Vision

RIT will lead higher education in preparing students for successful careers in a global society.

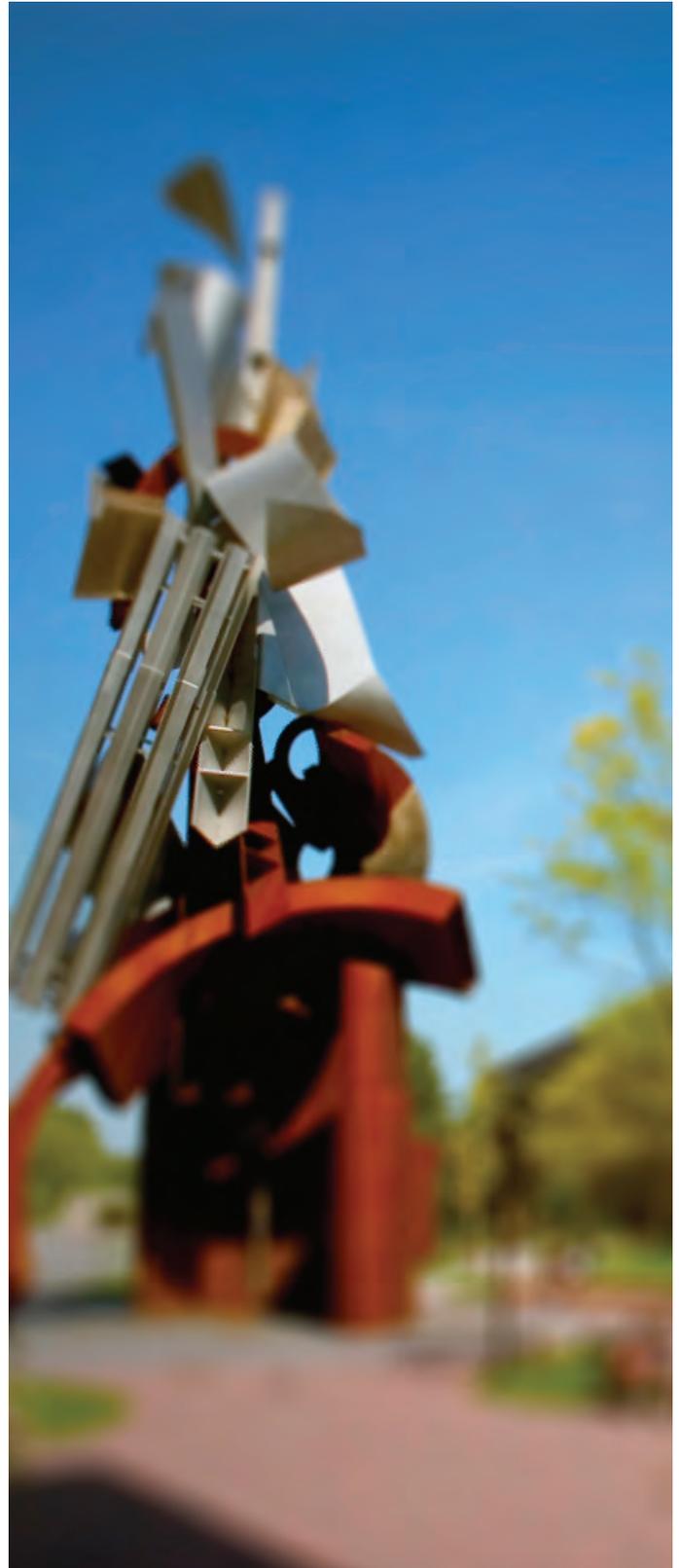
Mission

The RIT community engages and motivates students through stimulating and collaborative experiences. Our mission is to provide technology-based educational programs for personal and professional development. We rigorously pursue new and emerging career areas. We develop and deliver curricula and advance scholarship relevant to emerging technologies and social conditions. Our community is committed to diversity and student centeredness and is distinguished by our innovative and collaborative spirit.

Internal and external partnerships expand our students' experiential learning. RIT is committed to mutually enriching relationships with alumni, government, business and the world community. Teaching, learning, scholarship, leadership development, and student success are our central enterprises.

Values

Student Centeredness
Professional Development and Scholarship
Integrity and Ethics
Respect, Diversity and Pluralism
Innovation and Flexibility
Teamwork and Collaboration



& Inclusion

AT ROCHESTER INSTITUTE OF TECHNOLOGY

MISSION

Human diversity is essential to organizational growth and synergy. These differences create points of tension that spark alternative viewpoints and ideas and ignite the kindling forces behind creativity and innovation. To that end, the mission of the Division for Diversity & Inclusion is to foster living, learning, and working environments that support and incorporate principles of equity, diversity, inclusion, and community.

The Division for Diversity & Inclusion serves as a vital resource to develop and implement campus wide initiatives and programs to promote diversity and inclusive excellence to students, faculty, and staff. Through various programs and special projects, the Office continues to foster relationships between RIT and the Greater Rochester Community. As an administrative support system to the Vice President and Associate Provost, the Office oversees the daily operations and logistics of the organization as well as the budgetary needs for various programs. In addition, the Office is committed to the development of diversity education and monitors the areas that target diverse populations across the university.

Programs and offices under the Division for Diversity & Inclusion are:

- **Multicultural Center for Academic Success (MCAS)**
- **Ronald E. McNair Scholars Program**
- **Native American Future Stewards Program (FSP)**
- **Office for Faculty Recruitment & Retention (OFFR)**

DIVERSITY AT RIT

At RIT students, staff and faculty, live, work and study with over 500 diverse faculty and staff; over 1,400 international students from 100 countries; and more than 2,000 students of color. All who have elected to study, teach, and work at RIT, all embodying our commitment to diversity. Adding a social and educational dynamic not found at any other university are more than 1,200 deaf and hard-of-hearing students supported by RIT's National Technical Institute for the Deaf.

The variety of backgrounds and perspectives represented in the RIT community enriches the learning experience for all. As you interact professionally, socially, and in day-to-day activities, you will be exposed to new and different perspectives and better prepared for the opportunities, ideas and challenges of a globally interdependent society.

a message

FROM THE VICE PRESIDENT and
ASSOCIATE PROVOST FOR DIVERSITY & INCLUSION

INTRODUCTION

The Division for Diversity and Inclusion fosters and supports an inclusive living, learning, and working environment incorporating principles of equity and diversity within the RIT community. The 2012 Annual Report reflects our collective work, collaboration with university partners and the Greater Rochester community, successes, and areas for future development.

This year, the Office for Faculty Recruitment and Retention joined our complement of campus resources and student-centered programs – the Office for Diversity and Inclusion, the Multicultural Center for Student Success, and the Native American Future Stewards and McNair Programs. Their expertise in the faculty search and selection process and the national recognition of our Annual Future Faculty Career Exploration Program will enhance and contribute to our continued efforts in building relationships within and among our AALANA and women professional networks to achieve greater diversity within our faculty ranks.

Intentional professional partnerships including my concurrent appointment as Vice President and Associate Provost for Diversity Inclusion strengthens the division's relationship with our Faculty Associates for Women and AALANA mentoring program as we strive to increase our recruitment and retention of diverse faculty. Dr. Margaret Bailey's five-year NSF ADVANCE Grant serves as an example of how our Faculty Associates provide leadership and guidance to their colleagues which enables faculty members to focus their attention and talents on areas of priority for the university and Academic Affairs.

Our student-centered programs – the Multicultural Center for Student Success, the Native American Future Stewards and the McNair Post-Baccalaureate Programs continue to boost the academic success of our students, reflecting some of the strongest grade point averages among our student body. Collaborative recruiting efforts for the McNair Program, the Upstate Louis Stokes Alliance for Minority Participation (UL-SAMP) and the College of Liberal Arts' New York State for the Collegiate Science Technology Entry Program (CSTEP) strengthen our capacity to promote science, technology, and engineering and mathematics disciplines. As a fully inclusive campus, RIT believes in our established values of Respect, Diversity and Pluralism.

Our outreach to the Greater Rochester community continues to expand, allowing us to gain a greater understanding of issues and becoming an integral partner in addressing inequities and disparities within our community. As we transition into the New Year, we remain committed to incorporating the Inclusive Excellence Framework throughout our campus infrastructure and working with our campus partners to achieve our goals across each of our four dimensions – Access and Success, Campus Climate, Education and Scholarship and Institutional Infrastructure. We look forward to our continued work, serving as a vital resource to develop and implement initiatives and programs promoting diversity and inclusivity across our campus excellence.



RIT | AT A GLANCE *



Respect, Diversity and Pluralism

I. Community Leadership and Engagement

Greater Rochester Community Involvement

Division leaders continue to develop mutually beneficial relationships with partners in the Greater Rochester area. These relationships play an integral role in promoting awareness of community issues and fostering meaningful dialogue through various regional programming initiatives.

The Vice President and Associate Provost for Diversity and Inclusion, Kevin McDonald and Professor Robert Ulin from the College of Liberal Arts participated in a compelling presentation made to the Rochester Area Community Foundation to secure lead sponsorship for the **RACE: Why are we so different?** traveling exhibit. Several RIT representatives including Dr. Rebecca Johnson, Associate of the University, and Sandra Whitmore, Director of Operations in the Office for Diversity and Inclusion, served on the Planning Committee for the Facing Race, Embracing Equity Initiative. This kick-off event leverages the Rochester Race Exhibit visit as a beginning point to engage the community in a productive dialogue to improve our understanding of each other and reduce disparities that exist within our community. Over four hundred community members attended the pre-exhibit workshop offering at Ashbury First United Methodist Church in January, 2013.

Division team members in partnership with members of the AALANA Faculty and Staff Association (AFSA) participated in the Greater Rochester's annual United Way Day of Caring. Division efforts and community collaboration brought a True Networking Tuesday meeting at RIT this past year with various departments as well as representatives from the National Technical Institute for the Deaf presenting at the event.

ODI has collaborated successfully with both on and off-campus partners. Notably, 2012 brought us a partnership with TNT or True Networking Thursdays, a locally operated minority professional networking group. ODI hosted a highly successful and well-attended event in the fall of 2011. It was so successful TNT approached us again about hosting another event in 2012. That event was attended by on and off campus professionals, providing opportunities for RIT to meet a variety of young minority professionals and in turn a chance for them to see meet our people and see the campus.

