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RIT CLIMATE STUDY

PERCEPTIONS OF FACULTY, STUDENTS, AND STAFF

Prepared for:
Rochester Institute of Technology

Donald E. Pryor, Ph.D.
Project Director

One South Washington
Street
Suite 400
Rochester, NY 14614-1125
Phone: (585) 325-6360
Fax: (585) 325-2612

White Plains Office Park
707 Westchester Ave Suite
213
White Plains, NY 10604
Phone: (914) 946-1599
Fax: (914) 948-3671

100 State Street
Suite 930
Albany, NY 12207
Phone: (518) 432-9428
Fax: (518) 432-9489

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SUMMARY

This report summarizes findings from extensive baseline surveys of the current climate on the RIT campus, particularly as it relates to issues related to cultural diversity and inclusion on campus. The report documents the findings from surveys of students, faculty and staff. Survey findings are summarized by several themes used to organize the survey questions and results.

- General Diversity** ❖ Strong support was expressed for diversity at RIT, and for actively promoting it, by all segments of the University population. This was true across all racial/ethnic groups, across both males and females, and across all colleges and divisions.
- ❖ Two-thirds to three-quarters of those in each survey say most people they know “genuinely support racial/ethnic diversity.”
- RIT Support for Diversity Initiatives**
- ❖ Despite clear support for the concept of diversity, there is more ambiguity about whether RIT places too much emphasis on racial/ethnic diversity. In each survey, there was a virtual dead heat between those agreeing and disagreeing with the amount of emphasis. Almost 40% of students were neutral. White students, faculty and staff were all much more likely than AALANA respondents to believe that too much emphasis is placed on diversity. Faculty members differed substantially across colleges.
 - ❖ There is considerable lack of understanding across half or more of nearly all surveyed groups of how consistent student admission practices are with the goal of increasing racial/ethnic minority students.
 - ❖ Half of staff and faculty said RIT pushes minority hiring policies too forcefully. At least 40% of faculty in all colleges agreed, including more than two-thirds in two colleges. Male faculty, and female staff were most likely to agree. Most AALANA faculty and staff disagreed.

Comfort with Others/Social Interactions

- ❖ Large majorities of staff and faculty, and more than half of all students, reported that RIT has done a good job providing initiatives that promote diversity, though AALANA respondents were somewhat less certain.
- ❖ Students reported being comfortable going to see faculty members (AALANA students slightly less so, but still 2/3 agreed), and even more comfortable seeing faculty from different racial backgrounds than their own.
- ❖ All surveyed groups reported high levels of comfort with students from different racial/ethnic groups, and 2/3 or more of all students, faculty and staff said they are comfortable at RIT being in situations where they are the only person of their racial/ethnic group. More than ¾ of all students agreed that majority and racial/ethnic minority students get along well (slightly lower, but still high, proportions of AALANA and International students agreed).
- ❖ Still, about half of all respondents perceived that most people's social interactions on campus are largely limited to those of their own race. White faculty and students were more likely than others to say their own social interactions are largely limited to persons of their own race/ethnicity.

Faculty Expectations/Interactions

- ❖ Faculty overwhelmingly reported that most faculty they know treat all students fairly regardless of racial/ethnic background. AALANA faculty were less likely to agree (62% versus 85% of all faculty). At least three-quarters of the faculty in all colleges said most faculty are fair to all students.
- ❖ Faculty and students agreed (about 85% each) that faculty have high expectations for all students. But more than 40% of AALANA faculty (almost twice the proportion for other faculty) believe some faculty have lower academic expectations for racial/ethnic minority students.
- ❖ Consistent with faculty's self-reporting of fairness, more than three-quarters of all students (including at least two-thirds of the students in all racial/ethnic groups) reported that they have been treated fairly by RIT faculty members.

Compatibility of Diversity Goal

- ❖ Three-quarters or more of students, faculty, and staff say that striving for diversity doesn't mean having to compromise RIT's

goal of excellence. This statement received strong support across all racial, gender, and college and division groups.

- ❖ Almost 2/3 of the faculty supported admitting underrepresented racial/ethnic students based on different criteria, as long as there were the same expectations of success, but less than half of all students agreed. Only about 40% of the white students agreed, but 2/3 of the white faculty agreed with this approach.
- ❖ Yet a third or more of all students, faculty, and staff indicated that promoting diversity leads to the admission of greater numbers of less qualified students, and to the hiring of less qualified faculty and staff. Male students and faculty were much more likely than females to agree. About half or more of the faculty in three colleges agreed that promoting diversity could lead to less qualified students and faculty.
- ❖ Almost 2/3 of the staff and more than half of the faculty said that they would recommend hiring a qualified underrepresented minority candidate only if the person were also the most qualified candidate. Male faculty were especially resistant to hiring anyone other than the most qualified person. Significant differences existed across colleges and divisions.
- ❖ Less than half of all faculty (45%) believe that most underrepresented racial/ethnic students are well-prepared for college studies. White faculty are considerably less likely than Asian or AALANA faculty to say that underrepresented racial/ethnic students are well-prepared.
- ❖ There was little support from students for increasing the number of underrepresented racial/ethnic minority students on campus, or for increasing the number of minority faculty. Less than a third of the students (and only about 20% of the white students) were supportive. On the other hand, more than 60% of faculty (including the majority of all racial/ethnic groups) are supportive of both initiatives. Female students and faculty were more supportive than males. Differences existed across colleges, among both students and faculty.
- ❖ There was more support for increasing the number of female faculty on campus. Among students, 47% supported this increase, compared to only 29% who supported expanding racial/ethnic faculty numbers. White students were twice as supportive of this

Desire for Increased Diversity

proposal as they were of expanding minority students or faculty. More than 60% of faculty favor hiring more female faculty members.

- ❖ About 2/3 of AALANA faculty, staff, and students support expanding their own numbers, to create more critical mass on campus.
- ❖ There is little student support for more classes emphasizing multicultural diversity and understanding, especially among white students, but even among minority students there was no groundswell of support. Less than 40% of all students thought increased racial diversity would strengthen RIT academic programs. White and AALANA faculty and staff were supportive, but less than a third of white students were. Significant differences occurred across a few of the colleges, both among students and staff.
- ❖ More than half the faculty supported efforts to attract more local minority students to attend RIT.
- ❖ Most faculty, staff, and students say they have seen no evidence of people being excluded socially on campus because of their race/ethnicity, but one in five did report seeing such exclusions occur. Women faculty were more likely than men to report exclusions. About 40% or more of AALANA faculty, students, and staff agreed they had seen such exclusions, compared with less than 20% of whites.
- ❖ About ¼ of those respondents in each group knew of people treated unfairly at RIT because of their race/ethnicity, a third because they were deaf or hard-of-hearing, and more than a third because of their gender. Women and AALANA survey respondents were especially likely to have reported being aware of unfair treatment. There were significant differences across colleges in the frequency with which their faculty reported being aware of unfair treatment (not necessarily within the college).
- ❖ About 40% of respondents reported that they had read, heard, or seen insensitive or negative comments at RIT about racial/ethnic minorities. Again, women faculty (but male staff) and AALANA students, staff and faculty were most likely to have reported such comments. Significant differences existed across colleges and divisions.

Perceived Exclusion

Support Services on Campus

- ❖ Most students reported no racial tensions in RIT residence halls, though one-quarter of all students had perceived such tensions, including almost half of all AALANA students.
- ❖ About a third of AALANA faculty and students reported racial/ethnic tensions in the classroom at RIT, compared with less than 20% among Asian and white students and faculty. Faculty differences existed across several colleges.
- ❖ About half of all students and staff (and just over 40% of faculty) agreed that support services for racial/ethnic minority students are sufficient, but students were less likely than staff and faculty to view them as even being appropriate. In particular, only 41% of white students viewed these services as appropriate. There is strong support for the services across all racial/ethnic faculty, staff, and student groups except white students. Differences existed across colleges and divisions for students, faculty, and staff.
- ❖ Well over half of the staff and faculty said they understood the roles of the Commission for Promoting Pluralism and the Assistant Provost for Diversity, and believe the offices involved in addressing diversity are having an impact. In general, all racial/ethnic groups indicated that they understand the institutional roles and believe they are having an impact.
- ❖ Faculty and staff overwhelmingly supported giving more welcoming attention, orientation, and support for all new hires, but only 30% to 40% suggested that special attention should be given to new racial/ethnic minority hires. AALANA faculty and staff were much more likely to also advocate for special attention for underrepresented minority hires. Significant differences in faculty responses existed across colleges.
- ❖ More than 60% of all students thought that student groups and services targeted primarily to racial/ethnic groups provide valuable support. All racial groups, including whites, believe they are valuable.

Efforts to Break Down Barriers

- ❖ Two-thirds of faculty and ¾ of staff perceived increases in efforts to break down barriers between racial/ethnic groups on campus, but less than 40% of all students agreed. Among faculty and staff, the perceived impact cut across racial/ethnic groups. AALANA students were more likely than other student groups to perceive

that progress has been made, but that only represented slightly less than half of all AALANA students.

- ❖ A majority of staff agreed that they should be strongly encouraged to attend cross-cultural workshops/events on campus, but fewer than 45% of faculty and students agreed. At least half of all females in each of the three survey groups were supportive, and at least 10% more females than males agreed in each group. White faculty and staff were generally less interested. Differences existed across colleges and divisions, for faculty, students, and staff.
- ❖ Similarly, staff were more interested than faculty in training/orientation around issues of cultural diversity/ sensitivity and communications. Similar racial/ethnic, college and gender differences existed as for the workshop question, except that more than half of male staff were supportive of training, though not of workshops and events.
- ❖ 60% of staff agreed that training should be required for mid-management staff regarding diversity, leadership and communications skills, but less than half of all faculty members agreed that similar training should be mandated for Deans and Department Chairs. Women faculty and staff were much more supportive than men. Support cut across all racial/ethnic groups among staff, but not among faculty, where less than half of the white and Asian faculty were in support, compared with strong AALANA support. Differences existed across colleges.
- ❖ Just over 2/3 of all students said there should be more efforts to bring racial/ethnic groups together, including strong support from all racial/ethnic groups, despite lack of student support for diversity workshops or increased classroom diversity.
- ❖ Overwhelming support (well over 80%) exists in all three surveys for the value of improving physical surroundings to create increased interaction opportunities.
- ❖ Reviews to date on the First Year Enrichment orientation are mixed. More than half the students thought FYE should do more to mix students across colleges and academic disciplines, but fewer than half thought it should do more to mix across racial/ethnic groups. More than 2/3 of AALANA students supported both approaches. White students were least supportive of both. While about 40% of all students were neutral as to whether FYE

Representation and a Voice in Decision-Making

provides enough emphasis on multicultural diversity, almost half of all white students said that there was enough emphasis already.

- ❖ Most faculty and staff—especially female faculty members and AALANA staff and faculty—agreed that there is not enough minority racial/ethnic group representation on important RIT committees.
- ❖ There was a higher level of agreement that female staff and faculty are adequately represented on important committees, as there is a more critical mass of women faculty and staff. However, women were much less likely than men to agree, among both faculty and staff. Some differences existed across colleges and divisions.
- ❖ Less than half of faculty, staff, and students think RIT does a good job seeking opinions from each group concerning improving the campus.
- ❖ Views were more mixed concerning how actively RIT is perceived as seeking and acting on student, faculty, and staff views related to diversity issues. Staff were the most likely, and faculty the least, of the three groups to feel their views were sought out.
- ❖ Just over a third of the faculty agreed that Academic Senate is a strong voice for strengthening the college; half of staff agreed that Staff Council is a strong voice.
- ❖ Most faculty and staff, across gender and racial/ethnic groups, agree that their opinions matter in discussions within their departments and divisions.
- ❖ Just over a third of all students agreed that Student Government is helpful in bringing students together and in helping create a sense of community.

Performance Appraisals/Tenure

- ❖ There were wide differences of opinion concerning whether Managers and Deans (and Department Heads) should be held responsible for meeting diversity hiring and retention goals. For both staff and faculty, there was more disagreement than agreement. AALANA faculty and staff were much more likely than others to agree. There were significant differences across several colleges.
- ❖ More than 2/3 of the staff and 3/4 of faculty believe they are treated fairly in the annual performance appraisal process, but only 53% of AALANA faculty agreed.

Deaf/Hard-of-Hearing Issues

- ❖ Just under half of the faculty (46%) perceived the tenure process as fair for all, and the proportions declined to 35% of women and a third of AALANA faculty. Significant variations existed across several colleges.
- ❖ One quarter of the faculty think underrepresented minorities receive preferential treatment in the tenure process, versus 45% who disagreed; on the other hand, 7% think that minorities are discriminated against in the process, while 62% disagreed.
- ❖ Slightly over half of all staff, and more than 2/3 of the faculty indicated that expressing controversial views can have negative consequences for staff and faculty, especially if faculty are not tenured. Strong proportions of all faculty racial/ethnic groups agreed, and about half of both white (54%) and AALANA (50%) staff groups agreed.
- ❖ The surveys provided a mixed assessment of the effectiveness of communication among deaf, hard-of-hearing and hearing communities at RIT. Between 40% and 45% of students and faculty, and just over half of all staff, believe effective communication exists, but large proportions also disagreed.
- ❖ Almost two-thirds of all students, but only a third of faculty and 43% of staff, agreed that sufficient numbers of interpreters exist for the deaf and hard-of-hearing. Significant differences in perspective existed across colleges and divisions among staff and faculty.
- ❖ Large proportions of staff and students, but just under half of faculty, said those campus groups should all learn at least basic ASL. Wide variations existed across colleges.
- ❖ Most students believe that faculty make a sufficient effort to assist students who are deaf or hard-of-hearing. Faculty agreed, but at a lower level than the student level of agreement. NTID faculty were less likely than those in other colleges to agree.

Feeling Comfortable at RIT

- ❖ Three-quarters of students and staff, and almost two-thirds of faculty, agreed that racial/ethnic minorities they know feel comfortable at RIT. Large majorities of all racial/ethnic groups agreed in each survey, although higher proportions of whites said other minorities were comfortable than the minority respondents said speaking for themselves.

Mentoring

- ❖ Similar patterns existed for perceptions of women feeling comfortable, with high levels of perceived comfort.
- ❖ Three-quarters of all three survey groups agreed that deaf and hard-of-hearing persons they know feel comfortable at RIT.
- ❖ About 60% of students and faculty, and 2/3 of staff, feel they have received adequate guidance/mentoring from other faculty or staff on campus. About one-fifth of each group disagreed with that assessment.
- ❖ More than 2/3 of staff, and 75% of faculty, agreed that there is value in a more formal mentoring system for new staff and faculty.
- ❖ Three-quarters of all faculty said they should be expected to serve as mentors for new faculty hires. All gender, racial/ethnic and college subgroups agreed.
- ❖ More than half of all faculty and staff said they were willing to participate in a formal mentoring program without formal recognition or incentive. On the other hand, almost a third of staff and 44% of faculty were willing to participate only if the time is credited to their formal performance appraisal. Women and AALANA faculty were more likely than their colleagues to place such conditions on their involvement.

RIT Pride/Feeling Valued

- ❖ The majority of students, faculty, and staff reported that they feel valued by their peers and various constituent groups on campus. Value was generally perceived across gender and racial/ethnic groups.
- ❖ Two-thirds of students, and more than 80% of faculty and staff, said they would recommend RIT to other prospects. Similar proportions of faculty and staff said they would also encourage an underrepresented racial/ethnic minority candidate to come to RIT. Most AALANA and Asian faculty and staff would encourage other minorities to come, though they would be somewhat less likely than white colleagues to do so.
- ❖ There is a high sense of pride about RIT among more than three-quarters of all staff and faculty; among students, the proportion expressing pride dropped to 58%. Levels of pride were fairly consistent across gender, racial/ethnic and college/division groups.

Summary Climate Scale Questions

- ❖ More than two-thirds of all students, faculty, and staff indicated their belief that the RIT climate is non-racist. Fewer than 10% of each group suggested that the campus tends to be somewhat racist. However, only about half of all AALANA respondents were likely to view the campus as being non-racist.
- ❖ Similar proportions of students, faculty and staff indicated that the climate is supportive of different cultural backgrounds. More than half of all racial/ethnic groups agreed.
- ❖ Between 55% and 60% of all students, faculty and staff indicated that the RIT climate is non-sexist, but between 15% and 20% of each group suggested the campus tends toward being sexist. Overall, RIT was portrayed by all groups as somewhat more sexist than racist, particularly by women faculty.
- ❖ Just over half of the staff, about half of the faculty, and just under half of the students suggested that the campus is non-homophobic. About a third of each group selected a neutral score of 3, and about one-fifth suggested the campus tends to be homophobic.
- ❖ Three-quarters or more of all students, faculty and staff indicated that the campus is supportive of persons who are deaf or hard-of-hearing.
- ❖ More than two-thirds of staff, 62% of faculty, and 56% of the students characterized the campus as friendly, though about one-fifth of the students said it is not friendly. AALANA faculty were least likely to view the campus as friendly (just over half).
- ❖ Well under half of all surveyed groups indicated that the campus provides a great sense of community (including only a quarter of all students and a third of the faculty). In no case did a majority of any racial/ethnic group say a great sense of community exists on campus. In each case, whites reported the least sense of community.

Summary of Focus Group and Survey Comments

Additional findings were derived from 35 focus group discussions and “open-ended” comments at the end of the surveys. Highlights of those findings included:

- ❖ Considerable emphasis was placed on the need for RIT to think of an expanded focus on diversity and inclusion—beyond just racial-

ethnic, to also include gender, hearing/non-hearing, and sexual orientation.

- ❖ Many comments noted the perceived poor sense of community on campus, with a heavy academic and career focus, and less emphasis on social aspects. This often leads to a sense of isolation. This lack of community and basic friendliness is often perceived as contributing more to isolation and exclusion than racial isolation/exclusion per se. Comments indicated the need to break down barriers across colleges and academic/professional disciplines, across faculty/students, separate student clubs and support groups, etc.
- ❖ A number of comments and focus group discussions cautioned the administration to be careful not to create unrealistic expectations for hiring in areas where there is a very small pool of minority and/or women candidates. At the same time, many noted the need to consider alternative paths to success, including non-traditional criteria and experiences, as long as they add up to likely success.
- ❖ Considerable staff support, with less support among faculty, was expressed for expanded supervisory training around diversity and related issues (communications, cross-cultural understanding, management skills, conflict resolution, team building, sensitivity training, etc.).
- ❖ A number of faculty members expressed concerns that they are asked to do too much, thereby detracting from teaching and student contacts, without having enough substantive input into the changes that are needed. This is perceived as especially problematic at a time when more supports are needed for a growing and more diverse student body.
- ❖ Many expressed a need for more diverse leadership at all levels of the University, from the top with Trustees and administration, through mid-level management, governance groups, and key campus committees.
- ❖ Strong overall support was expressed by faculty, staff and students for the concept of diversity on campus, its value to RIT, and the value of actively promoting the concept. All surveyed groups reported high levels of comfort interacting with people on campus from racial/ethnic groups different from their own, and more than

Overall Observations and Conclusions

three-quarters of all students agreed that majority and racial/ethnic minority students get along well.

- ❖ Yet, about half of all students, faculty and staff perceived that most people's social interactions on campus are largely limited to those of their own racial/ethnic group. And, about half of both staff and faculty indicated that, despite strong overall support for the concept of diversity, they believe the RIT administration pushes its minority hiring policies too forcefully.
- ❖ Similarly, although three-quarters or more of students, faculty and staff say that striving for diversity is compatible with and does not compromise RIT's goal of excellence, less than half of all students (and only about 40% of the white students) supported admitting any underrepresented racial/ethnic based on different criteria, even if expectations of ultimate success were the same as for all students (although almost two-thirds of faculty supported such approaches). A third or more of all students, staff and faculty indicated that promoting diversity leads to the admission of greater numbers of less qualified students, and to the hiring of greater numbers of less qualified faculty and staff. Moreover, almost two-thirds of staff and more than half of the faculty indicated that they were not willing to recommend hiring a qualified racial/ethnic minority candidate unless the person were also the most qualified candidate. Thus, philosophically there is strong support for the compatibility of the twin goals of diversity and excellence on campus, but significant proportions of various key campus constituency groups indicate their belief that in practice, some compromising has occurred, and many are not happy with specific approaches which may be used to increase diversity.
- ❖ Although more than 60% of all faculty are supportive of having more students and faculty from underrepresented racial/ethnic backgrounds in classrooms at RIT, less than a third of all students (and only about a fifth of white students) support such increases. Students are more supportive of increasing the number of women faculty on campus, but even there, only 47% of all students agreed, compared with more than 60% of faculty.
- ❖ In general, students (and in particular, white students) appear to be less supportive than faculty or staff of the desire for RIT to become more diverse, or of the need for active intervention on the

part of RIT in effecting change in the climate of diversity and inclusion on campus.

- ❖ In general, AALANA faculty, staff and students are more likely, and whites less, to report having observed or experienced discrimination, and to support a variety of initiatives to enhance diversity and break down racial/ethnic/intercultural barriers on campus.
- ❖ In general, female students, faculty and staff are more likely than men to report having observed or experienced discrimination, and to support various new diversity and inclusion-related initiatives.
- ❖ At the risk of overgeneralizing, faculty and students in the more scientific and high-technology colleges were less likely than were those in other colleges to report being treated unfairly or to suggest evidence of discrimination, and less likely to be supportive of agendas in support of expanded diversity, inclusion and climate change.
- ❖ Diversity and inclusiveness were frequently defined in terms much broader than in just racial/ethnic/cultural terms
- ❖ There is a clear consensus among all surveyed groups that the campus does not provide a strong sense of community. Faculty and especially students were most likely to report the absence of a perceived sense of community. Overwhelming support exists from all groups on campus for the value of improving physical surroundings and comfortable spaces on campus to create increased interaction opportunities.
- ❖ The need for more mixing of students and faculty across colleges and across various support groups and student clubs was noted as a means of breaking down barriers between groups on campus.
- ❖ Faculty and staff both expressed strong support for paying more attention to ways of welcoming and providing support for all new hires, and for a more formal mentoring system for all new faculty and staff.
- ❖ Most students, faculty and staff question whether RIT does as good a job as it should in seeking out opinions and advice from various constituency groups concerning how to make improvements on campus.

- ❖ There is a great deal of pride about RIT among more than three-quarters of all staff and faculty; most students also feel pride in the institution, though the proportion drops to 58%. Two-thirds of the students, and more than 80% of faculty and staff, would recommend RIT to other prospects. Thus there is a reservoir of goodwill toward RIT among the vast majority of the University's constituency groups.
- ❖ Even though there are numerous "favorable" findings from the surveys, with majorities and even substantial majorities in support of various concepts and initiatives, sizable minorities of the respondents on most items expressed less positive perspectives. RIT will need to decide what levels of "favorable" and "less favorable" response rates it wishes to strive for in the future, in terms of improvement over the current baseline profiles. There are few norms, or national guidelines or comparable benchmarks, for RIT to use in comparing its performance. As a result, it will need to engage in a thoughtful process of defining what it considers to be the strategic directions it wishes to explore and the changes it wishes to implement, and then to set targets for improvement that seem realistic and acceptable in terms of the questions most likely to be affected by those strategic initiatives.

Opportunities and Suggestions for RIT Consideration

CGR was asked to provide some overall suggestions concerning opportunities which we believe RIT can take advantage of as it develops its responses to the Climate study findings. The policies, strategies, detailed approaches and next steps are of course up to the University and its various constituent groups to determine, but some broad concepts and opportunities may be helpful in building a foundation for the types of changes needed to make RIT a more diverse and inclusive campus in the future.

- ❖ ***Diversity and inclusiveness at RIT need to be addressed in the larger context of the overall campus climate and environment. That is, many of the issues related to becoming more diverse and inclusive will be addressed if the University is able to develop a greater sense of community, becoming more friendly and welcoming and supportive of all people on campus, regardless of their racial/ethnic, gender, academic discipline, or hearing/non-hearing identities. Issues of increasing diversity, inclusiveness and cross-cultural understanding cannot easily happen in isolation, without focusing on improving***

the overall campus-wide climate and creating a more welcoming and supportive environment overall.

- ❖ While it is important to focus on increasing the numbers of underrepresented racial/ethnic minority students and employees on campus, it is just as important, though perhaps harder, to ***create an environment in which sharing of diverse ideas, experiences and backgrounds is actively supported, encouraged and celebrated as a value. In the long run it is what will make it possible to sustain a truly diverse and inclusive campus, and to help assure that greater numbers of minority students, faculty and staff will be attracted initially to the campus, and will be motivated to stay.***
- ❖ The First Year Enrichment orientation initiative offers a key place to begin to create such an improved inclusive climate and sense of community. Since some colleges and departments are not very diverse racially/ethnically, or by gender, having a primary focus on bringing students together at the college or departmental level can have the unintended effect of not only isolating students by academic discipline, but also in many cases creating de facto a sense of racial/ethnic, and perhaps gender, isolation as well. ***Modifying the excellent foundation of the FYE initiative by supporting the conscious mixing from the first day on campus of people in groups across college/departmental, racial/ethnic, and faculty/staff/student lines can have significant implications for creating a greater sense of diversity and community across campus in the future.***
- ❖ ***Emphasis should also be placed on striving to increase the numbers of racial/ethnic minority students, faculty and staff throughout all aspects of campus life, so representation increases over time in classrooms, on committees, in campus leadership positions at all levels.***
- ❖ ***RIT should continue to focus on creating more comfortable physical spaces, both large and small, where people from various sectors of campus life and backgrounds can congregate and mix informally to help break down barriers between groups. Similarly, ways should be explored to consciously bring people together throughout the academic year in various settings and events across colleges, racial/ethnic groups, student/faculty/staff groups, and***

student support groups and social clubs to further reduce isolation and help create a sense of community across campus.