Education and Scholarship

In DDI we continue to expand our roles on-campus as needed, beyond our stated job functions. Members of the team continue to serve on multiple various committees on campus, lending assistance where needed and furthering the collaborative spirit. Our team also provides services in grant writing, internal evaluation and program evaluation. For the academic year 2012, Stephanie Paredes and Candice Baldwin continued to serve in advisory capacities for the AALANA Collegiate Association, while Michael D'Arcangelo served as advisor to the fraternal organization Phi Kappa Psi and Sandra Whitmore continued as advisor to Model United Nations.

Our office's participation in ASL classes has created a sense of community across the various divisions. It not only allows us to increase knowledge of ASL for communicating with students, faculty, and staff, but it allows us to understand deaf culture as a whole and remain inclusive. The class educated and created a bonding experience for the team and expanded our knowledge of deaf culture.

Members of our team participated as mentors for the required **Business Mentorship Program in NTID** where we collaborate with students to develop the skills sets and capabilities that will prepare them for co-op positions and success after graduation. DDI will continue to foster these and other opportunities to expand team members knowledge and reach.

Multicultural Alumni Engagement

The Vice President and Associate Provost for Diversity and Inclusion in partnership with Candi Boston, Assistant Director Family & Diversity Programming in the Alumni Relations Office hosted four AALANA Alumni receptions in Atlanta, Chicago, Rochester, and Boston. Seventy guests attended the receptions as part of our continuous efforts to engage multicultural alumni.

Corporate Partners

The Office for Diversity and Inclusion has and will continue to develop corporate partners in support of our programs and services. PriceWaterhouseCoopers sponsors our annual **College Accounting and You Program** bringing over twenty East High School students to the E. Philip Saunders College of Business and the RIT campus each spring. This program is designed to strengthen participant's understanding of accounting as a career choice and the college application process. The program also strives to build students' connection and familiarity with the RIT campus. Our relationship with Verizon Wireless, now entering its second year, provides funding in support of cultural events and professional development sessions for AALANA students.

K-12 Outreach

The Division hosted thirty-one students and six chaperones from the Uncommon Charter High School from Brooklyn, NY for a campus tour and information session on November 8. The Division coordinated a delegate visit from Delaware State where students and their faculty members toured the RIT campus and explored options for graduate school



II. Campus Resource: Office for Diversity and Inclusion

The Office for Diversity and Inclusion (ODI) serves as the administrative support system to the Vice President and Associate Provost for Diversity and Inclusion. ODI oversees the daily operations and logistics of the division, budgetary oversight for various events and programs, and monitors the areas that target diverse populations across the university. The Office is also committed to diversity education, using social media and marketing strategies to promote diversity programs and initiatives and assessing and evaluating our progress.

Diversity Education

The Director of Diversity Education, Michael D’Arcangelo, developed several unique educational offerings for our campus community this year.

Inclusive Leadership, a custom-designed program for the division of Finance and Administration, offered thirteen sessions in conjunction with Human Resources and co-presenter Clay Osborne, a Consultant for True Insights. A seven part diversity training series, offered during the summer, introduced key elements of the Inclusive Excellence Framework to approximately one hundred staff. Since then, the Director has launched a



diversity and inclusion certificate program, Bridges, designed to enhance mul-

ticultural competencies among faculty and staff. The program oversees four certificates including Group Dynamics, Group Communication, Sustainability and Social Change, and Ally Development. The first certificate offering is currently underway with the remaining three certificates scheduled for the winter and spring quarters, with options for a condensed summer program in June.

Additional areas of development within Diversity Education included co-chairing the **Presidential GLBT Climate Study** with Assistant Vice President, Donna Rubin, which oversaw the assessment and writing of eighteen recommendations that can improve the climate for the gay, lesbian, bisexual, and transgender populations among faculty, staff, and students.

The Director is currently facilitating RIT’s 10th annual offering of the **Partnerships in Pluralism Initiative**. Partnerships in Pluralism facilitates communication among racially and ethnically diverse members of the campus community where perceived cultural differences exist. The initiative encourages interpersonal relationships and provides the opportunity to build trust and credibility among our community members resulting in a network of partners that will make our campus “smaller,” more closely knit, better connected and, thereby more efficient and effective in serving our students. Forty-eight partners and six faculty-staff facilitators are currently participating in the program.

RIT participated for the second time in the YWCA’s annual **Stand Against Racism** (April, 2012) which involved approximately 200 faculty, staff, and students, with guest speakers, Dr. Rebecca Johnson, Associate of the University, and Dr. Kit Miller of the Ghandhi Institute for Non-violence in Rochester NY. Together, the crowd marched from RIT’s Sundial to the Administration Circle to stand for equal rights of all people of different races. Students participated in collaborative sign-making parties, and openly contributed their thoughts on the state of racism in the United States today, at a Grey Matter discussion session following the march.

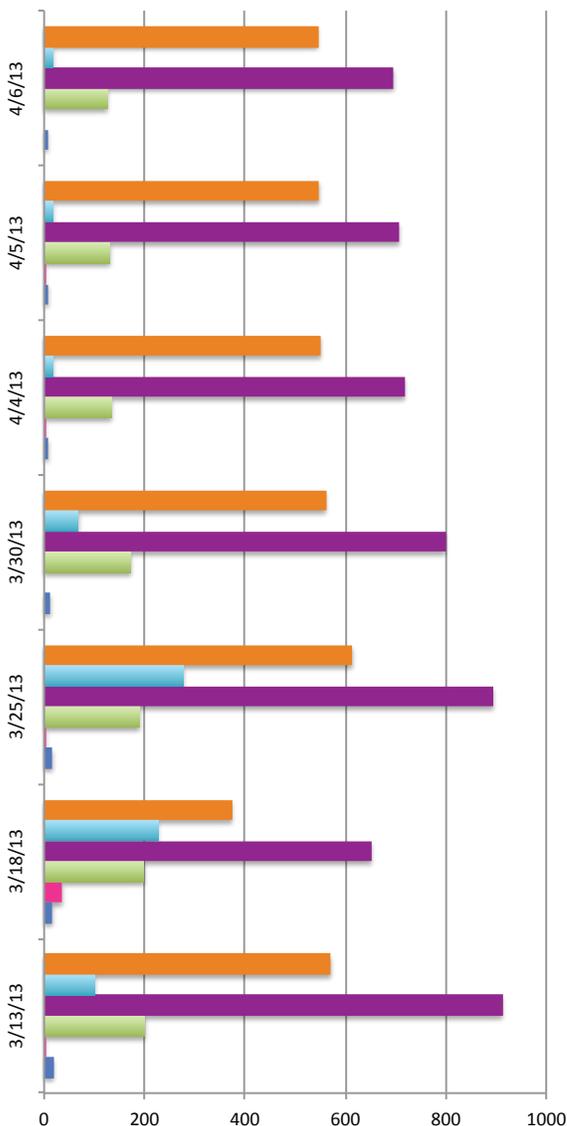
Title IX Training

During 2012 ODI lead the university's implementation of Title IX regulations. The Vice President and Associate Provost for Diversity and Inclusion and the ODI Director of Operations served as the Title IX Officer and Assistant Officer. This year, ODI hosted a two-day Title IX training session attended by over one hundred Title IX professionals from around the country. This leadership effort resulted in over twenty RIT staff including Title IX deputies, campus security officers and human resource representatives receiving specialized training in October, 2012. As the coordination of Title IX transitions to other departments within the university, ODI will continue to support the efforts of gender inclusivity and equity.

Social Media and Marketing

This past year, the ODI Marketing Coordinator, Morgan Martins, conducted extensive marketing campaigns with regional media in support of the division and campus-wide diversity events, initiated use of social media by establishing Twitter and Facebook audiences, and led the Diversity @ RIT (www.rit.edu/diversity) web site redesign to serve as the university's main portal for diversity initiatives. The reach of our social media efforts has grown exponentially in a short period of time and continues to develop across gender, age, countries, cities and languages.

FACEBOOK



- 28 Days Total Impressions of your posts 28 Days The number of impressions that came from all of your posts. (Total Count)
- Weekly Total Impressions of your posts Weekly The number of impressions that came from all of your posts. (Total Count)
- 28 Days Total Impressions 28 Days The number of impressions seen of any content associated with your Page. (Total Count)
- 28 Days Total Reach 28 Days The number of people who have seen any content associated with your Page. (Unique Users)
- Daily Total Reach Daily The number of people who have seen any content associated with your Page. (Unique Users)
- 28 Days Page Engaged Users 28 Days The number of people who engaged with your Page. Engagement includes any click or story created. (Unique Users)



TOTAL REACH per week
100,350 people
Friends: 357
likes: 191



Followers: 289

According to the sample data to the left, on any given day we have over 800 page views on Facebook. We have also worked to closely collaborate with University News, colleges and student reporters to maximize coverage and exposure for diversity events and programs via social media. In addition to establishing Flickr and YouTube accounts to give greater accessibility to RIT and the wider community, we are working with ETC and other divisions and colleges to create an image asset management system. This system will provide greater access to diverse images for use in publications.

Respect, Diversity and Pluralism

Cultural Programming

The Director for Operations, Sandy Whitmore, partnered with the RIT Leadership Institute and Community Service Center to lead the 2011 - 2012 **Global Leadership Certificate Program**. The Global Leadership Certificate Program creates a rich, cultural experience for students to learn from others within RIT's diverse community. New programming, based on student feedback, led to the creation of Lunch & Learn Sessions. Six sessions covering various topics were offered with more than twenty students in each session. Twenty-five professional mentors (faculty and staff) and fifty students traditionally participate in the program. A revised offering will kick off in the 2013-2014 academic year.

The Coordinator for Cultural and Programmatic Initiatives, Stephanie Paredes, launched two new programming initiatives this year –the **Cultural Heritage Kick-off Events and Finding my Path series**. 2012-13 marked the first year of the kickoff events celebrating the rich culture of RIT's vibrant and diverse communities. Attendance at the Hispanic, Native American, and Black History month events has been robust, averaging 150-200 students. Each event has performances, cultural food, clubs, organizations, and department tables that raise awareness of campus resources.

The Finding My Path program is a series of dialogues that emphasize the informal reflections on the lessons learned, and the journey to finding a career path. This past year's featured speakers have included Minett Professors, Judge Teresa Johnson and Kevin Williams, Ph.D. and Native recording artist Radmilla Cody. On average, twenty to thirty RIT faculty, staff, alumni and Rochester community members attend the series.