- ❖ *Ways should be explored to strengthen formal mentoring, FYE and other broad efforts to welcome and support all new faculty, staff and students on campus*—not just singling out racial/ethnic minority newcomers for attention.
- ❖ *More focus should be placed on training and orientation of all in leadership/supervisory positions among faculty, staff and administration* concerning understanding cross-cultural differences, improved communications, resolving differences in sensitive ways, etc.
- ❖ In order to minimize resistance to such orientation efforts, it would make sense to treat such sessions as opportunities, rather than threats or suggestions that the sessions are for “punitive reasons.” *By placing the focus on the changing environment and makeup of the student body, faculty and staff, emphasis can be placed on the opportunity for those going through the training/orientation to anticipate and understand the changes; consider how the changes will affect behavior, teaching and learning styles, and expectations; consider how to break down and understand stereotypes; and be prepared to address changes sensitively and thoughtfully.*
- ❖ *Consideration should be given to creating a formal ombudsperson office or some related office of support for minority staff and faculty to address complaints and issues related to discrimination, perceived lack of support, and various concerns not addressed adequately through the normal chain of command.* Such an office may prove to be an important support mechanism that may be of considerable value in helping to convince prospective hires that the institution is serious about meeting needs of minority staff and faculty, and in helping resolve issues in ways that help improve long-term retention rates.
- ❖ *Particular attention may need to be given to an increasing focus on basic training in American Sign Language among all campus groups, and the need to address issues of perceived communications problems involving students and faculty with English as a second language.*

- ❖ ***Particular efforts should be made to bring faculty and students across academic disciplines together in various settings to explore differences as well as common ground and opportunities between them.***
- ❖ ***There appears to be a need to strengthen the performance appraisal and staff development functions as applied across campus.*** These should perhaps become expanded responsibilities of the Human Resources function. The tenure system also needs to be strengthened and made more consistent across academic disciplines.
- ❖ ***Ways should be considered to have the Human Resources function become a stronger support mechanism in partnership with staff and faculty hiring processes—***through helping search committees explore new approaches, new sources for identifying potential candidates, new criteria, and alternative paths to success without compromising quality standards.
- ❖ ***Consideration should be given to establishing a cross-cultural understanding course for all RIT students, regardless of academic major.***
- ❖ ***While primary attention may strategically continue to be devoted to addressing AALANA-related diversity issues, RIT may also wish to consider ways it can simultaneously address other forms of diversity issues as well.*** It may be that the suggested quality-of-life focus on inclusion and sense of community will help address diversity in the broader context.
- ❖ ***RIT needs to engage in a thoughtful internal process, perhaps with expert facilitation, of expanding its diversity and inclusion initiatives, involving all constituency groups in a process to effect change in a deliberate way that encourages all perspectives to be listened to and considered without fear of being ridiculed or put down.*** Such a thoughtful process, while time-consuming, should ultimately ensure decisions that have widespread support and that result in a changed climate and sense of community that truly supports and encourages expanded diversity and inclusion throughout all segments of the RIT campus.

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Finally, we acknowledge the overall leadership of President Albert Simone in understanding the value of this project to the overall efforts of the University to create a more diverse and inclusive environment on campus. Dr. Simone provided support and suggestions at various points during the project, but never attempted in any way to influence the survey process or the project findings or conclusions.

Staff Team

Sarah Boyce was instrumental to the success of this project. She played a key role in designing the overall project methodology and the survey instruments, conducted focus groups and the primary data analyses, and wrote most of the report. Ruth Scott helped with overall project design, conducted focus groups, analyzed focus group comments and open-ended written survey comments, and helped develop the overall conclusions and opportunities/suggestions for RIT consideration. Paul Priebe and Mark Huntley helped with data entry tasks.

I. INTRODUCTION

The Rochester Institute of Technology (RIT) is striving to become a more racially, ethnically and culturally diverse campus. As such, it is attempting to recruit—and retain—the most skilled, diverse administration, faculty, staff and student body possible.

An integral component of the ability to meet the goal of a more diverse campus is the environment—or climate or attitude or sense of community—into which students, faculty, and staff are recruited, and which, presumably, affects how well the institution is able to keep those it has successfully brought to the campus.

As RIT develops a strategic plan to more aggressively and successfully recruit new faculty, staff, and students from diverse cultures and backgrounds—and to retain them once they are on campus—it recognizes the importance of establishing a baseline profile of the current climate, with its existing strengths and limitations. Accordingly, CGR (Center for Governmental Research Inc.) was hired to conduct an objective, multi-component assessment of the existing climate at RIT. RIT sought baseline data about how various segments of the campus community perceive and react to a number of issues, events and directions pertaining to campus life, with particular focus on campus diversity and, within that, specifically on racial/ethnic diversity.

More specifically, CGR, on RIT's behalf, sought information concerning the extent to which current students, faculty, and staff do or do not perceive the campus to be an inclusive environment and one in which they feel comfortable with each other, feel included and valued in all aspects of campus life, and believe that they are supported in their efforts. Information was also necessary to assess the extent to which the various constituent groups believe there are impediments to diversity and inclusion—and the extent to which RIT is perceived to be committed to improving the on-campus climate and to making the campus more diverse, inclusive and tolerant of those from different backgrounds.

This report highlights findings from multiple surveys, interviews, and focus groups to identify opportunities for RIT to consider as it seeks to improve the climate for diversity and inclusivity on campus in the future.

II. METHODOLOGY

This project is one of many steps in the ongoing journey toward a more diverse climate at RIT. It occurred in a context in which RIT has already taken a number of actions to create a more diverse climate and a more inclusive environment on campus. Part of the focus of the CGR study was to assess how those existing efforts are perceived. The study, conducted during the fall and winter quarters of the 2002-03 academic year, was designed to develop a point-in-time “snapshot” of how students, faculty and staff perceived the environment on campus at that time. This baseline information can then be used in future years as a benchmark against which to measure subsequent progress.

A number of research components were undertaken to provide the most objective, realistic assessment possible of the campus environment.

Project Steering Committee

A Climate Study Steering Committee was appointed by the RIT President to oversee and guide the project. Membership of the Steering Committee is listed in the Appendix.

CGR met with the Steering Committee at several points. Even though CGR was hired to provide an objective, independent perspective to this project, it was important that RIT’s interests and concerns be thoughtfully kept in mind and incorporated throughout the project. The Steering Committee and CGR worked closely together to assure that those needs were met, without compromising the integrity of the project’s independence and objectivity.

The Committee played a crucial role during the project, by helping to assure that goals and expectations were clear from the beginning, monitoring the project to assure that it remained on target, helping to strategize important methodological issues, providing a sounding board for issues that arose during the course of the study, suggesting key people we should talk to during the project, reviewing drafts of survey instruments, advising on proposed sampling strategies and survey implementation

approaches, and responding in other ways, individually and collectively, that were helpful during the course of the study.

Focus Groups

CGR conducted an extensive series of interviews and focus group discussions in the fall of 2002 with key representatives of a number of constituency groups on campus who shared insights about issues related to diversity and inclusiveness at RIT. These discussions were critical in the process of helping to define the types of issues that needed to be addressed in the subsequent comprehensive surveys administered to students, faculty, and staff. These initial discussions were useful in assuring that the surveys covered relevant issues, and that the survey issues were framed correctly and with appropriate language for RIT's campus culture.

The focus groups also yielded a number of insights about substantive issues that became a form of “qualitative” data useful in its own right to supplement the more quantitative survey data. Focus groups can provide extensive understanding and guidance around specific issues, and CGR believes that the combination of quantitative survey analysis plus information from targeted focus group discussions around specific issues, can yield useful insights for RIT officials to consider. As such, summaries of the major issues that surfaced in the focus group discussions are presented at the end of the report, separate from the presentation of survey data.

The focus groups were also used to help determine the best way to format and distribute the comprehensive surveys; to gather advice on how to encourage students, staff, and faculty to complete them; and to serve as a sort of “publicity campaign” to get the word out that the survey was coming.

Specific individuals and/or groups included in these discussions were selected in conjunction with the project Steering Committee and the Chairperson of the Commission for Promoting Pluralism, who provided day-to-day project liaison between CGR and RIT. A total of 35 focus groups were held, representing a wide cross-section of more than 300 students, faculty, administrators, staff and trustees. A list of the groups is included in the Appendix.

Survey Design

Three survey instruments were developed—one each for faculty, staff, and students. The surveys involved almost exclusively

questions or statements requiring simple check-off responses, with the exception of one optional open-ended question at the end of each survey which solicited additional comments or suggestions. The vast majority of each survey instrument presented various statements to which the respondent was asked to indicate degree of agreement or disagreement on a continuum along a 5-point scale. The three survey instruments, along with cover letters, are presented in the Appendix.

A number of other universities and colleges have conducted Climate surveys in recent years. CGR reviewed a number of the instruments used by other institutions of higher education, and in some cases was able to use or adapt items from those instruments. However, given the comments and issues raised in the focus group discussions, and the advice received from the Steering Committee and other reviewers of survey drafts (see below), it was clear that RIT's needs and interests were best served by the development of a set of tailor-made, custom-designed survey instruments.

While some questions for the three survey instruments were unique to either students, staff, or faculty, based on what we heard in focus groups and from other sources of information, most of the questions were common across all three survey groups or across two of the groups, thereby enabling comparisons of responses to be made across all, or various combinations of the three groups of students, faculty and staff.

Counting each part of several multiple-part questions as a separate item, but not counting several demographic/self-description questions, 83 individual questions were included in the faculty survey, 74 in the student instrument, and 67 in the staff survey. Of those, 44 questions were common across all of the three surveys—well over half of the questions in each instrument. An additional 10 questions were common across both the student and faculty surveys, 22 were common to both faculty and staff, and one was common across staff and students. A total of 19 questions were unique to students only, seven to faculty only, and none were unique only to staff.

We initially anticipated that the surveys would be approximately three pages in length for the substantive questions, and this was indeed the case. A fourth page and portions of the third page in

each survey were also included to obtain demographic descriptive data on respondents (used for aggregate analytical purposes) and to incorporate the final optional question.

Review and Pretest of Survey Instruments

Draft survey instruments were reviewed initially by the Steering Committee. Based on their comments, a revised set of draft instruments was developed and reviewed by selected RIT research and survey experts, and again by members of the project's Steering Committee. At the same time, these second draft instruments were also pre-tested with groups of students, faculty and staff. The pre-test was administered to about 10-12 from each group. Those completing the pre-test were asked to monitor and comment on the length of time needed to complete the survey, ease of use, and the value and clarity of any questions that might need to be reworded or deleted. Once comments and suggestions were received from these various reviewers, additional changes were made and the instruments were finalized.

Important Definitions

The Climate surveys asked about many aspects of campus life. The surveys focused on perceptions of diversity at RIT, with the greatest emphasis on racial and ethnic diversity. The following definitional terms were used in each of the surveys:

“Diversity” broadly refers to an environment which emphasizes and values differences across dimensions such as race and ethnicity, gender, and hearing status. Most questions in the survey ask more explicitly about perceptions of diversity in the specific contexts of racial and ethnic differences.

“Majority population” refers to white/Caucasian persons who make up the largest proportion of students, faculty and staff at RIT.

“Racial/ethnic minority groups” refers to all non-majority students, faculty and staff.

“Underrepresented racial/ethnic minority groups” specifically refers to African-American, Latino-American or Native-American (sometimes referred to on campus as AALANA) groups which have been historically underrepresented on the RIT campus.

The AALANA category was not recognized by many of those we met with in pre-survey focus groups, and among those who were familiar with it, many viewed the term with disdain. Many suggested or agreed to using the “underrepresented racial/ethnic minority groups” term instead. We did so in the survey, though in many of the analyses which follow in this report, we use the acronym AALANA because that is the term often used by campus administrators to discuss progress in recruiting and retaining African-American, Latino-American and Native-American students, faculty and staff.

Survey Sampling Frame

Initially, CGR proposed to conduct a stratified random sample of each of the three main target groups: students, staff, and faculty. The sample was to be stratified by race/ethnicity to permit over-sampling of minority groups to assure sufficient numbers for analysis purposes.

Faculty and Staff Survey Approach

However, once potential sample sizes were examined more closely, it was determined that the number of staff and faculty are small enough that anything other than a full population sample (census) would likely not have yielded a large enough number of respondents to permit the level of sub-analysis desired by RIT (e.g., to have sufficient numbers to determine with confidence any response differences across different combinations of college, gender, or racial/ethnic groups).

After considerable discussion with the leadership from the project Steering Committee and further input from the RIT Institutional Review Board (IRB), which reviewed and approved the survey approach, the final determination was made to distribute the surveys to all faculty and staff, in order to ensure that the anticipated response rates would enable us to report with confidence findings not just about faculty and staff as a whole, but about key subgroups as well. Although a careful sampling approach is often more efficient and statistically defensible than a full census with less than 100% response, the tradeoff in this case was the desire—and indeed the necessity for analysis and ultimate policy determination purposes—to have sufficiently large numbers of respondents in all the various subgroups of interest to be able to report with confidence on the findings. Such capability would

have been severely compromised had we used a smaller sampling approach.

It should also be noted that using a full census approach with faculty and staff had the secondary benefit of having asked all regular employees of the institution, and not just a sample, to become involved in the process, thereby helping to more fully engage employees in the diversity issue, and to increase the level of awareness around the issue—and hopefully helping to create a greater receptivity to the results of the survey and its implications.

Had the full population/census approach yielded small response rates, the potential for response bias and unrepresentative findings would have been significant. However, we were confident, based in part on what we learned in our focus group discussions, that we would obtain high rates of response from both faculty and staff. Indeed, as shown below, response rates were much larger than is typical in such surveys. Moreover, to further assure that the data from the surveys were representative of the full population and not affected by various forms of possible bias, various statistical weighting and sensitivity procedures were performed, as summarized below. Together, the high response rates and the procedures that were performed on the data lead to a high degree of confidence that the findings have high utility for benchmarking and policy analysis purposes.

Student Survey Approach

By contrast, because the student body is much larger in size than staff or faculty, CGR and the Steering Committee agreed to use a different sampling approach for students, since the numbers of respondents even in a sampling approach were expected to be sufficiently large to enable subgroup analyses to be carried out with confidence. It was therefore decided that while all minority students (AALANA, Asians, and most International) would be included in the sample, a 30% random sample of white students, 50% sample of International Asian students, and 75% of students with unspecified race would be included. This sampling framework supplied a fully adequate sample size for analysis of all students and of various key subgroups. As with faculty and staff, the responses obtained from students were quite representative of the entire student body on various demographic characteristics, and to the extent that there were differences between the survey

respondents and the total student population, statistical weighting techniques were used to make any adjustments in the distribution of respondents.

Survey Distribution

CGR initially proposed to conduct an email/Website-based survey. However, upon discussion of this option in the pre-survey focus groups, we learned that many faculty and staff do not regularly use email, and while students are more likely to be on-line, no comprehensive database of routinely-used email addresses exists for students. Many do not consistently carefully read RIT-generated emails because of the large volume they receive.