In addition to these new signature programs, the Coordinator also serves a dual role in the Center for Campus Life, is an advisor to the AALANA Collegiate Association (ACA) and three multicultural Greek life organizations (The National Pan-Hellenic Council, Incorporated, the National Association of Latino Fraternal Organizations and The National APIA PanHellenic Association) and facilitates various cultural programming events including a cultural film series across the campus.



The Office continues its rich tradition of bringing diverse guests to campus through the annual **Expressions of King Legacy Program at RIT**. Now in its 31st year, our 2012 offering hosted Dr. Cornel West, Poet Joshua Bennett, and Garth Fagan with the Garth Fagan Dance Company. ODI successfully partnered with Departments of Philosophy, English, Communications, Sociology and Anthropology, NTID Department of Cultural & Creative Studies, AALANA Collegiate Association (ACA), and the National Technical Institute for the Deaf. As a result of this collaboration, RIT's Department of Philosophy created a course in American Philosophy, based in the teachings of Dr. West, the first ever at any university. In a show of true campus collaboration, ODI partnered with NTID on level not previously witnessed. NTID and ODI, hosted poet Joshua Bennett and his deaf sister, Galludet Alum Tamara Bennett, for a poetry slam and reading and private tour of the facility at NTID. Joshua and Tamara were moved to tears during the performance by NTID's poetry ensemble, Dangerous Signs. The event was filled beyond capacity with RIT and NTID students, faculty, staff and community members, many of whom witnessed deaf poetry for the first time. Publicity and coverage of the event saturated local media for over two months, and turn out exceeded crowd estimates by over 1,000 attendees.

Over 2,300 community members (1,341 Rochester community members, 538 students, 192 staff, 107 faculty and 93 alumni) attended the 2012 "Expressions" event. 97% of those who completed a post-program survey rated the overall program – very good to excellent. The following charts reflect participant feedback.

Diversity Awards, Recognition and Appointments

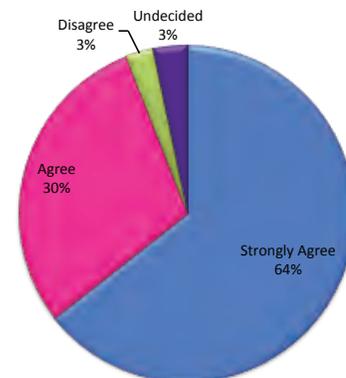
The President's Commission on Pluralism and Inclusion led the successful transition of the Isaac L. Jordan Faculty and Staff Pluralism Award into two separate awards.

The staff award is presented at the annual **President's Awards for Outstanding Staff** ceremony and the faculty award is presented at the prestigious Celebration of Teaching and Scholarship. The Director of Operations organized the first (now annual) Multicultural Faculty and Staff Welcome Reception at Liberty Hill introducing those new to the university to community members. A database has now been created to foster additional networking opportunities among our new multicultural faculty and staff.

The Vice President and Associate Provost for Diversity and Inclusion and the Director of Operations coordinate the annual appointment and plan of work for the university's **Minett Professorship**. The Minett Professorship is designed to bring distinguished Rochester-area multicultural professionals to the RIT campus to share their professional knowledge and experience with RIT's students, faculty and staff for one academic year. Since 1991, the first year of the professorship, twenty-two community members have served as Minett professors, including Rochester City Court Judge Teresa Johnson; G. Peter Jemison, artist and site manager of Ganondagon State Historic Site; and James Norman, president and chief executive officer of Action for a Better Community. Kevin Williams, PhD., department head of Materials Science in Kodak Research Laboratories is currently serving as the 2012–2013 Minett Professor. Dr. Williams will present a special topics graduate course in the College of Science, work with a faculty team to redesign aspects of the materials science program and support the college's efforts to increase enrollment and further current students' academic careers in STEM disciplines.

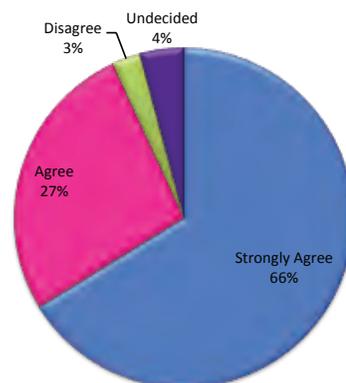
My participation in the Expressions of King program strengthened my respect and values of differing perspectives and experiences

Strengthened my respect and value of differing perspectives and experiences



My participation in the Expressions of King's Legacy Program provided me the opportunity to reflect upon my morals and prejudices.

Provided the opportunity to reflect upon my morals and prejudices



Respect, Diversity and Pluralism



[click to play video](#)

ODI successfully partnered with **Departments of Philosophy, English, Communications, Sociology and Anthropology, NTID Department of Cultural & Creative Studies, AALANA Collegiate Association (ACA), and the National Technical Institute for the Deaf.** As a result of this collaboration, RIT's Department of Philosophy **created a course** in American Philosophy, based in the teachings of Dr. West, the first ever at any university. In a show of true campus collaboration, ODI partnered with NTID on level not previously witnessed.

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RIT VALUES

student centeredness

SUCCESSES AND ACCOMPLISHMENTS IN STUDENT PROGRAMS

III. Academic Excellence: Multicultural Center for Student Success (MCAS)

“Academic Success First and Foremost”

The Multicultural Center for Academic Success (MCAS) is committed to maximizing the academic potential and holistic development of students by creating an inclusive, student-centered environment.

By keeping academics first and foremost, MCAS strives to become a nationally recognized model for academic excellence and student success. MCAS honors its original mission in the retention and graduation of African American, Latino American, and Native American (AALANA) students by extending our promise to all students representative of the multicultural diversity at RIT. MCAS supports RIT in meeting its student retention goals through its commitment to academic excellence, mentoring, community development, leadership, and professional success.



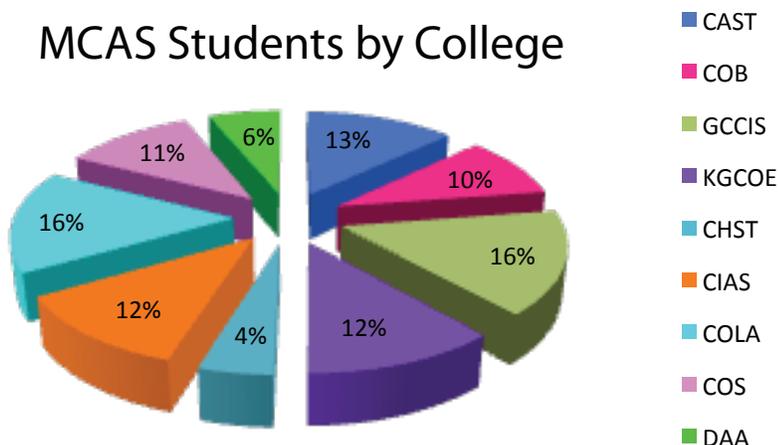
Multicultural Center for Academic Success
 "Academic Success First and Foremost..."

Students may affiliate with MCAS through a variety of programs including the MCAS Scholars program and the Rochester City Scholars Program. The MCAS Scholars Program is a highly selective program designed for students to enhance their collegiate experience through the development of intellectual and ethical leadership skills and fostering a passion for educational excellence. The Rochester City Scholars program is a unique program for high achieving Rochester City graduates, who are selected based on their academic achievements, leadership potential, and family income. MCAS currently services 208 formally affiliated students. Student cohorts for the scholars' programs are listed below, including the number of students remaining or persisting by entry year.

Cohorts by Entry Year	Rochester City Scholars (remaining/original)	MCAS Scholars (remaining/original)
2010	19/26	18/26
2011	25/26	25/28
2012	21/21	26/26
Total:	65/73	69/80

Under the current structure, students not in the Rochester City or MCAS Scholars programs are considered to be MCAS Affiliates. The following chart depicts MCAS students by college.

MCAS Students by College



During the past year, MCAS fostered a new culture, affectionately referred to as the “MCAS Way,” emphasizing unifying themes such as family values, teamwork, positive attitude, academic excellence, and moving with purpose. This resulted in a student centered office climate with an increase in center visits.

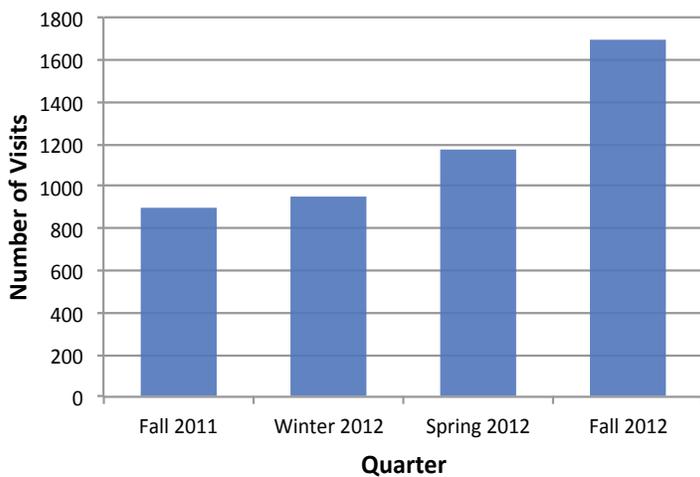
*Jenelle Noble
Rochester City Scholar &
Biomedical Sciences Major*



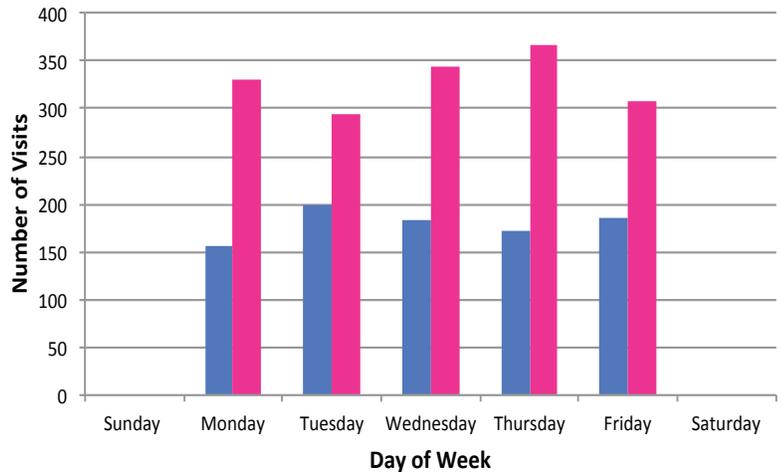
Self-Reported Student Center Visits by Quarter (MCAS)

Student self-reported data collected from log-in sheets depicts an approximate number of visits (service and non-service related) to the Multicultural Center per quarter in the following graphs. A comparison of the total number of visits per weekday is given for Fall Quarters 2011 and 2012. Service related visits include appointments, counseling, coaching/advising, tutoring, and scheduling, while non-service related visits include entries for which either no designated purpose was listed or the purpose was clearly not service related.