Response Options Provided

CGR therefore decided in discussions with the Steering Committee that a combination of a paper survey as well as a Website survey would provide the most flexibility and options for potential respondents.

For staff and faculty, paper surveys were sent through campus mail to their on-campus mailboxes. For students, discussion in focus groups indicated that student departmental folders were the best mechanism for distribution. Surveys were distributed through campus mail to their departments, where department staff placed surveys in the appropriate student folders.

All who received a survey—students, faculty or staff—were given the option of either completing the hard copy paper survey distributed directly to them, or of following the optional directions in the cover letter accompanying the survey (see the Appendix) and going to the RIT Website to complete the survey online. The vast majority (82%) of the students opted to complete the survey online, while the response patterns of faculty and staff were almost the direct opposites, as 83% of staff and 75% of faculty filled out the original paper surveys as distributed.

Incentives

From the beginning of the planning process for this project, concerns existed about the potential student response rate. Students receive numerous surveys throughout the year, and have tremendous demands on their time. The Steering Committee and administration therefore decided to include an incentive for students. Students who turned a completed survey into one of the three drop-off sites could pick up a raffle ticket (the number of which was not in any way linked to their survey), and thereby

become eligible for a drawing to win one of 25 separate awards for \$100 credits to their RIT debit cards. Students completing the survey online could also obtain a raffle ticket by following the directions upon completing the survey, again through a procedure which did not link the raffle ticket number to their survey response, thereby protecting the anonymity of their response.

Anonymity of Responses

Ideally in any survey situation it is best to be able to identify the respondents so that it is possible to protect against anyone submitting multiple surveys, and so that targeted reminders can be sent to non-respondents. In this case, the questions in the surveys were very sensitive and often highly personal. CGR, along with the Steering Committee and the Institutional Review Board, jointly determined that the desire for candid responses outweighed the concern about multiple responses, or about students outside the sample completing a survey. *The primary goal was to encourage as many students, staff, and faculty to respond as honestly as possible.* Many respondents indicated that they appreciated that no individual identifiers were included on the survey.

All potential survey respondents received un-numbered surveys which could not be traced back to any list of names or identifying numbers. Similarly, no verification numbers or other procedures were put in place to link Website survey responses to names. CGR and RIT had absolutely no way of knowing who completed surveys. All respondents were promised anonymity of their responses, and that promise was held inviolate. The process assured that there was no way that anyone at CGR or RIT could in any way identify who even responded to the survey, let alone how any particular respondent answered any particular question.

Protecting Against Potential for Multiple Responses

The decision was made to trust the integrity of the process and of the potential respondents to the various surveys. There was an admitted risk that some might choose to respond more than once to the survey, but given its length and complexity, it seemed unlikely that this would happen with any significant frequency. This seemingly small risk that a few might choose to “game” the system was more than outweighed, in the eyes of CGR, the IRB and the Steering Committee, by the expectation that the response rate would be significantly higher, and the degree of honest,

accurate responses much greater, if complete anonymity could be assured.

However, we also went beyond our expectations and checked actual survey response patterns to ensure that the assumption of few multiple responses was in fact accurate. To protect against the possibility of multiple surveys contaminating the results, CGR internally analyzed surveys for similarities of response patterns. If we found similar patterns suggesting that someone either deliberately or inadvertently¹ submitted more than one survey, those surveys were deleted in their entirety from the database. Out of more than 3,800 completed surveys, only a handful appeared to be duplicates, and they were eliminated from all subsequent analyses.

*Protecting Against
Respondent
Inadvertent Self-
Identification in Survey*

The end of each survey included questions about personal demographic characteristics, such as gender, race/ethnicity, college or division, hearing status, years at RIT, and others. This information was not used in any way to identify individual respondents, but rather was used to determine whether we obtained representative samples of all surveyed groups, and to provide the basis for analyzing data to determine if there were differences in response patterns across selected subgroups. In such analyses, data were reported only in the aggregate, so that no individual response could be identified. Furthermore, no data were ever reported, even in the aggregate, for subgroups of fewer than five people, to further protect against anyone being able to even speculate about how a person of certain characteristics may have answered a particular question.² Results are presented by selected subgroup characteristics in the report's Appendix.

¹ E.g., by clicking the "submit" button on the Internet survey multiple times while waiting for it to electronically submit.

² It should also be noted that, as a final protection to all RIT employees and students that no one will ever be able to link survey responses to an individual, CGR has committed, at the request and with the approval of the IRB, to destroy all paper copies of the surveys once all data are entered into the computer, compiled and analyzed. Moreover, once the project is completed, CGR has committed to stripping all identifying/descriptive information such as college, gender, racial/ethnic identification, etc. from the survey database, and to turning any discs with all remaining electronic survey responses (minus the descriptive data) over to RIT

Survey Analysis

The survey responses were analyzed in several ways. Initially, the survey issues/questions were grouped into 15 themes or constructs, and the various items related to each theme were analyzed together. The primary types of analysis under each theme were to determine the overall level of agreement or disagreement related to the various items, and to assess the degree of consistency in responses between the student, staff and faculty surveys, to the extent that the same question was included in more than one survey (see above). In addition, survey responses were consistently compared to see if there were any meaningful differences between racial/ethnic, college/division or gender subgroups.

Constructing the Racial/Ethnic Categories

Survey respondents were given eight racial/ethnic categories to choose from, as well as an “other” category where respondents could write in any racial category not listed. From these, CGR worked with the Steering Committee to agree on four major racial/ethnic categories to be used as part of the key survey analyses. The four agreed-upon groupings are: white, AALANA (as described above), Asian, and International of any race/ethnicity (International applies only to students). A number of decision rules were applied to arrive at these categories:

- ❖ All International students are included in the International category, regardless of race or ethnicity.
- ❖ If a person selected an AALANA category in combination with white or Asian (only a small number of respondents in each survey), they were placed in the AALANA category. As noted earlier, AALANA includes African-American/black, Latino-American (including Mexican-American, Puerto Rican, or Latin or South American), and Native-American.
- ❖ If a person selected Asian in combination with white, they were placed in the Asian category (again, very small numbers). Persons of Middle Eastern descent were included in the Asian category.
- ❖ Persons in the Caucasian/white category are white only, with no combinations.

Institutional Research for storage and safekeeping. These procedures were approved by the IRB on December 17, 2002.

- ❖ Some individuals did not select a race/ethnicity; they are included in the main analysis, but not in the sub-analyses by race/ethnicity.

Weighting

As indicated in the next chapter, the persons who completed surveys—across students, staff, and faculty—were quite representative of the full population of each of these surveyed groups on all characteristics that were measured. However, to adjust for any small differences in the makeup of the survey respondents versus the population, and to account for the sampling procedures used for the student survey, CGR weighted all responses by gender, racial group, and college or division. This process assures that if a particular subgroup of students, for example, was over- or under-represented in the survey sample, compared to the total student population, that subgroup's survey responses were statistically adjusted or weighted so that its survey response profile was given the same weight as if it had been perfectly represented in the survey sample, compared to its population proportion. This weighting process assures that, in this example, the overall student results reported for a particular set of questions would not be unfairly influenced by disproportionately large numbers of students from one subgroup and disproportionately low numbers from another, thereby reflecting a form of bias due to the extent to which the survey sample was not representative of the overall population it purports to reflect.

Because there was a high degree of congruence between the survey samples and population groups, the response distributions for the various questions changed only very slightly after weighting for the three key factors. All the data presented in this report appropriately reflect the weighted analyses. That is, the proportions of respondents reported as agreeing or disagreeing with particular questions reflect the proportions that would have existed for students, faculty and staff if the survey samples had been identical in makeup to their proportions in the total population of each group.

Correction for Potential Non-Response Bias

One other form of potential bias exists: non-response bias related to those who had the chance to respond to the survey but chose not to. This type of bias *could*, but does not necessarily exist. The assumption is that those who received a survey but for whatever reason did not complete it *may* have had some particular bias related to their non-response which may have been reflected in

substantively different responses had they completed the survey. To check against this possibility, CGR conducted a final set of sensitivity analyses which assumed two relatively unlikely scenarios: one assumed that all non-respondents to each survey instrument would have been 10 percentage points *more* likely to agree with all the statements than the actual respondents, and the second assumed that all non-respondents would have been 10 percentage points *less* likely to agree with all the statements than the actual respondents. These scenarios in effect place brackets or intervals around the known survey findings and say, in the unlikely possibility that *every* non-respondent would have answered the same extreme way, this is how the overall response pattern for each question would have changed. Tables with the sensitivity analysis findings are included in the Appendix. We focused in the written analyses on questions where the extreme differences would have led to an overall shift in the interpretation of the response patterns for particular questions, in effect leading to a possible shift in the policy implications of the findings. For example, if the overall results show that more than half of students agreed with a statement, and the sensitivity analysis indicates the true answer could be less than half of students agreed, a footnote to this effect is included. Such differences in interpretations occurred only rarely, as noted in the data results chapters below.

III. REPRESENTATIVENESS OF SURVEY RESPONSES

This chapter provides more detail on the response rates for each of the student, staff and faculty surveys, and indicates how representative the sample groups were of each of their respective populations. The data presented in this chapter became the basis for the weighting of survey responses to reflect overall population distributions, as described above.

Students

Nearly 1,900 students responded to the survey (1,869), for a 26% response rate out of the 7,108 surveys sent to students. While the “official” 2002-03 winter quarter student database generated on 12/21/02 was used to create the sample and mailing list, inevitably some students had dropped out or for some other reason were not in attendance at RIT (e.g., approximately 2% on co-op) when the paper surveys arrived in their departments in early January. However, we believe the vast majority of student surveys reached their intended audience. Based on estimated overall attrition in the denominator of the students actually on campus to receive the survey, we estimate that the actual response rate was probably closer to a 28% return of the realistic possibilities.

Since non-white students were over-sampled, it is not surprising that these groups are represented in the respondent population in higher proportions than in the total population. For example, as shown in the following table, while 5% of the total RIT winter quarter student population was black, the proportion of black students in the respondent sample was 11%; Latinos accounted for 4% of all students but 6% of the survey respondents; and Asians accounted for 21% of the survey respondents, compared to their 13% share of the total student population with race specified.

The sample frame was stratified only on race, but we felt it was also important to weight to account for gender and college, since the latter are also likely to be significantly associated with perceptions about climate at RIT. While 32% of the RIT student population is female, 37% of the survey respondents were female. Among colleges, respondents were slightly underrepresented compared to the full population’s proportions for the Colleges of Applied Science and Technology, Computing and Information

Sciences, and Imaging Arts and Science, while the other colleges were somewhat over-represented, particularly Engineering. Again, the weighting controls for these differences in the final analysis, so that persons in the responding sample have a weight that reflects their actual prevalence in the general student body population.

In addition to gender, race, and college, other profiles comparing the actual student population and the survey respondents are highlighted in the Appendix, and include year of study, full-time/part-time status, International status, hearing status, and living arrangements. There are many similarities. To the extent that the survey respondent sample differs from the total student body population on these additional descriptive variables, the differences tend to be in directions that strengthen the value of the survey for those involved in planning for the future of RIT. For example, although 21% of all RIT students are part-time students, only 8% of those who responded to the survey were part-timers. Thus survey responses are likely to reflect more perspectives from the on-campus full-time students who are more likely to reflect accurate, on-site awareness about the college. Similarly, although 56% of all students live off campus, 60% of the survey respondents live on campus (in residence halls or in RIT apartments). The survey obtained perspectives from a representative cross-section of all undergraduate years; the survey sample was slightly underrepresented among graduate students (11% compared to 16% of all students), which is in part a reflection of the part-time versus full-time difference.

Overall, it is fair to say that the student survey respondents are less representative of the overall student body than are staff and faculty respondents compared to their overall populations. But even so, the student respondent sample is broadly representative of the entire student body, and where there are differences, they are in directions that are likely to enhance the survey's value for practical planning purposes, and where the differences occur on the primary race/ethnic, gender and college variables, those have been controlled for via the weighting process.

Characteristics of Student Population and Student Survey Respondents

	<u>All Students*</u>		<u>Respondents</u>	
	#	%	#	%
TOTAL STUDENTS	13,661	100%	1,869	100%
RACE	#	%	#	%
Total	13,661		1,889**	
<i>Total (excluding missing)</i>	12,326	100.0%	1,829	100.0%
White	9,402	76.3%	1,109	60.6%
Black	616	5.0%	199	10.9%
Latino	461	3.7%	115	6.3%
Native American/Alaskan	50	0.4%	28	1.5%
Asian	1,636	13.3%	378	20.7%
Other	161	1.3%	0	0.0%
<i>Unspecified/Missing</i>	1,335		60	
	<u>All Students</u>		<u>Respondents</u>	
	#	%	#	%
GENDER				
Total	13,661		1,869	
<i>Total (excluding missing)</i>	13,636	100.0%	1,850	100.0%
Male	9,307	68.3%	1,165	63.0%
Female	4,329	31.7%	685	37.0%
<i>Unspecified/Missing</i>	25		19	
	<u>All Students</u>		<u>Respondents</u>	
	#	%	#	%
COLLEGE				
Total	13,661		1,869	
<i>Total (excluding missing)</i>	13,459	100.0%	1,843	100.0%
CAST	2,493	18.5%	257	13.9%
Business	1,183	8.8%	175	9.5%
Computing	2,801	20.8%	302	16.4%
Engineering	2,170	16.1%	417	22.6%
CIAS	2,439	18.1%	285	15.5%
Liberal Arts	547	4.1%	89	4.8%
NTID	705	5.2%	105	5.7%
Science	1,121	8.3%	213	11.6%
<i>Unspecified/Missing/Other</i>	202		26	

*Data for Winter 2002, all students, excluding Croatia program.