Total Center Visits by Quarter



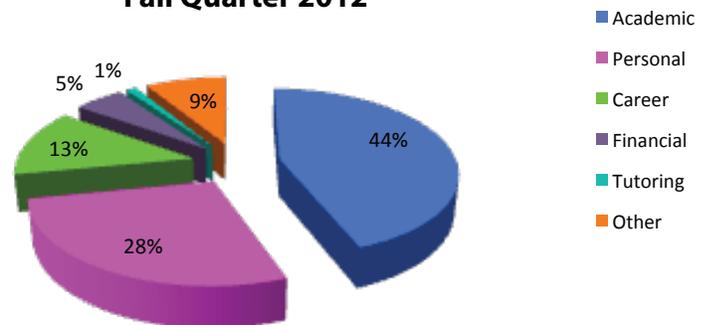
Comparison of Daily Center Visits for Fall Quarter 2011 and 2012



Staff Recorded Center Appointments by Reason Code

Staff recorded service related visits to the Multicultural Center included 738 formal appointments during the Fall Quarter of 2012. The following pie graph depicts the percentage of center appointments by category.

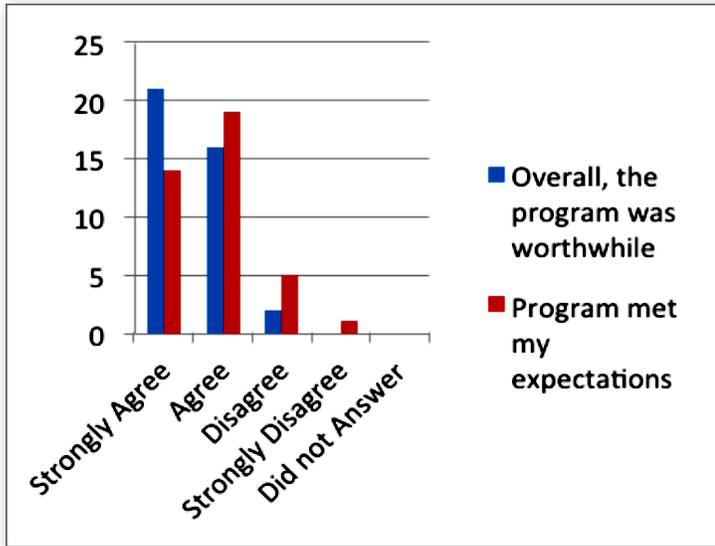
Center Appointments by Reason Fall Quarter 2012



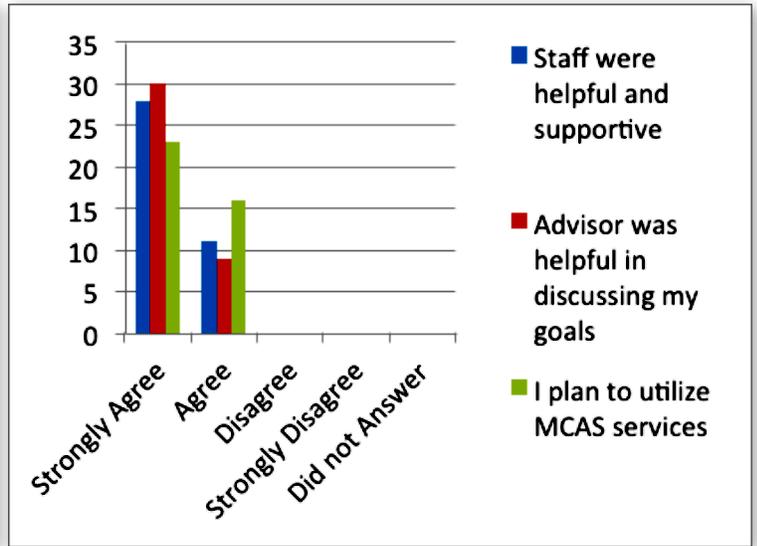
The Summer Bridge Program (SB), an intensive four-week academic enrichment and community-building experience, consists of credit-bearing courses, enrichment education and community service activities. The program admits forty first-

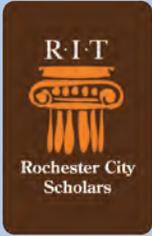
year students who have been accepted and paid their deposit to the university. The 2012 program began on Saturday, July 14, 2012 and concluded on Saturday, August 11, 2012. Two on-line and one paper-based survey, with close to 100% participation rate, evaluated student satisfaction with the program. The 2012 SB Program was successful in meeting participant expectations and preparing students for their RIT experience. 95% of student participants strongly agreed or agreed that the program was worthwhile and met 88% of their expectations. MCAS staff was highly rated for their support and advising services. 100% of student participants strongly agreed or agreed that MCAS staff advisors were helpful and plan to utilize services in the future. Summer Bridge student GPAs continue to improve with each cohort - 2011 cohort GPA was 3.02; 2012 GPA was 3.35

Overall SB Program Rating (2012)



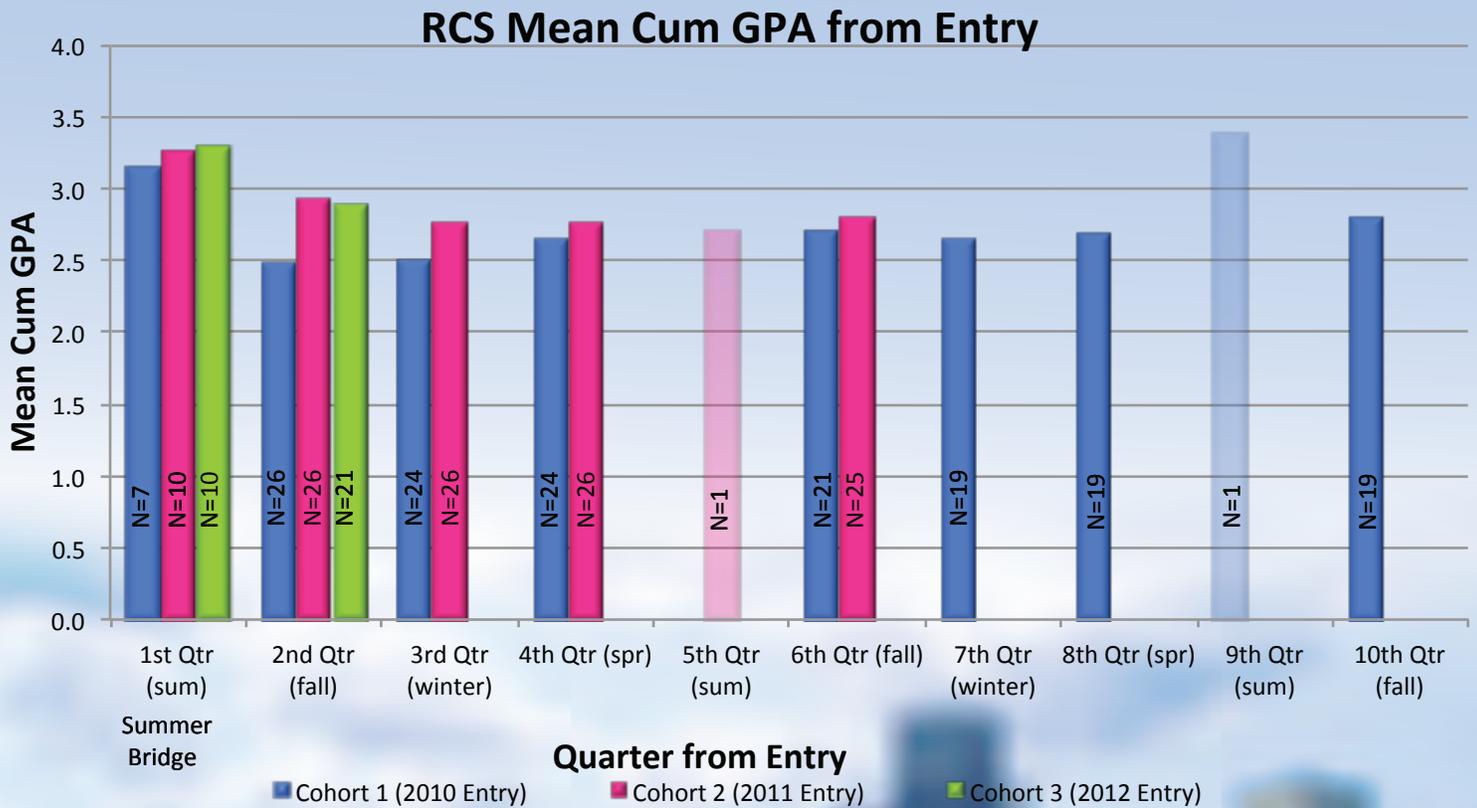
MCAS SB Staff Rating (2012)





The Rochester City Scholars (RCS) Program provides a structured summer experience, coaching, monthly community meetings and academic support. RCS currently serves sixty-five students (2010, 2011, 2012 cohorts) from eleven high schools across thirty-nine academic majors. Individual cohort retention rates are as follows: 2010 Cohort – 73%, 2011 Cohort – 96%. The average cumulative GPA is 2.83, with individual cohort GPAs as follows: 2010 Cohort – 2.80, 2011 Cohort – 2.80 and 2012 Cohort – 2.89.

A comparison of RCS Cohort Performance

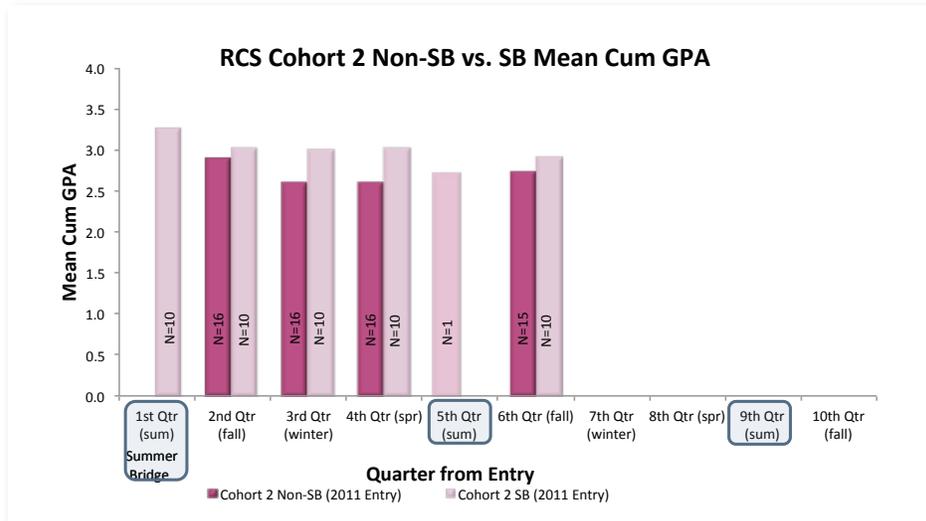
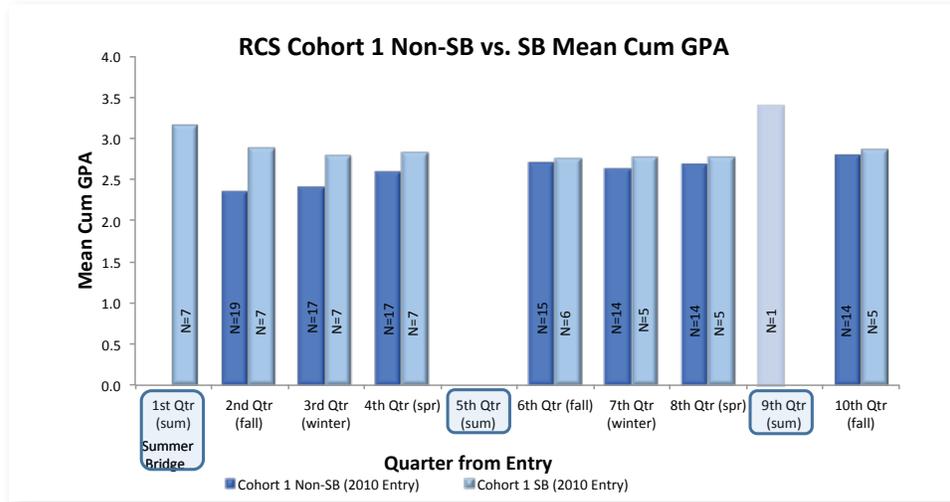


This chart reflects RCS cohort GPAs by quarters. Thirteen of fifteen quarters have been equal to or above a 2.5 average GPA (including the first summers with RCS Summer Bridge participants, but excluding other summers when most students were not enrolled in classes). RCS student performance in Summer Bridge remains strong (above 3.0 mean GPA) and has improved slightly from one cohort to the next (3.14, 3.25, and 3.30 for Cohorts 1, 2, and 3, respectively). Overall, Cohorts 2 and 3 are off to a stronger start than Cohort 1, but Cohort 1 has shown good improvement after a somewhat challenging initial fall quarter --- perhaps a testament to the intentional advising framework at the core of the Multicultural Center's success strategy.

A comparison of Participant/Non-Participant RCS Summer Bridge Program Students

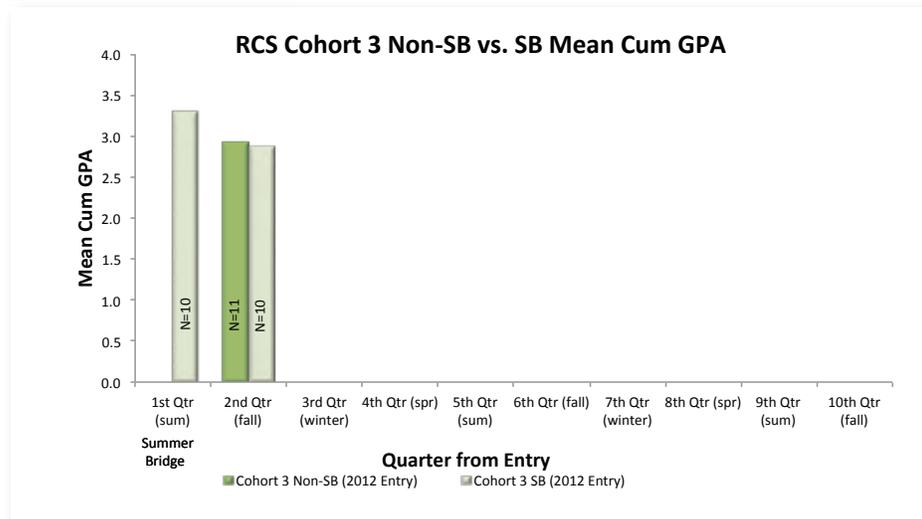
The percentage of RCS students attending Summer Bridge has increased from Cohorts 1 to 3 by approximately 10% per year. Only 27% (7/26) of Cohort 1 attended Summer Bridge, while 38% (10/26) and 48% (10/21) of Cohorts 2 and 3, respectively, attended Summer Bridge. The impact of Summer Bridge attendance on the first formal quarter (fall) may be observed in these results, as Cohorts 2 and 3, respectively, achieved mean cohort GPAs that were 18% and 15% higher than Cohort 1. This may provide some evidence that a RCS cohort is likely to be more successful during the initial fall quarter if a greater percentage of the students attend Summer Bridge.

To date, RCS students who participated in Summer Bridge achieved a cohort GPA above 2.5 in twelve of twelve cohort quarters (excluding summers) while RCS students who did not participate in Summer Bridge achieved a cohort GPA above 2.5 in eight of twelve cohort quarters.



Cohort 1 (Entering 2010) SB participants have exceeded non-SB participants in 5/7 quarters (71%) since entry. Cohort 2 (Entering 2011) SB participants have exceeded non-SB participants in 3/4 quarters (75%) since entry.

Cohort 3 (Entering 2012) non-SB participants exceeded SB participants in one of one quarter.



Center Accomplishments

MCAS team members serve in key leadership roles with student organizations. Jonathan Ntheketha, Assistant Director for First-Year Initiatives and the Summer Bridge Program serves as administrative advisor of the Organization of African Students (OAS) and Black Action Coordinating Committee (BACC). Dr. Candice P. Baldwin currently serves as academic advisor to Unity House and received the 2012 Faculty Advisor of the Year and House of the Year. Dr. David Wick was named Project Coordinator of the National Action Council for Minorities in Engineering (NACME) and served as the advisor to the NACME Scholars.



In 2012, MCAS created two electronic publications - MCAS Weekly and MCAS Journal, initiated the MCAS Book Loan Program and established an Advisory Board. Team members presented at AFSA, Development, and COLA-Chairs Council, RLI-Lead Conference, AALANA Alumni events, the Board of Trustees Diversity Committee, The Minnett Professorship Luncheon, GCISS Managers Meeting, Presidents Roundtable, Honors Council, Youth Apprenticeship Program, and Leadership Rochester. The Center sponsored its annual 2012 Star Awards with

record attendance. Approximately 140 faculty, staff, and student attendees gathered to recognize 27 graduating seniors, 54 student honorees with GPAs of 3.0 or above and 13 departments, clubs and organizations.

Community outreach and partnerships remain a key element in developing relationships with future students as well as fostering current MCAS student success. Victoria Romero, Assistant Director for Community Initiatives and Coordinator of the Rochester City Scholars, conducted the following outreach efforts on behalf of the Multicultural Center for Academic Success, RIT Admissions and the Rochester City Scholars Program during the fall/early winter 2012 quarter: College Bound Program @ SJFC Presentation, East HS Open House, REOC College Fair, Franklin HS RAC, Monroe HS RAC, School Without Walls RAC, Wilson Magnet HS RAC, All City HS @ John Marshall RAC Visit, Edison Tech HS RAC, East HS RAC, REOC College Fair, School of the Arts RAC, Charlotte HS RAC, Northeast & Northwest Prep RAC, Youth Apprentice Program @ Rochester General Hospital Presentation, Uncommon Charter HS of Brooklyn presentation and student panel at RIT, Wilson Magnet HS, Franklin HS, School of the Arts, Northeast & Northwest Prep HS, James Monroe HS, WDKX Rochester Step Jam - Information Fair and the Rochester Urban Charter School visit to the RIT campus.

Business and Scholarship partners in 2012 included the National Action Council for Minorities in Engineering (NACME) Program, the M. Forrest and Robert Hurlbut Residence College Fund (established in 2012 to provide on-campus room and board support to students in the RCS Program), the Jane King Harris Scholarship, Dale Carnegie Leadership Training (20 MCAS Scholars), the Gilbane Construction Company (RCS Scholar tuition scholarships and internships), Harris Corporation (paid internships), and M & T Bank (Professional Development Series conference for students).

+ + +

IV. Recruit, Retain and Return: Native American Future Stewards Program (FSP)

The Future Stewards Program (FSP) continued its well-established tradition of serving the academic and social needs of RIT Native American students and tribal nation communities throughout the 2012 academic year. The Program, led by co-directors, Nizhoni Chow-Garcia and Dr. Jason Younker and student success director, Dr. Jeffrey Burnette, also establishes and maintains protocols for dialogue between RIT and sovereign tribal nations. Nurturing relations is critical for the sharing of viewpoints, developing opportunities for our students and showcasing our campus and academic programs with their respective tribal nation communities