**20 students selected multiple racial categories.

Staff and Administration

The response rate for staff and administration was 73%, the highest of all three surveys: 1,318 staff and administrators responded out of a population of 1,816. Response proportions were close to 70% or higher for virtually all subgroups.

Since all staff and administrators were surveyed, and because of the high response rate, characteristics of survey respondents were very similar to characteristics among the total staff/administration population. For example, about 11% of the overall staff population and of staff survey respondents were black, and about 2% of both groups were Latinos. Interestingly, while RIT records only six staff persons as being of Native-American/Alaskan ethnicity, survey results suggest the actual number may be higher, with 21 respondents selecting this racial/ethnic category. The table on the next page double counts nine individuals who selected multiple race categories. For the purpose of analysis, they were placed in only one main racial/ethnic group, but for this table they were counted in all categories they selected.

While women make up 61% of the actual staff, they accounted for 64% of the staff survey respondents. Survey respondent representation in the various divisions was typically within two or three percentage points of the overall population proportions, with the exception of Academic Affairs, which is somewhat underrepresented among the respondent sample. Also, Academic Affairs and Government and Community Relations were not included on the survey as categories, and respondents from these Divisions are likely in the “missing” category. Also, it should be noted that survey respondents indicated higher numbers working in some divisions (Office of the President and Enrollment Management and Career Services) than Human Resources lists. Respondents self-selected their division, and may have self-selected differently than the manner in which they are categorized by Human Resources.

To adjust for these relatively minor differences in the actual population and the survey respondent sample, CGR weighted all staff by race, gender, and division.

Additional comparisons between the actual staff population and survey respondents are highlighted in the Appendix, and include exempt/non-exempt pay status, hearing status, and years

employed. Few differences exist of more than two percentage points between survey and total staff proportions. The only exception of note is that those at RIT for two years or less were somewhat less likely to respond to the survey than their more experienced peers.

Faculty

The response rate for faculty was 64%, with 596 faculty members responding out of a total population of 934 (some academic administrators and other titles were included in the faculty survey, and are included as faculty for this comparative analysis).

Since all faculty were surveyed, and because of the high response rate, faculty characteristics are represented among survey respondents in very similar proportions to the proportions in the total faculty population. For example, the proportions of the faculty population and of the faculty survey respondents who are black are both about 4%. Similarly, about 2% of both groups are Latino, and 6% of all faculty are Asian, compared to 7% of faculty survey respondents. More than 70% of all three groups completed the survey.

As in both the student and staff surveys, women faculty were more likely to complete the survey than were men (68% versus 61%, respectively). About 32% of the total faculty are women, compared to 35% of faculty survey respondents. Across the colleges, survey respondent proportions were all within one to two percentage points of the population proportions, except for CAST (11% of the respondents versus 8% in the population) and CIAS (8% of the respondents versus 14% of all faculty). About 60% or more of the faculty of all colleges completed the survey, except for about 80% of those in CAST and 34% of the CIAS faculty.

To adjust for all these differences (a few relatively large, most small, but all important) in the faculty population and survey sample, CGR weighted all faculty by race, gender, and college.

Additional comparisons between the faculty population and survey respondents are highlighted in the Appendix, and include academic rank, tenure status, hearing status, and years employed. There were very few differences of more than a percentage point or two between faculty population and survey respondent proportions on academic rank, tenure status, or time at the university, with the notable exception of those employed at RIT for two years or less. While 25% of the total faculty have been at RIT for that period of time, such relative newcomers represented only 18.5% of the survey respondents. Whereas typically two-thirds or more of their longer-term peers completed the survey, only 46% of the new faculty members did so.

Characteristics of Faculty, and of Faculty Survey Respondents

	<u>All Faculty*</u>		<u>Respondents</u>	
	#	%	#	%
TOTAL FACULTY	934	100%	596	100%
RACE	#	%	#	%
Total	934		598**	
<i>Total (Excluding missing)</i>	934	100.0%	578	100.0%
White (only)	820	87.8%	488	84.4%
Black	35	3.7%	25	4.3%
Latino	17	1.8%	13	2.2%
Native American/Alaskan	7	0.7%	13	2.2%
Asian (non-AALANA)	55	5.9%	39	6.7%
<i>Other/missing</i>	0		20	
	<u>All Faculty</u>		<u>Respondents</u>	
	#	%	#	%
GENDER				
Total	934		596	
<i>Total (Excluding missing)</i>	934	100.0%	591	100.0%
Male	632	67.7%	386	65.3%
Female	302	32.3%	205	34.7%
<i>Missing</i>	0		5	
	<u>All Faculty</u>		<u>Respondents</u>	
	#	%	#	%
COLLEGE				
Total	934		596	
<i>Total (Excluding missing)</i>	910	100.0%	541	100.0%
CAST	76	8.4%	61	11.3%
Business	41	4.5%	24	4.4%
Computing	88	9.7%	59	10.9%
Engineering	86	9.5%	57	10.5%
CIAS	131	14.4%	44	8.1%
Liberal Arts	134	14.7%	80	14.8%
NTID	227	24.9%	138	25.5%
Science	121	13.3%	78	14.4%
Academic Affairs	5	0.5%	0	0.0%
CIMS	1	0.1%	0	0.0%
<i>Other/missing</i>	24		55	

*Data from RIT Human Resources database as of 1/1/03.

**2 faculty respondents selected multiple race categories.

IV. RESULTS BY SURVEY THEME

In this chapter, the survey results are organized and discussed under 15 major themes. Within each theme, all related items or questions are discussed together.

Organization of Data

The detailed data for each question are presented in extensive tables in the Appendix.³ This chapter presents the major findings from the data, using highlight graphs and narrative to focus on the findings thought to have the primary implications for future University consideration. However, we recognize that these highlighted findings represent CGR's independent judgment, and we invite and urge readers to immerse themselves in the tables of greatest interest to them to see if other interpretations or areas of emphasis occur to them in the course of their review.

An index of all survey items/questions is included at the back of the report. The index includes each item's number in the surveys (student, staff, or faculty), and the page where each item is discussed in the chapter below.

The primary survey items were presented in the form of statements to which the respondents indicated one of five levels of agreement or disagreement, ranging from 1=Strongly Disagree to 2=Somewhat Disagree, 3=Neutral, 4=Somewhat Agree and 5=Strongly Agree. In most of the analyses that follow, we focus on overall levels of agreement (Somewhat + Strongly Agree) or disagreement (Somewhat + Strongly Disagree). Where significant numbers of respondents underscored their level of agreement or disagreement at the "Strongly" level, we have attempted to highlight that in the discussion.

As we discuss each item/question under each theme, we typically begin with an overview of the findings across the three surveys. As noted earlier, most questions were asked in either two or all three of the surveys (student, faculty and staff). Thus the

³ These data represent the weighted data discussed in the methodology chapter. The weighted data are typically very similar to the raw data tables, but are presented as the more accurate representation of the survey profile for the full population being reflected.

presentation of findings for each item typically begins with a discussion of the degree of consistency or differences between the two or three primary campus constituencies of whom that question was asked. The few questions unique to a particular survey are also presented under their appropriate themes.

Following the overview, we then break down the overall findings by gender, race/ethnicity and college to explore how consistently response patterns occur across different subgroups, or where significant differences occur. As noted earlier, four primary racial/ethnic categories are used in the discussion of racial/ethnic findings: white, AALANA (African-American, Latino-American, Native-American), Asian, and International. These four are all used in the discussion of the student survey. However, only the first three are used in analyzing the faculty and staff surveys, as the project Steering Committee felt that the International designation had meaning only among students, and had no practical relevance among University employees.

Following the presentation of data for each item within each theme, highlights and implications are summarized for the theme, as a means of helping the reader wade through and keep track of the large amounts of data being presented.

Focus on Practical Significance

In the detailed Appendix tables, for items where there are statistically significant differences in the response distributions (across race/ethnic, gender or college subgroups within each survey), those differences are noted by the use of asterisks indicating significance at the .05 or .01 levels, using the Chi-Square test of significance. In the text, however, we make no reference to statistical significance. Instead, we focused our primary attention, as discussed with the administrative leadership, on highlighting differences likely to have practical or meaningful significance from a policy or decision-making perspective. Sometimes a difference may be statistically significant but be too small in magnitude to have real practical significance. To help in assessing such practical significance, the Appendix tables also have highlighted those cases where the level of agreement for a particular statement for a particular subgroup is at least 10 percentage points above or below the percentage for the overall survey for that statement. Where such differences occur, we have typically highlighted those in our

discussions that follow. In other cases, what is most meaningful or important from a policy perspective is the absence of major differences—that there is a high level of agreement among all groups or disagreement around a particular issue.

As noted in the Methodology, we conducted sensitivity analyses to assess the possible effect of non-response bias on our findings. We only mention findings from such analyses in the text that follows if the sensitivity analyses resulted in possible changes in the interpretation of data for a particular question. If no mention is made of such analyses, it means that any potential non-response bias would not have been great enough in magnitude to have any practical effect on policy growing out of the survey analyses.

Finally, as a rough guide to readers, we present confidence intervals (often called margins of error) for use in interpreting the overall findings for the separate surveys. We present these intervals with the important caveat that our survey respondent samples do not, by design (as discussed in Chapter II), precisely meet the assumptions of purely random samples. But typically many reported surveys do not meet such assumptions either, and yet the confidence intervals are reported anyway. Since many readers expect such a guide to interpreting survey data, we present the information simply to provide a rough guideline to readers looking for it, with the caution not to put too much emphasis on it. For each survey, the confidence intervals at the 95% level of confidence are as follows:

Student survey: +/- 2.1%

Staff survey: +/- 1.4%

Faculty survey: +/- 2.4%

Thus, for example, if 45% of the student respondents agreed with a particular question, with a 95% level of confidence the reader can assume that the “true” percentage of agreement for all students is between 42.9% and 47.1%.

Later Chapters

Following this chapter, subsequent chapters of the report discuss the summary of major findings separately for students, faculty and staff, and for race/ethnic, gender and college subgroups. Those

summaries present in one place the relevant highlighted information for each of these particular subsets of the university population, as a means of providing easier ways for readers who want to focus on separate sets of campus constituencies. This chapter provides the broad overview of all information across all key campus groups, while the subsequent chapters provide more specific consolidated summaries particular to each specific subset.⁴

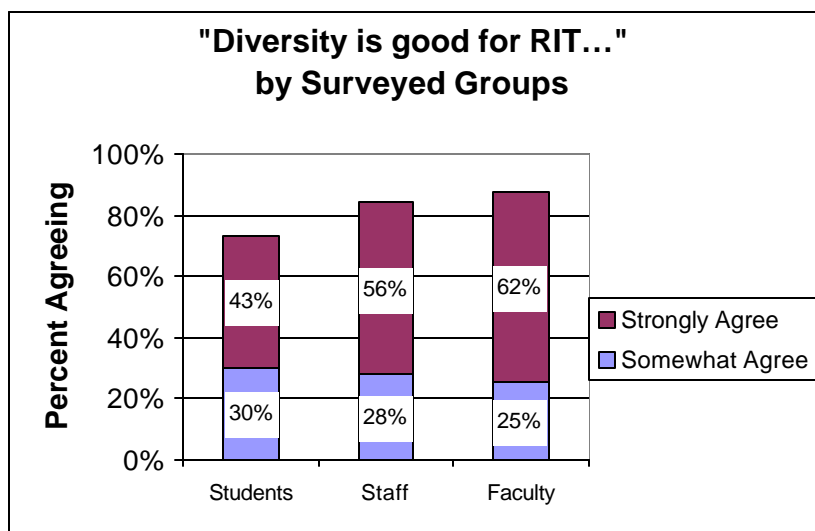
Survey respondents were given the opportunity to include written comments as well. A summary of themes that emerged in the focus groups and in the written comments is provided in a subsequent chapter.

Finally, the report ends with a final chapter in which CGR provides some overall observations and conclusions, as well as some broad opportunities/suggestions for RIT's consideration.

General Diversity

Q: "Diversity is good for RIT and should be actively promoted by students, staff, faculty and administration."

The first two survey questions for all three groups addressed general support for diversity and racial/ethnic diversity in particular. All three surveyed groups were asked whether diversity is good for RIT and should be actively promoted. *All three groups agreed with this statement overall, with 73% of students agreeing (somewhat or strongly) compared to 84% of staff, and 87% of faculty. Faculty appear most supportive, with 62% strongly agreeing, compared to 56% of staff and 43% of students.*

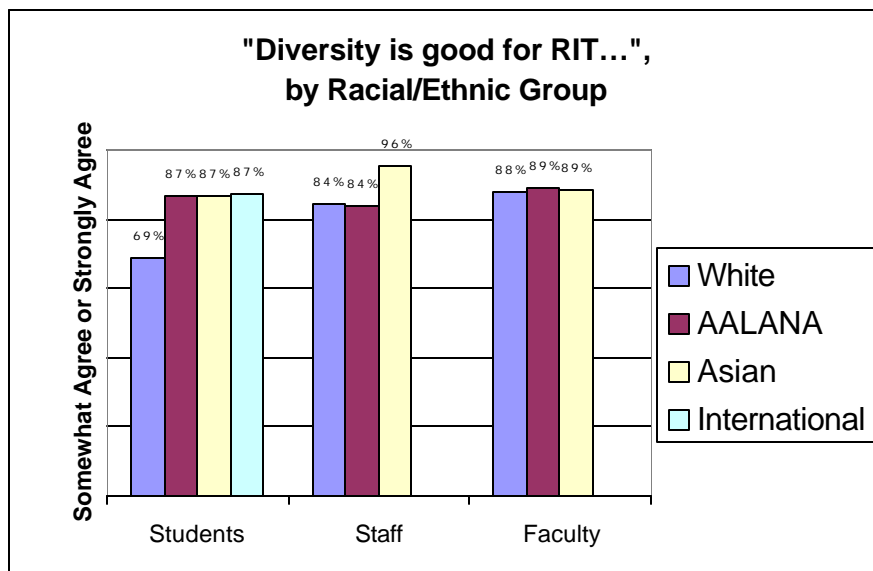


Gender— *The vast majorities of both men and women in each survey expressed support for diversity, although women were more likely than men in all three surveyed groups to strongly agree with the statement that "Diversity is good for RIT...". The*

⁴ In addition, other detailed tables showing breakdowns of the survey data by such variables as years on campus, tenure track, campus residential status, etc. are available upon request from the Commission for Promoting Pluralism.

difference was most pronounced among faculty, where 74% of women *strongly* agreed compared to 56% of men. There was a 13 percentage point difference between female and male students (52% versus 39%), and a 6 percentage point difference between female and male staff (59% versus 53%).

Race/Ethnicity — Overall, students, staff, and faculty appear to support diversity across all racial/ethnic groups. Among students, AALANA, Asian, and International students agreed at a rate of 87%, while 69% of white students agreed.



Among staff, Asians were most likely to agree, but all groups were at 80% agreement or higher. Among faculty, almost 90% of all racial groups were in agreement. AALANA respondents were more likely in all three groups (two-thirds to three-

fourths in each survey) to strongly agree with this statement than other racial groups.

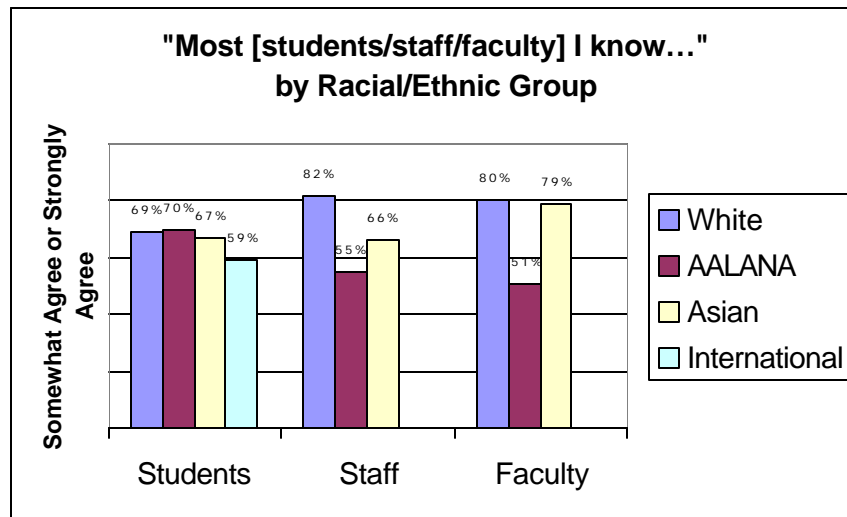
College/Division—Students, faculty, and staff in all colleges and divisions are supportive in large proportions of the value of diversity. In no college or division did support dip below 69%.

Q: "Most [students/staff/faculty] I know genuinely support racial/ethnic diversity at RIT."

When asked whether most of their fellow students/staff/faculty genuinely support racial/ethnic diversity at RIT, two-thirds to more than three-quarters of respondents in each group agreed: 68% of students somewhat or strongly agreed with this statement, 78% of staff, and 77% of faculty.

Gender—Both males and females agreed in large proportions. There was little difference by gender among staff, but female students were more likely than male students to agree strongly or somewhat (75% versus 64%). The opposite was true for faculty where 81% of males agreed compared to 71% of females.

Race/Ethnicity —Among both faculty and staff, AALANA employees were less likely than either white or Asian respondents to agree (by 11 to 29 percentage points), and were more likely to *strongly* disagree. Among students, racial differences were less pronounced. The proportion of white, AALANA, and Asian students who agreed were within 3 percentage points, ranging from 67% for Asians to 70% for AALANA, while International respondents were somewhat lower (59%). Between 20% and 30% of the students in each racial group were neutral.



College/Division—At least 70% of faculty and staff respondents in all colleges and divisions agreed that most faculty/staff they know genuinely support diversity. Typically, between 60% and two-thirds of the students in each college agreed, with about 20% to 30% of the students in each college neutral.

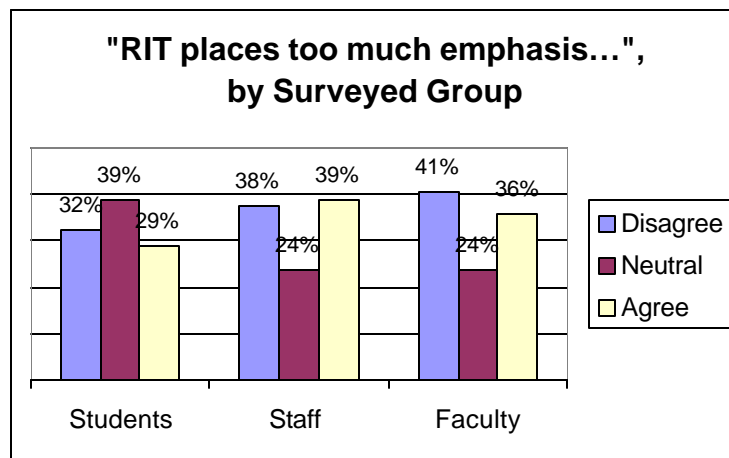
Summary of “General Diversity” Theme

- ❖ Strong support was expressed for diversity at RIT, and for actively promoting it, by all segments of the University population. This was true across all racial/ethnic groups, across both males and females, and across all colleges and divisions.
- ❖ Two-thirds to three-quarters of those in each survey say most people they know “genuinely support racial/ethnic diversity,” with agreement across all colleges/divisions in each survey. AALANA faculty and staff were less likely to agree (just over half of each). A core of about a quarter of all students, across all colleges and all racial/ethnic groups, expressed neutrality on the subject.

RIT Support for Diversity Initiatives

Q: “RIT places too much emphasis on racial/ethnic diversity.”

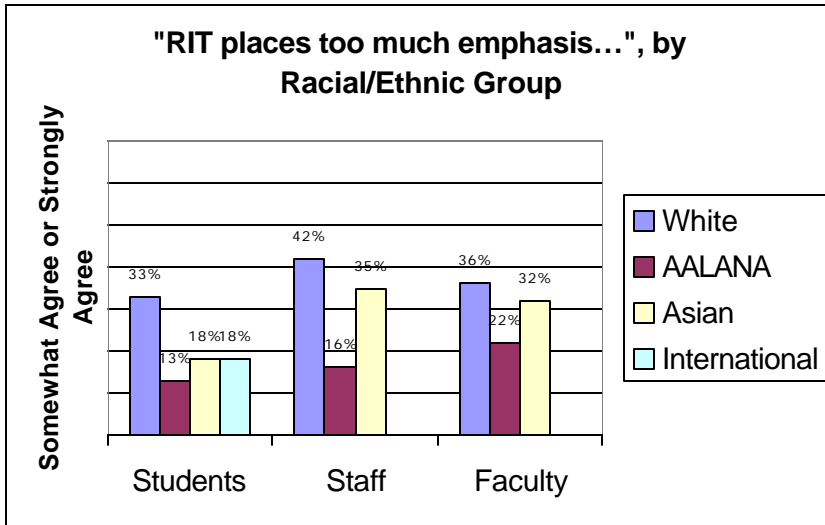
Several questions throughout the survey asked about the degree of RIT support for diversity initiatives, whether such efforts are appropriate and welcomed, and whether such efforts are consistent with other RIT goals. All three surveyed groups were asked whether RIT places too much emphasis on racial/ethnic diversity. Responses split across the scale with no clear majority opinion. Although there is clear strong support for the concept and value of diversity at RIT, between 29% and 39% of the surveyed groups agreed that too much emphasis is placed on diversity, while between 32% and 41% of the surveyed groups disagreed, and the remaining one-quarter to two-fifths were neutral. Students were much more likely than staff or faculty to be neutral about this statement.



female faculty (38% versus 30%).

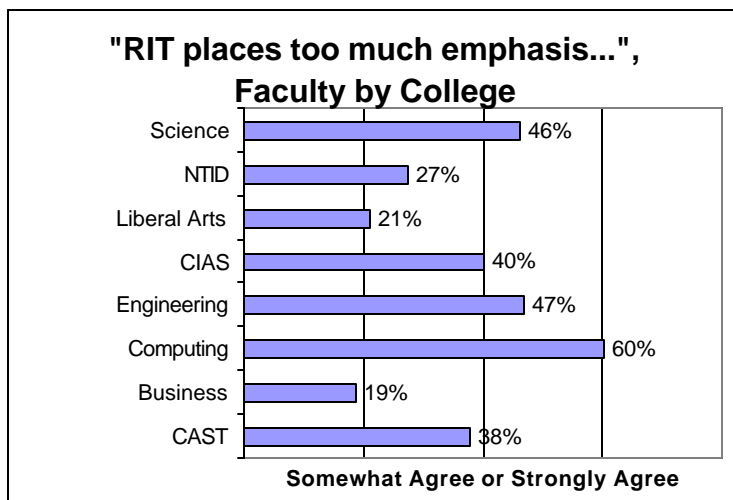
Gender—Female staff were slightly more likely than males to agree (41% versus 36%). Conversely, male students were somewhat more likely than females to agree that RIT places too much emphasis on racial/ethnic diversity (32% versus 23%), and male faculty were more likely to agree than

Race/Ethnicity—Differences by race were somewhat more pronounced. Among students, whites were nearly twice as likely to agree (33%) as Asian or International students (both 18%) or AALANA students (13%). Among staff, both white (42%) and Asian staff (35%) were much more likely than AALANA staff (16%) to agree. Faculty followed a similar pattern to staff, though without as strong a difference among groups. Conversely, AALANA students, faculty, and staff were more likely to strongly disagree than the other racial groups in the survey.



Asian staff (35%) were much more likely than AALANA staff (16%) to agree. Faculty followed a similar pattern to staff, though without as strong a difference among groups. Conversely, AALANA students, faculty, and staff were more likely to strongly disagree than the other racial groups in the survey.

College/Division—More than half of faculty in Computing

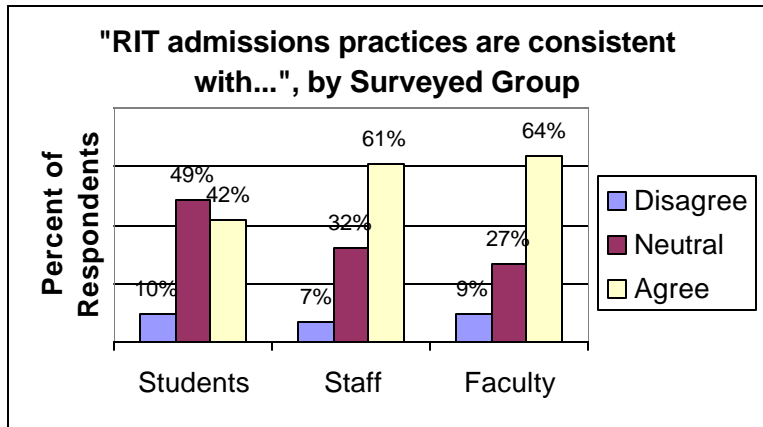


(60%) and about half of those in Science and Engineering agreed that RIT places too much emphasis on racial/ethnic diversity. Business (19%) and Liberal Arts (21%) faculty were least likely to agree. While 39% of staff agreed overall, Development and Alumni staff were much less likely to agree (13%). Among students, there were few differences across colleges, with 35% to 40% consistently indicating they were neutral on this subject.

Q: “RIT admissions practices are consistent with the goal of increasing the number of students of underrepresented racial/ethnic backgrounds.”

All three groups were asked whether RIT admissions practices are consistent with the goal of increasing the number of students of underrepresented racial/ethnic backgrounds. Less than 10% of each of the surveyed groups disagreed with this statement. Faculty were in most agreement, with 64% of those who expressed an opinion agreeing, compared to 61% of staff and 42% of students. Nearly half of all students were neutral. Large numbers of respondents in each group chose Not Applicable/Don't Know for this question, including 483 students (out of 1,850 responses to the question), 459 staff (out of 1,306), and 207 faculty (out of 586).

While both staff and faculty who expressed their view appear to agree with the statement overall, the fact that more than half of those surveyed in each group (students, faculty, and staff) indicated that they were neutral or checked NA/Don't Know suggests that *the RIT community is either somewhat unaware of admissions practices, or does not have strong feelings about this issue.*

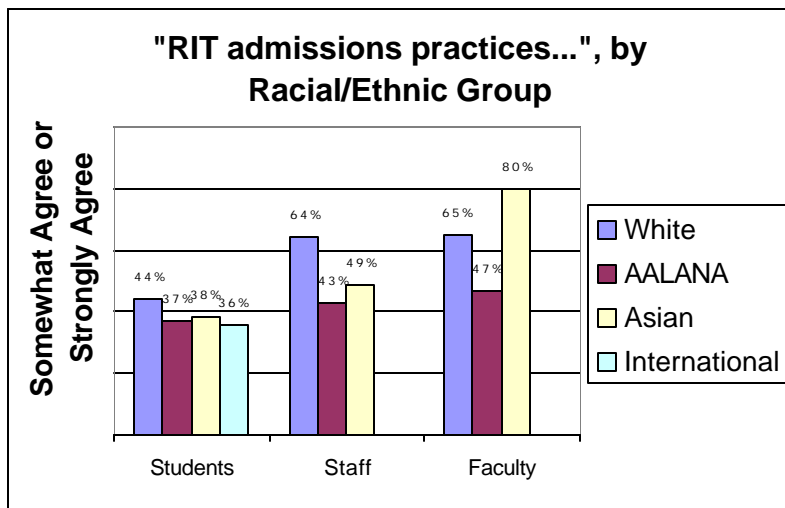


admissions practices, or does not have strong feelings about this issue.