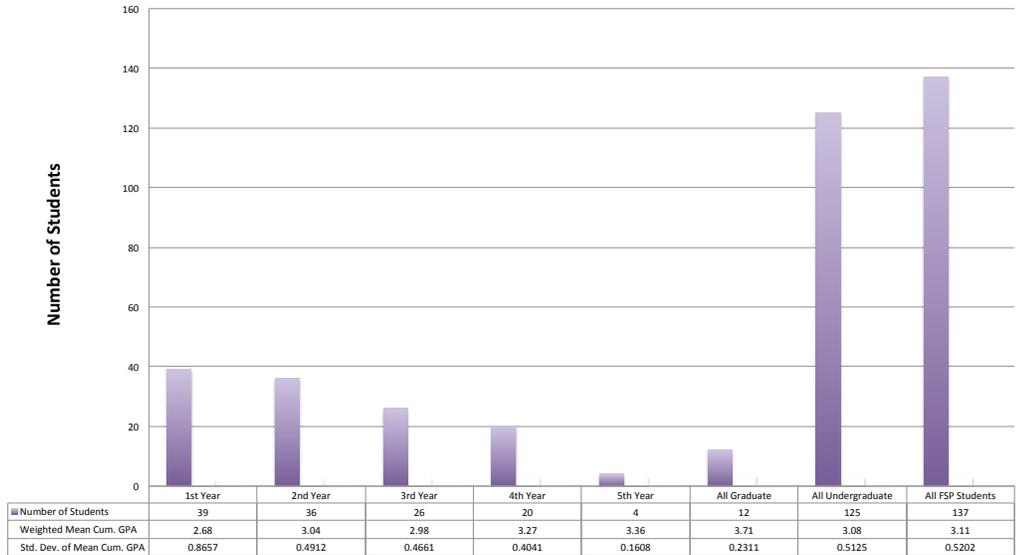
Student Success

RIT Native students maintain strong graduation rates, retention levels, and reflect enrollment increases as a result of FSP's intentional programming, outreach and services. Analysis of recent trend data reflects consistent graduating classes; 20 (2012), 29, (2011), and 14 (2010) graduates respectively, and an annual growth in Native student enrollment, 137 students (fall 2012), 119 students (fall 2011), and 71 students (fall 2010). The incoming fall 2012 class achieved our highest enrollment ever, with 137 total Native American students (125 undergraduates 38 of which were incoming freshman; 12 graduates) Academic performance remains strong for all FSP students as noted in the charts below by class standing and distribution among our nine colleges

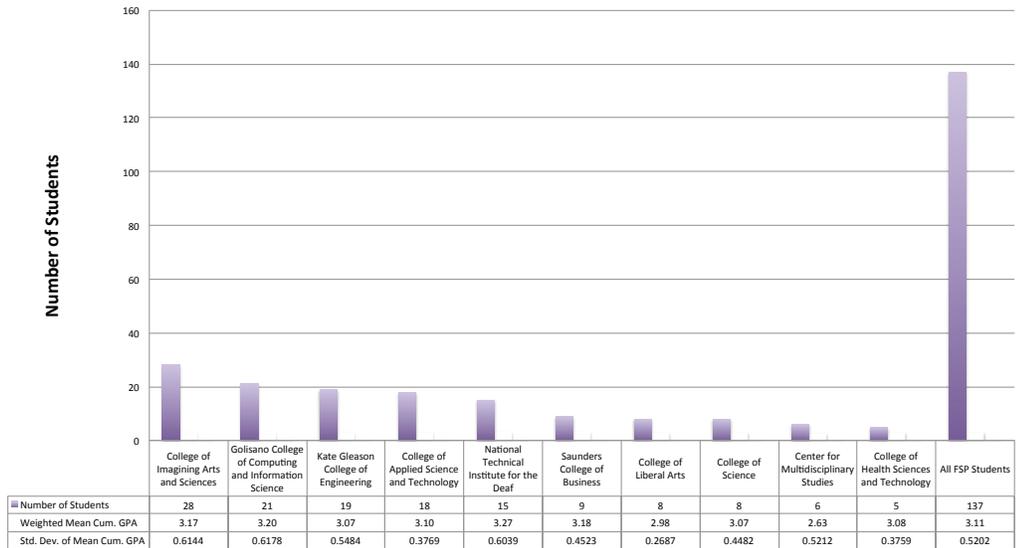
90% of incoming Native freshmen 2011-1 were retained to 2012-1; highest among our AALANA student populations and slightly higher than RIT's non-AALANA freshman retention rate (89.5%, 2011 as reported in 2012 Diversity Profiles).

FSP students continue to secure coveted cooperative education experiences at Toyota, NASA, NSF and GE. Graduates have secured permanent positions at Caesar's Casino, the National Forest Service, General Electric Fellowship Program, ITT Excelis, NY Wine & Culinary Center, SPS Technologies Toyota Motor Engineering & Manufacturing and the USDA- Natural Resource Conservation Services. Several RIT graduates were accepted and matriculated into graduate and medical degree programs at the University of Minnesota Medical School and Cornell University

Summary Statistics for ALL FSP Students by Class Standing



Summary Statistics for ALL FSP Students by College



Tribal Nation Outreach

The Native American Advisory Council (NAAC) brings together invited Haudenosaunee Grand Council members and tribal government and education partners with the purpose of fostering a tribal government – to – university relationship; providing RIT senior administrators with a necessary connection to the Tribal community so that RIT can make higher education more attractive, provide the proper support system to keep current Native scholars successful and assist in the return of Native scholars to the Tribal community. This year’s biannual NAAC meeting was hosted by the head chief of the Haudenosaunee, Tadodaho Sidney Hill, at the Onondaga Nation Longhouse on June 14 in Nedrow, NY.



FSP faculty and staff conducted several outreach visits to the Seneca (Cattaraugus and Salamanca), Onondaga, Oneida and Tonawanda Seneca Tribal Nations as well as K-12 school outreach including Lafayette High School and Lafayette Big Picture School, Lafayette, NY, the Onondaga Nation School, Nedrow, NY, the Niagara Wheatfield High School, Wheatfield, NY and the Seneca Nation School, Salamanca, NY in partnership with its Allegany and Cattaraugus College Fairs in November 2012. The Program hosted fifteen students from the Seneca Nation during their RIT visit in April, 2012.



Featured Media Coverage

The Future Stewards Program and RIT has been prominently featured at the national level by the **Winds of Change**, a quarterly magazine published by AISES and distributed nationally with a single-minded focus on career and educational advancement for American Indian and Alaska Native peoples with an emphasis on STEM. In 2012, RIT was named a top 200 school for Native Americans for the fourth consecutive year.

Feature articles in its **College Guide** (“Creating Communities for Native Scholars”, Fall 2012) as well as a student profile in 2011 (Wuttachki Myles, CAST ‘12) continue to showcase the program’s success.

Featured Media Coverage (cont'd)

The Democrat and Chronicle (January 7, 2013, August 8, 2012), 13 Wham News (January 7, 2013), the Rochester Business Journal (January 31, 2012), and the Rochester City Newspaper (July 2, 2012) featured FSP and its funded initiatives within our regional community.

FSP was also recognized in several on-campus publications including RIT News: Seneca Language Revitalization Project (June 15, 2012), Native American Heritage Month, (October 25, 2012 and November 21, 2012), Native American Graduation and Honoring Ceremony (June 28, 2012) and the Collegiate Science Technology Entry Program (January 31, 2012) as well as in RIT The University Magazine (Spring 2012, pg. 35), Research at RIT (Fall/Winter 2011, pg. 6) and the Reporter (December 7, 2012, pgs. 6-7).

Programmatic Highlights

FSP continues to have a strong presence at the Imagine RIT Festival. The May 2012 program featured traditional basket weaving, Haudenosaunee Foods, Stick Game, Native American Males Wage Differential, Ganondagan State Historic Park and White Corn Project, and a Haudenosaunee Dancer Exhibit. The Program facilitated and sponsored festival visitors from Monroe Community College's STEP, Liberty Partnership and Upward Bound Programs and Community Place of Rochester.

The annual **Native American Month Celebration (November 2012) featured a Kick-Off Event** offering free Native food, storytelling by Perry Ground, drumming by the Eastern Travelers, performances and artwork by RIT alumni, Lauren Jimerson, Awenheeyohe Powless, Leah Shenandoah, and the Iroquois Social Dancers. Additional cultural month programming included discussion and performances by Dawnena Muth-Rodriguez, a professional hoop dancer and member of the Pawnee/Flandreau Santee who discussed traditional values of American Indian-Lakota style, film screening of Crooked Arrow, a quillwork demonstration by Ganondagan Site Interpreters - Mike and Tonia Galban, Native American Student Association member's panel discussion about local Native communities and a concluding banquet and keynote address by Radmilla Cody, an award-winning Native American Recording Artist, advocate against domestic abuse and violence, and the 48th and first bi-racial Miss Navajo Nation.

FSP advises RIT's American Indian Science and Engineering Society chapter (AISES). Seven students, four faculty and staff, and three alumni attended the AISES National Conference in Anchorage, Alaska during the fall, 2012 quarter. Alumnus, Naomi Lee was awarded third place in the graduate student presentation at the PhD level and Caitlin Kavanagh, GCCIS '15 (current AISES Region 6 representative) presented at the undergraduate student research session. The RIT AISES Chapter was elected to host the AISES Regional Conference in April, 2013.

Program leaders attended the **College Board Native American Student Advocacy Institute Conference (May 2012), the NCORE Conference (May 2012), MCC's Native Culture Night (April 2012), the Canandaigua Treaty Day (November 2012) and the Ganondagan at the Memorial Art Gallery Event (December 2012).** They volunteered at the Ganondagan State Park Winter Games (February 2012) and served as a judge at the STEP Conference (March 2012). Thirteen students and seven faculty and staff participated in the Ganondagan Overnight and Service Event (September 2012) and "Discover" RIT, an annual Columbus Day event in October 2012. FSP held its annual Native American Graduation and Honoring Ceremony in May 2012 featuring NTID's Jane Doctor (Tonawanda Seneca) as their keynote speaker.

Partnerships and collaborations are critical to the FSP Program. Ongoing relationships with state-wide STEP and CSTEP programs, Monroe Community College, SUNY Fredonia, the University of Rochester, SUNY Brockport, Onondaga Community College, the State University of New York at Buffalo, Buffalo State College, MCC's Upward Bound, Liberty Partnerships, and Native American Programs, the Native American Cultural Center of Rochester, Community Place of Rochester, Rochester City School District's Native American Resource Center, RIT's Office of K-12 Initiatives, HEOP, TRiO, LSAMP, and McNair Programs, Cornell University's AISES Program, Kodak, NASA, Corning Glass, the Seneca Nation Department of Education, Ganondagan State Historic Site and Friends of Ganondagan strengthen our offerings to students and connect RIT to the Greater Rochester Native Community.



Funded Initiatives

The Program currently manages three grant funded projects including the White Corn Project (\$25,000), the Seneca Language Revitalization Project (\$18,500) and the New York State Collegiate Science Technology Entry Program (CSTEP) (\$590,932) in partnership with the College of Liberal Arts. FSP Directors serve as principal investigators on the four-year CSTEP grant supporting underrepresented undergraduate and graduate students (AALANA and low-income) as they pursue careers in science, technology, engineering, and mathematics.