Gender—Differences by gender were small in general, with half or more of both males and females in each survey either neutral or NA/Don't Know.

Race/Ethnicity —Responses by race indicate that AALANA respondents are somewhat less likely to agree with the statement than other racial groups, especially among staff and faculty.

Among students, non-white respondents agreed in similar proportions (36% to 38%), while whites were more likely to agree (44%). Among staff and faculty, whites and Asians were both more likely



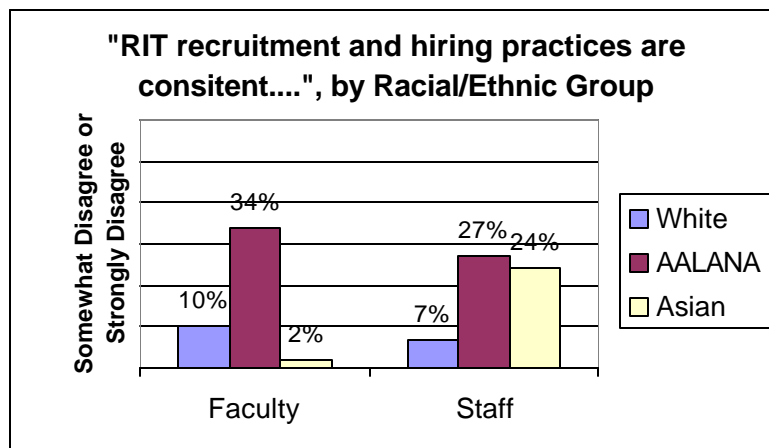
than AALANA employees to agree.

College/Division—Faculty in the College of Applied Science and Technology were most likely to agree that RIT admissions practices are consistent with the goal of increasing students of underrepresented racial/ethnic backgrounds (80% of those who expressed an opinion). On the other hand, more than two-thirds of faculty in the College of Computing and Imaging Arts and Sciences were neutral or said they didn't know. Responding staff in the Development and Alumni and the Enrollment Management and Career Services Divisions were more likely than other staff to agree (80% for each), while well over half of those in Information and Technology Services were neutral or didn't know. NTID students (60%) were more likely than students overall (42%) to agree.

Q: "RIT recruitment and hiring practices are consistent with the goal of increasing the [staff/faculty] of underrepresented racial/ethnic backgrounds."

Staff and faculty were asked whether RIT recruitment and hiring practices are consistent with the goal of increasing the staff (or faculty) of underrepresented racial/ethnic backgrounds. *Most respondents agreed, with 67% of staff and 74% of faculty somewhat or strongly agreeing.*

Gender—In both groups, females were more likely than males to agree, by a margin of 5 to 6 percentage points.

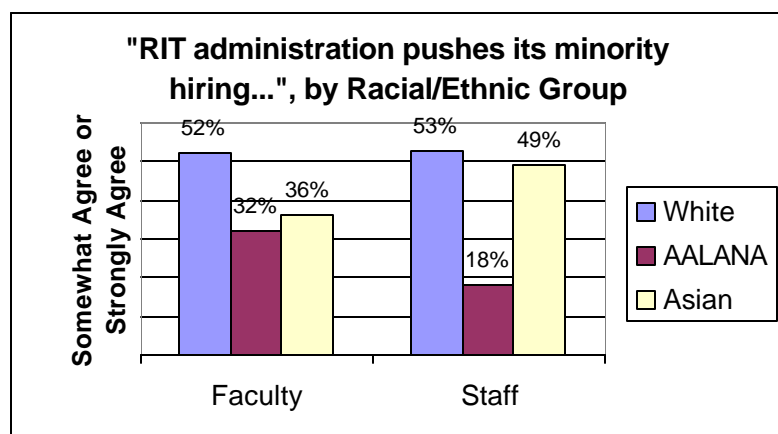


Race/Ethnicity —AALANA employees were less likely than whites or Asians to agree, were more likely to be neutral, and were more likely to disagree with this statement. Among faculty, 34% of AALANA faculty disagreed, compared to 10% of whites and 2% of Asians. Among staff, approximately one-quarter of both AALANA and Asian employees disagreed, compared to 7% of whites.

College/Division—While 11% of faculty disagreed that recruitment and hiring practices are consistent with the goal of increasing faculty of underrepresented racial/ethnic backgrounds, one-quarter of the faculty in Business disagreed, while none of those in Engineering disagreed.

Q: “RIT Administration pushes its minority hiring policies too forcefully.”

Staff and faculty were asked whether RIT Administration pushes its minority hiring policies too forcefully. About half of each group agreed; 48% of staff agreed somewhat or strongly⁵, compared to 51% of faculty.⁶ About one-quarter of each group was neutral, and the remaining quarter disagreed.



Gender—Among faculty, males were more likely than females to agree (57% versus 38%), while among staff the reverse was true, with males less likely than females to agree (43% versus 51%).

Race/Ethnicity —About half of white staff (53%), Asian staff (49%), and white faculty (52%) agreed with this statement. AALANA faculty were less likely

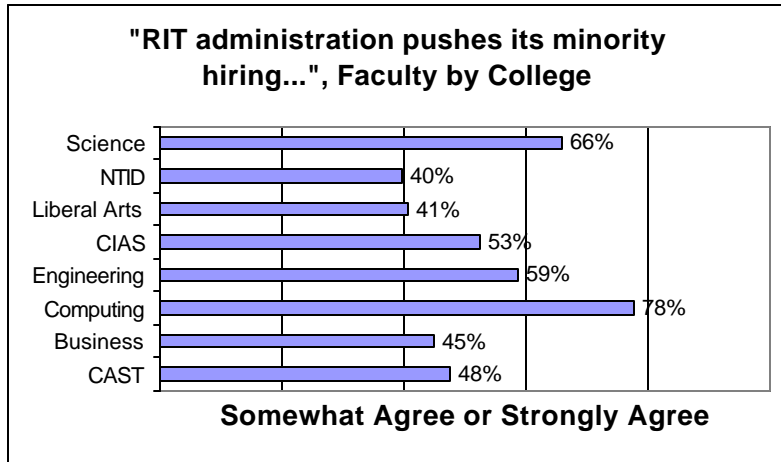
to agree (32%), and AALANA staff were much less likely to agree (18%). More than half of both AALANA staff and faculty disagreed with the statement.

College/Division—Half of faculty (51%) agree that RIT administration pushes its minority hiring policies too forcefully, including at least 40% of the faculty members in each college. Proportions range as high as 78% of the Computing faculty, and 66% of College of Science faculty.

⁵ While slightly less than half of staff agreed, the sensitivity analysis indicates that if all non-responding staff were 10 percentage points more likely to agree than the responding staff, as much as 51% of overall staff could have agreed.

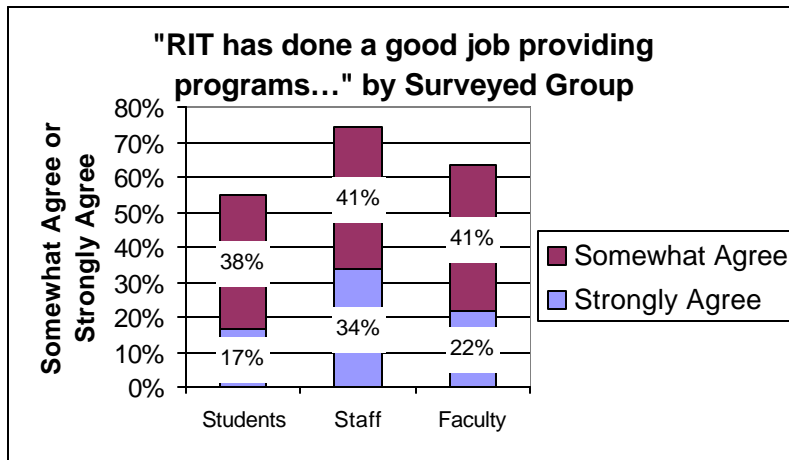
⁶ While slightly more than half of faculty agreed, the sensitivity analysis indicates that if all non-responding faculty were 10 percentage points less likely to agree than the responding faculty, the overall proportion agreeing would be 47%.

Among staff, most of the divisions were comparable, though only about a third of Development and Alumni staff felt the Administration is pushing too hard.



Q: "RIT has done a good job providing programs and activities that promote diversity."

When asked whether RIT has done a good job providing programs and activities that promote diversity, *staff were most positive with three-quarters agreeing (74%), compared to almost two-thirds of faculty (63%) and slightly more than one-half of students (55%)⁷. Among students, 32% of respondents chose the neutral response, and about 185 of 1,855 chose the NA option, indicating that perhaps some students (mostly white) feel unaware of the types of diversity-related programs and activities offered on campus.*

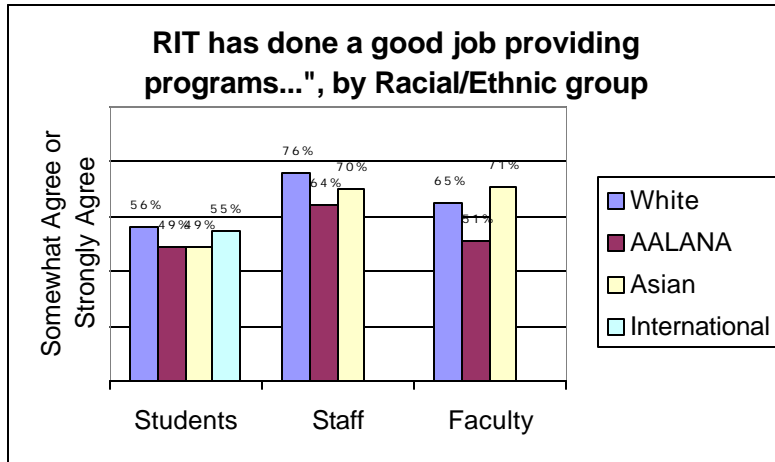


About a quarter of faculty were neutral (across racial groups), and 60 out of 498 white respondents selected NA, indicating possibly a similar lack of knowledge.

Gender—Female students and staff were slightly more likely than their male counterparts to agree with this statement, while male faculty were slightly more likely than female faculty to agree. None of the differences appear to have practical significance.

⁷ Sensitivity analysis indicates that agreement among students could be as low as 47%.

Race/Ethnicity —Overall, half or more of each racial group agreed with this statement, but among staff and faculty, whites and Asians agreed in higher proportions than among AALANA respondents.



College/Division—NTID students were more likely than students overall to agree that RIT has done a good job providing programs and activities that promote diversity (76% versus 55%). At the other end of the spectrum, about 45% of CIAS students agreed with that statement. Among staff, those in the Development and

Alumni division were more likely than all staff to agree (93% versus 74%), but in general, at least 2/3 of staff in all divisions agreed with this statement. Among faculty at least 55% of those in all colleges indicated that the University has done a good job in this area.

Summary of “RIT Support for Diversity Initiatives” Theme

- ❖ Despite clear support for the concept, there is more ambiguity about whether RIT places too much emphasis on racial/ethnic diversity. In each survey, there was a virtual dead heat between those agreeing and disagreeing with the amount of emphasis. Almost 40% of students were neutral. White students, faculty and staff were all much more likely than AALANA respondents to believe that too much emphasis is placed on diversity (strong majorities of the latter disagreed in each survey). Faculty members differed substantially across colleges.
- ❖ There is considerable lack of understanding across half or more of nearly all groups of how consistent student admission practices are with the goal of increasing racial/ethnic minority students. Of those who expressed clear opinions, more than 60% of staff and faculty, but only about 40% of students, agreed that the practices are consistent. Whites were more likely than AALANA respondents to agree. Variations exist across colleges.
- ❖ Recruiting and hiring practices were viewed by staff and faculty as being less ambiguous than student admission practices. But significant minorities of AALANA faculty and staff were much more likely to disagree that practices are consistent with goals.
- ❖ Half of staff and faculty said RIT pushes minority hiring policies too forcefully. Most AALANA faculty and staff disagreed. At least 40% of faculty in all colleges agreed, including more than two-thirds in two colleges. Male faculty, and female staff were most likely to agree.
- ❖ Large majorities of staff and faculty, and more than half of all students, reported that RIT has done a good job providing initiatives that promote diversity, though AALANA respondents were somewhat less certain. NTID students were especially positive.

Comfort with Others/Social Interactions

All three groups were asked a series of questions concerning their own comfort with people of different racial/ethnic backgrounds, and their perceptions of other people’s comfort.

Q: “I feel comfortable going to see RIT faculty members.”