Iroquois White Corn Project



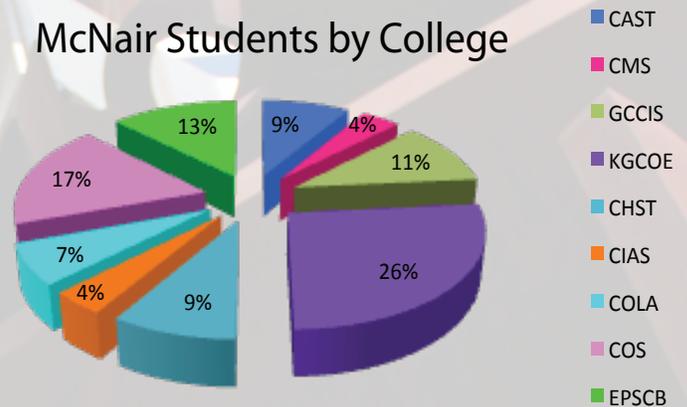
Post-Baccalaureate Education: *The Ronald E. McNair Post-Baccalaureate Achievement Program*

The Ronald E. McNair Post-Baccalaureate Achievement Program is a national educational initiative created to increase post-graduate opportunities for students from low-income, first-generation families, with a particular emphasis on traditionally underrepresented groups. In addition to being either underrepresented or first-generation students, scholars represent a select group of highly qualified and motivated individuals who were chosen because of their strong academic work ethic and commitment to academic excellence.

The Program Director, Dr. Tomicka Wagstaff with support from Assistant, Kate Torrey and Staff Assistant, Ms. Linda White coordinate a series of enriching scholastic experiences emphasizing academic research and mentoring in preparation for advanced scholarly environments and doctoral-level studies.

McNair Scholars prepare for graduate education through various programmatic features including research, faculty mentorship, the development and delivery of professional research presentations at regional and national conferences, research seminar, graduate school preparation seminars and travel to various graduate schools throughout the country to visit potential institutions, departments, and programs.

McNair Students by College



*Lennard Street
McNair Scholar
Computer Engineering Major*





2012 McNair Students by Graduating Year

Programmatic Highlights

The McNair Program currently supports 45 scholars with an average GPA of 3.57 on a 4.0 scale. Thirteen scholars participated in undergraduate research this past year and summer. Fifteen 2012 scholar graduates joined the growing number of RIT McNair alumni to thirty-seven over the past five years. 73% of McNair students are currently in undergraduate programs in the STEM disciplines. The chart to the left includes a breakdown of McNair students by college and graduating year.

Funded Initiative

The program submitted and successfully secured an additional five years of full funding from the U.S. Department of Education this past year. This funding commitment clearly provides evidence of our success, and continued commitment to diversity, retention and preparation of our students as productive members of our global society. There are currently 194 funded McNair Scholars Programs across the United States and Puerto Rico.

Summer Research Experience

This year, nine scholars including an ULSAMP Clarkson University engaged in an intense ten-week, summer experience conducting research under the guidance of a faculty mentor. Additional programmatic features included the Topics in Professional and Technical Writing Course designed to introduce scholars to traditional academic research and writing and the development of professional research presentations for the UB sponsored Annual McNair National Research Conference and RIT Undergraduate Research Symposium. Summer program evaluations were positive. Two-thirds of the student scholars agreed or strongly agreed that their summer experience was relevant to their academic goals and career plans and that the experience increased their knowledge of research and discipline-specific knowledge. Faculty mentors, with the exception of one (undecided), agreed or strongly agreed that program expectations and goals were reasonable and clear. Four of the five faculty mentor respondents agreed that communication was effective and were satisfied with the quality and productivity of the scholar's work. The majority of scholar respondents (78%) agreed/strongly agreed that the Research and Technical Writing Course met their expectations, was meaningful, a valuable use of time, and would recommend the course to future Scholars.

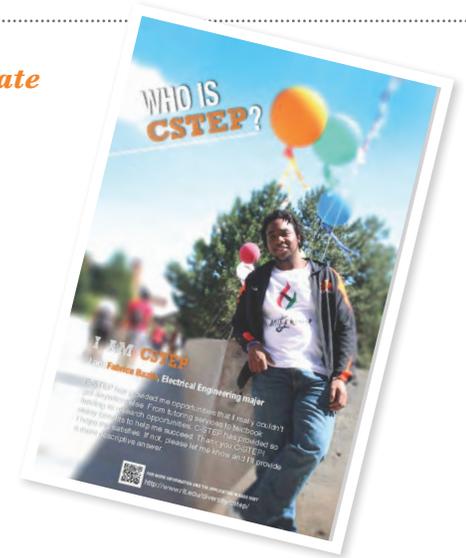
Each student culminates his/her McNair Program experience by presenting his or her research at the McNair Summer Program Research Symposium. In addition, students have the opportunity to travel to additional McNair conferences nationwide and to network with graduate school representatives, as well as McNair Scholars from across the country. Program staff utilized research presentation and research paper rubrics to assess student learning. Seven of the nine scholar presentation scores were available for comparison and analysis. Overall, student scholars improved their presentation skills across five learning domains by two.



Post-Baccalaureate Education: *The Ronald E. McNair Post-Baccalaureate Achievement Program (cont'd)*

RIT Partnerships

This fall, Dr. Wagstaff played an integral role in collaborative recruiting efforts with the College of \Liberal Arts' New York State for the Collegiate Science Technology Entry Program (CSTEP) and Upstate Louis Stokes Alliance for Minority Participation (ULSAMP) strengthening each program's capacity to promote science, technology, engineering and mathematics disciplines with the identification and matching of qualified students with each program's respective offerings and services.



Preliminary planning has taken place in late 2012 to combine synergistic relationships between the McNair Scholars and the Upstate Louis Stokes Alliance for Minority Participation (ULSAMP) Programs. ULSAMP aims at increase the quality and quantity of students successfully completing science, technology, engineering and mathematics (STEM) baccalaureate degree programs, and increasing the number of students interested in, academically qualified for and matriculated into programs of graduate study. The program traditionally serves twenty-five students each year and will provide students with introductory, short-term research experiences in preparation for the McNair program and serve to identify appropriate C-STEP support services. This next year will emphasize the building of formative relationships among each respective program and will serve as a foundation for identifying and providing introductory research opportunities for qualified McNair students



RIT VALUES

Teamwork and Collaboration

ACCOMPLISHING CROSS-COLLEGE AND DIVISION
GOALS AND OBJECTIVES

VI. Relationship Network: The Office for Faculty Recruitment and Retention

The Office of Faculty Recruitment and Retention (OFRR), established in March 2002, works closely with colleagues across the University including deans, faculty members and senior administrators on a broad array of issues; strengthening institutional excellence by helping to recruit and retain diverse faculty and addressing issues that arise in the domain of faculty success. Its core mission is to build a relationship network with African Americans, Latina/o Americans and Native Americans (AALANA) and women, scholars, faculty and executive level professionals. It provides support, direction, and training to search committees conducting faculty searches. Led by Executive Director, Renée Baker and supported by Recruitment Specialist Charity Bontadelli, and Faculty Recruitment Assistant Dan Downie, OFRR assists all faculty search committees with the identification of qualified AALANA and women prospects and providing advertising and outreach sources to build their applicant pools. They serve as a resource for minority and women doctoral and masters of fine arts scholars, along with post doctoral scholars and faculty interested in becoming an educator at RIT. Continued efforts are focused on expanding the pool of applicants by attracting and retaining underserved populations, chiefly AALANA and women to enrich our diverse educational community.



Teamwork and Collaboration

Transition

July 2012 was transformative for the OFRR with the restructuring of its practice through the Vice President and Associate Provost for Diversity and Inclusion. As part of its transition, Academic Affairs and the Division for Diversity and Inclusion sponsored a review of RIT's current faculty search and selection processes engaging Dr. Gertrude Fraser, Associate Provost for Faculty Diversity at the University of Virginia and subject matter expert in the area, to lead a series of focused dialogue based sessions with the goal of discussing the efforts and outcomes to increase representation of diverse faculty. Recommendations are expected in early 2013 and will become consideration for an ad hoc taskforce to further review its path forward for future searches.

Signature Faculty Program

The Office hosted its nationally recognized signature event, the Annual Future Faculty Career Exploration Program (FFCEP), for the ninth year on September 19 – September 23, 2012. FFCEP received a total of 186 applicants with an additional twenty non-AALANA applicants from 113 colleges representing thirty -eight states and six countries.

Twenty-three prospective faculty participated in the program reflecting a compositional breakdown of fifteen male and eight female, seventeen African-American and six Latina/o. Six participants from the 2012 program have applied for faculty openings to date which has resulted in three of them participating in the interview process and one being offered a tenure track position.

Search Committee Support

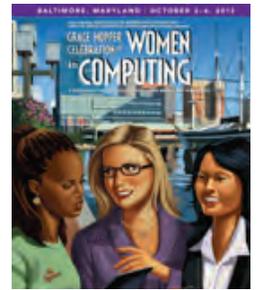
OFRR continues to support the many facets of the faculty recruitment process. This past year, the Office provided support to faculty search committees for approximately 53 faculty positions including AALANA and women referrals for over 53 faculty jobs within all nine colleges and the Golisano Institute of Sustainability. OFRR sent email notifications to approximately 2500 minority referral prospects advising them of faculty positions open in their discipline. The Office held 53 mid-search review meetings with Deans, Department Heads, College Liaisons and search committee chairs to ensure rich and diverse candidate applicant pools. Continuous process improvements (i.e. Diversity Qualification and Candidate Contributions to Diversity statement) have occurred this year incorporating new best practices, HR, legal, and system changes. The Executive Director with support from the OFRR team continues to work with search committees in their transition from a “screening and selection” ideology to a recruitment committee paradigm with special emphasis on greater institutional consideration and multicultural and bias awareness training for FFCEP participants and diverse candidates. This year, the Office presented the College of Applied Science and Technology (CAST) with its annual Changing Hearts and Minds Award to celebrate their diversity efforts.



Recruitment and Technology

The growing social media presence while enhancing RIT's visibility is challenging OFRR's ability to build appropriate platforms to attract and compete for faculty talent in this new age of recruitment technology. In 2012, OFRR developed a LinkedIn page and grew connections to over eighty-five, with eighty-five connection invites pending. The Office, working with ITS, continued its maintenance of and improvements to the OFRR online Ebase to add and test functionality. Ebase prospects increased to approximately 4250 as of January 2012. Inner-office cross training of Referral Process, Ebase usage, SCRF Tracking Project, Reviewing Faculty Posting Forms, Preparing documents for mid-search review meetings, use of Career Zone (Kenexa) and Interview Builder ensures consistent practices among staff and prompt service to prospective faculty candidates. Also a number of training sessions were designed and facilitated to our college client base of college liaisons,

search committees and support staff on use of the new Career Zone (Kenexa) System, Interview Builder functionality, and the faculty search process. This included facilitation of two customized Career Zone (Kenexa) sessions for the faculty groups of the College of Liberal Arts.



OFRR's Executive Director conducted several recruitment trips to Advancing Minorities Interest in Engineering (AMIE) on September 4-7, 2012 in Norfolk, VA which resulted in fourteen spread the word contacts and the Grace Hopper Celebration on October 2-6, 2012, in Baltimore, MD resulting in nineteen prospects and three spread the word contacts. The Recruiting Specialist and four other college representatives joined the Executive Director at Compact, the largest recruitment venue of minority scholars interested in pursuing faculty positions. Results from the prospects met at the Compact for Faculty Diversity Conference are listed below.

Compact for Faculty Diversity, October 24-27, 2012 Grand Total 2012 Compact Prospects- Ethnic and Gender breakdown

Male	71
Female	89

Ethnicity Breakdown

American Indian	5
Asian	2
Black	87
Hawaiian/Pac Islander	1
Hispanic	40
no response	22
White	3

The OFRR office evaluated its key functions to realign HR functions with the Human Resource Department continuing its support to search committee members and faculty applicants with the iRecruitment and the new Career Zone (Kenexa) applicant tracking system. OFRR team members provided subject matter expertise for planning, designing, testing, implementing, process redevelopment and training for Kenexa. Team members designed and implemented Kenexa's Interview Builder capabilities, piloting its functionality and use of the interview question library.

Faculty Retention

2012 marked the third year that EDFRR owned responsibilities for the Faculty Associates (FAs) for AALANA and women. Support was provided by attending meetings and providing data to the newly established AALANA Faculty Council who partner with the FA for AALANA as he worked with the tenure and promotion committees and department chairs on new faculty success issues and concerns.

Data Collection and Analysis

The Office completed two comprehensive tracking projects this year. The Referral Tracking Project gathered 2009 – 2012 data reflecting counts on prospects the office emailed and referred to search committees. The referral list process is a service that the office provides for all faculty positions which includes mining the internal prospect database along with 3-5 other diversity databases in order to identify minority scholars in the needed disciplines. The Applicant Tracking Project demonstrated how applicant's progressed through the search, interviewing, and selection process by gender and ethnicity. The applicant tracking project provided a detailed picture of applicant make up for each individual search and the respective college for the years 2009- 2012. Both projects were shared with the Provost and senior leadership to support policy and decision-making.

VII. The Inclusive Excellence Framework

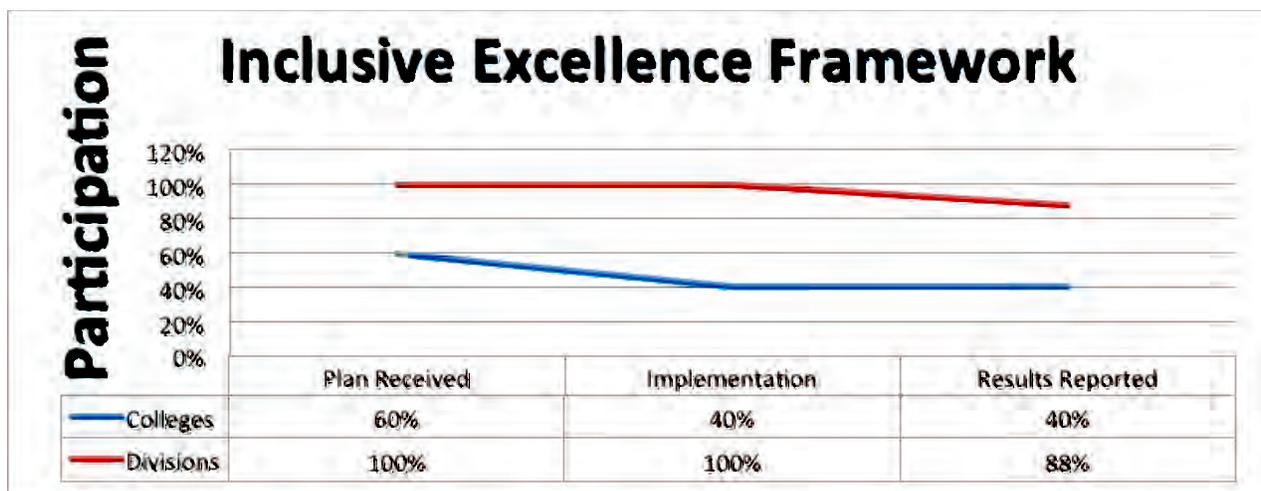
The Office for Diversity and Inclusion’s Director of Assessment and Research Management, Dr. Laurie Clayton, focused much of 2012 on assessing college and division baseline data relative to diversity practices across the campus as well as the implementation, analysis and reporting of the university’s 2012 Employee Engagement and Climate Survey. RIT’s Inclusive Excellence Framework (2010 – 2015) served as the structural context for data collection. The Framework infuses diversity practices into four dimensions outlined in the diagram below.



The Inclusive Excellence Framework’s fourth dimension creates an expectation of assimilating diversity efforts into the core of institutional functioning to realize the educational benefits of diversity. Elements of the Framework are embedded into the university’s strategic plan including annual performance commitments specific to AALANA and female tenure-track and staff hiring and achieving high levels of stakeholder satisfaction among our faculty and staff employees.

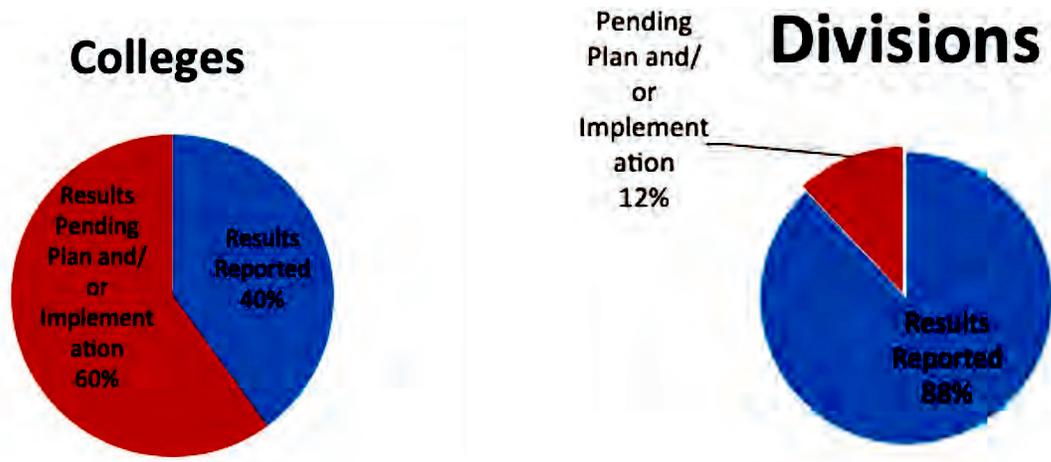
Campus Participation

A baseline review of existing data combined with outreach to diversity partners determined varying participation levels among colleges and divisions.



Assessing Results

Similar variations were evident when analyzing narrative (qualitative) and quantitative data. The majority of divisions reported results across the Framework's four dimensions, while colleges have results pending the implementation of recently developed diversity plans. Much of pending status among colleges can be attributed to recent changes in senior leadership



Plan implementation and the utilization of Task Stream, RIT's enterprise-wide assessment management system, in academic year 2014 will provide a consistent, convenient and comprehensive method of data collection and reporting out of inclusive excellence results. Exemplars of exceptional diversity assessment practices include The College of Liberal Arts for its comprehensive planning processes, and the College of Applied Science and Technology and the Student Affairs Division for their reporting of diversity results.

2012 Employee Engagement and Climate Survey

The Office for Diversity and Inclusion and Human Resources Department partnered on the development and implementation of RIT's bi-annual employee survey. This partnership combined previous engagement items from the 2009 survey with the integration of seventeen diversity-related climate items assessing employees' perception of the institution's commitment, support and promotion of diversity, their work environment with senior management, supervisors and colleagues, and race, gender, religion and sexual orientation bias in the workplace. The survey achieved a 55% participation rate, 1% higher than 2009.



Nine of the fourteen climate questions (67%) met national normative data provided by our consulting partner, Avatar HR Solutions. Themes from two open ended climate questions identified numerous employees (25% and above) feel there is a high level of support for diversity including the following: dedicated diversity office, cultural functions, employee events, and an interfaith center. Many employees (10-25%) stated that the focus on diversity can be improved by the following: placing a stronger value on diversity programs, improving the promotion of programs, focusing on other areas of diversity besides race, including but not limited to ageism, religion, economic diversity and the deaf community

Six of RIT's ten Most Favorable survey items were within the Climate Dimension

2012 Climate Survey Results Most Favorable Items	RIT % Favorable	Benchmark % Favorable
My supervisor treats all employees equally, regardless of race, gender, age, religion, or sexual orientation.	79	82
Senior management at RIT is committed to, and supports, diversity.	78	67
My coworkers treat all employees equally, regardless of race, gender, age, religion, or sexual orientation.	78	88
Racial, ethnic, and gender-based jokes are not tolerated at RIT.	77	72
RIT has been effective in promoting diversity here.	75	72
The cultural values, beliefs, and customs of different groups are understood and respected at RIT.	74	58

University-level results were presented to RIT governance groups (Academic Senate and Staff Council) during the fall, 2012 with on-going college and division – level results and analysis presented to senior management throughout academic year, 2013. Action plans, dependent upon results, will be implemented at the college and division -level in academic year, 2014.

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INNOVATIVE FUTURE

Looking Ahead

2012 was a very productive year for the Division for Diversity and Inclusion. We will continue to strive for excellence and achieve high degrees of customer satisfaction among our diverse community of stakeholders. We remain committed to serving and sustaining a diverse and inclusive learning, living, and working environment at RIT. Our services are a vital resource to develop and implement initiatives and programs promoting diversity and inclusivity across our campus. Future directions will emphasize recruitment of diverse faculty, student retention, supplier diversity and the engagement of multicultural alumni. Progress in these areas will support the university as it strives to be a 21st century learning community defined by excellence through: the affirmation of differences in the composition of our leadership, faculty, staff, and students; the configuration of its policies, procedures, organizational structures, curricula, and co-curricular programs; and the fabric of its interpersonal relationships.



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