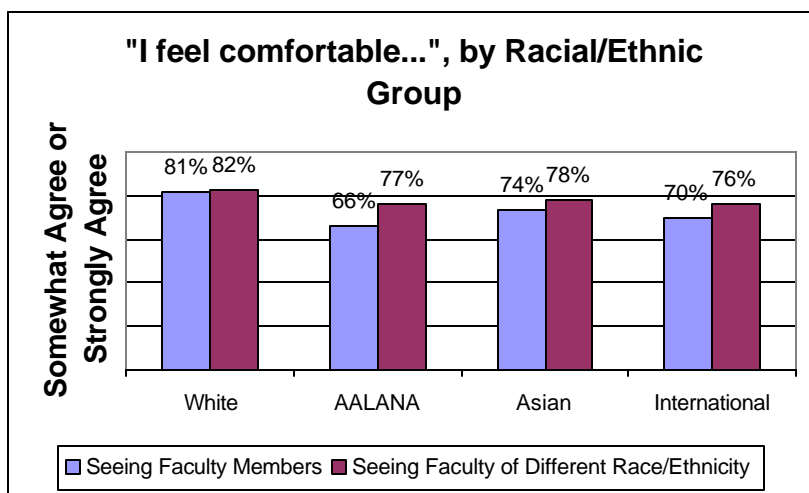
Q: “I feel comfortable going to see RIT faculty members of a different racial/ethnic background than me.”

Students alone were asked whether they feel comfortable going to see RIT faculty members, and then whether they feel comfortable going to see RIT faculty members of a different racial/ethnic background. *For both questions, more than three-quarters of students agreed (78% and 81%, respectively).*

Gender—Male and female students responded to these questions almost identically. However, differences by race were more apparent.

Race/Ethnicity —While more than two-thirds of students in all racial groups agreed that they are comfortable going to see faculty, AALANA (66%) and International students (70%) were less likely than whites (81%) or Asians (74%) to agree. Interestingly, when

asked whether they are comfortable with faculty of different racial backgrounds than their own, students in all four racial/ethnic groups were even more likely to agree than when the question was asked without a racial reference.



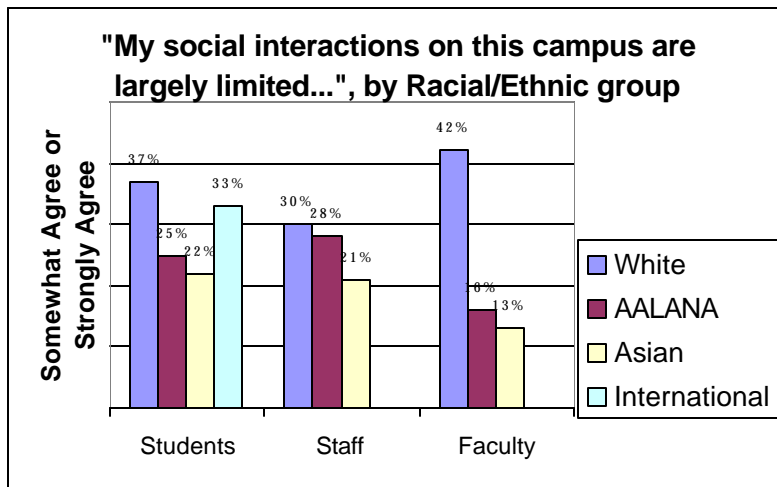
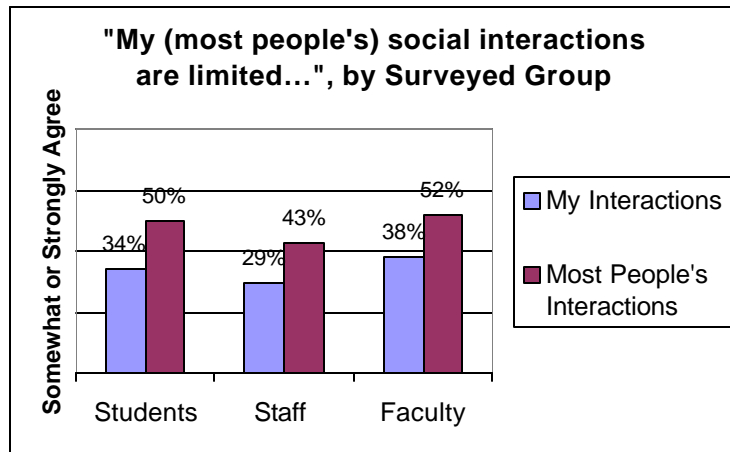
College—Differences by college were small.

Q: “My social interactions on this campus are largely limited to persons of my own race/ethnicity.”

Q: “Most people’s social interactions...”

All three surveyed groups were asked whether their own social interactions are largely limited to persons of their own race/ethnicity, and were then asked whether they believe most people’s interactions are limited. While approximately one-third of the respondents in each of the groups believed their own social interactions were limited, closer to one-half of the respondents in each group believed other people’s social interactions were limited.⁸ *It is of interest to note that respondents are more likely to believe that their own experience is less limited than that of their colleagues.*

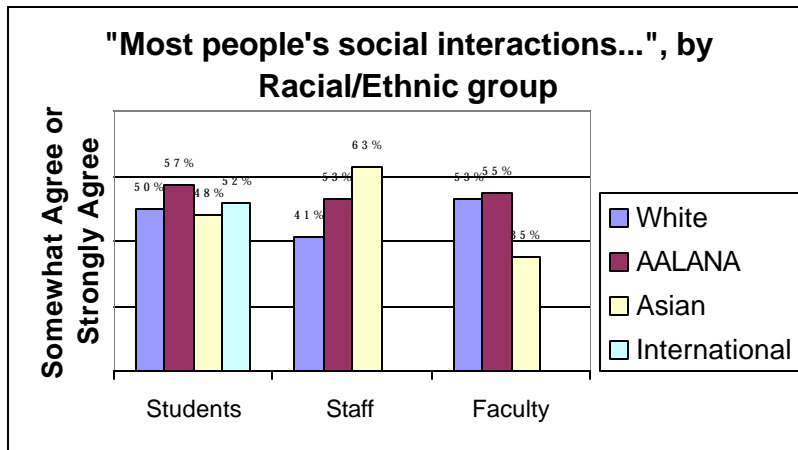
⁸ The sensitivity analysis indicates that the true response among faculty could be as low as 48%. Further, the sensitivity analysis indicates that agreement among



Gender—In all three surveyed groups, females were more likely than males to agree with each statement. Among staff, 33% of females agreed that their own interactions are limited, compared to 25% of males. Among faculty, 40% of females and 37% of males agreed with the statement about their own interactions, but the genders split more substantially when

asked about “most people’s” social interactions; 47% of male faculty agreed, compared to 61% of female faculty.

students could range from slightly less than half (43%) to more than half (57%) of the population.



Race/Ethnicity

Among all three surveyed groups, whites were more likely than AALANA or Asian respondents to agree that their own social interactions are limited to persons of their own race/ethnicity. When asked about most people’s interactions, AALANA respondents were most

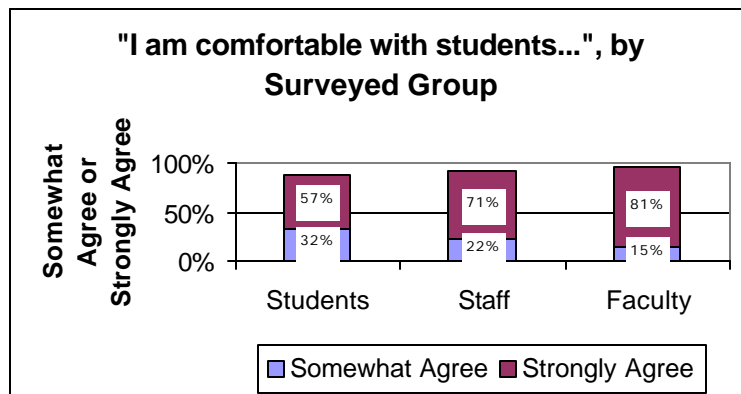
likely to agree among students and faculty. Students in all racial/ethnic groups agreed in proportions ranging from 48% for Asians to 57% for AALANA. Staff were more diverse in response by race, with 41% of whites agreeing compared to 53% of AALANA and 63% of Asians. Finally, white and AALANA faculty agreed in similar proportions (53% and 55%, respectively), compared to 35% of Asian faculty.

College/Division

Faculty in the College of Business and in CIAS were more likely than faculty overall to agree that most people’s social interactions on campus are largely limited to persons of their own race/ethnicity (66% and 68%, respectively). Those in CAST (41%), and Engineering (35%) were least likely to agree.

Q: “I am comfortable with students of different racial/ethnic groups than my own.”

All three groups were asked whether they are comfortable with students of different racial/ethnic groups than their own. Overwhelmingly, respondents agreed with this statement, with 96% of faculty agreeing, compared to 93% of staff, and 89% of students. Faculty were most likely to strongly agree (81%), compared to 71% of staff and 57% of students.



Gender—Differences by gender were very small.

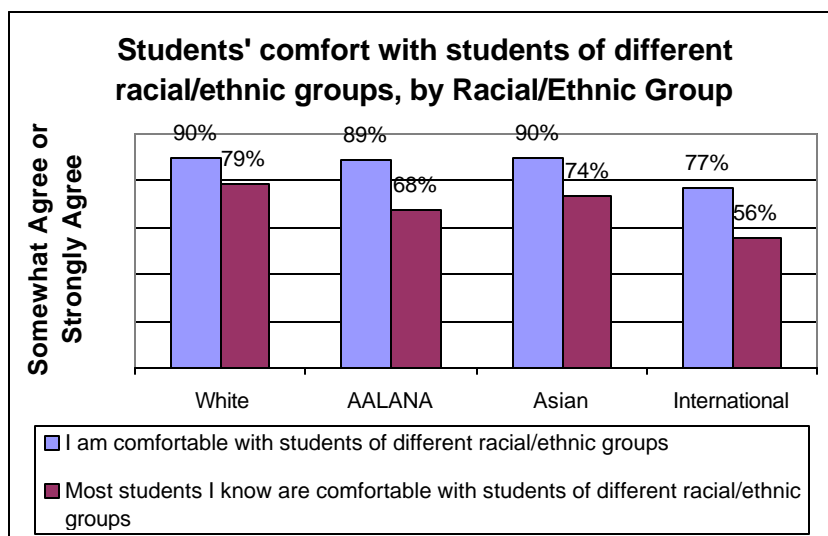
Race/Ethnicity —High levels of agreement were reported across all racial/ethnic groups in each survey.

College/Division—High levels of comfort were reported across all colleges and divisions in each survey.

Q: “Most students I know are comfortable with students of different racial/ethnic groups than their own.”

Q: “In general, majority and racial/ethnic minority students get along well with each other.”

Students were also asked whether they think most students they know are comfortable with students of different racial/ethnic groups than their own. Compared to the previous question, the proportion agreeing drops off a bit, at 76%. So while 89% of



students believe they themselves are comfortable with persons of a different racial/ethnic group than their own, 76% believe that most other students are comfortable with persons of a different background. *Students were also asked whether they feel that in general, majority and racial/ethnic minority students get along well with each other. About three quarters agreed (77%), while 17% were neutral, and the remaining 6% disagreed.*

Gender—Male students were somewhat more likely than female students to agree that majority and minority students get along well (79% versus 74%).

Race/Ethnicity —Between 59% and 82% of students in each racial group agree that majority and minority students get along well with each other, and between 56% and 79% agree that most students they know are comfortable with students of different racial groups than their own. White students are most likely to

agree with both of these statements, and International students are least likely to agree with these statements.

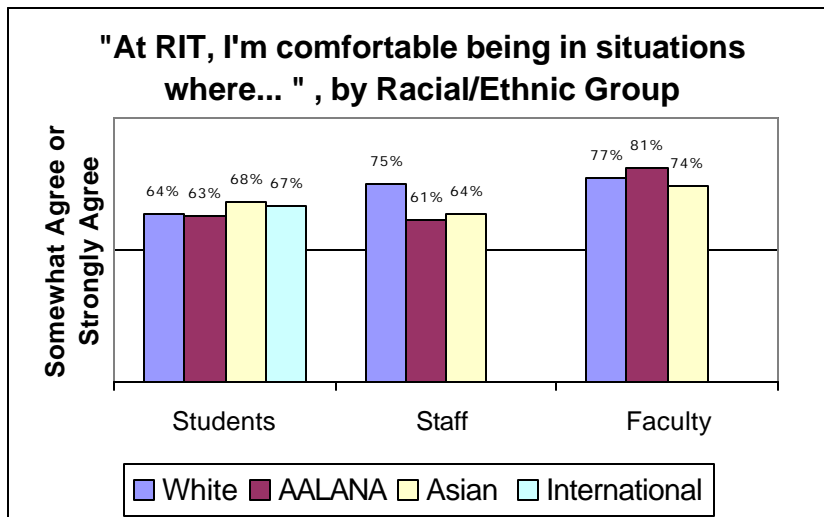
College—Differences by college and division were small.

Q: “At RIT, I am comfortable being in situations where I am the only person of my racial/ethnic group.”

All three surveyed groups were asked whether they feel comfortable being in situations where they are the only person of their racial/ethnic group. *Faculty are most comfortable, with 77% agreeing with this statement compared to 72% of staff and 65% of students.*

Gender—In all three groups the respondents showed almost no difference by gender.

Race/Ethnicity —Differences among racial/ethnic groups existed but were small in magnitude. Among students, the proportion agreeing with this statement ranged from a low of 63% for AALANA students to a high of 68% for Asian students. Among staff, AALANA staff were also least likely to agree at 61%, compared to 64% of Asians and 75% of whites. Conversely, among faculty AALANA were most likely to agree at 81%, compared to 74% of Asians and 77% of whites.



College/Division—At least two-thirds of the faculty and staff in each college and division (with the exception of 60% in one division) agreed that at RIT they feel comfortable being in situations where they are the only person of their race/ethnicity.

Summary of “Comfort With Others/Social Interactions” Theme

- ❖ Students reported being comfortable going to see faculty members (AALANA students slightly less so, but still 2/3 agreed), and even more comfortable seeing faculty from different racial backgrounds than their own.
- ❖ All surveyed groups reported high levels of comfort with students from different racial/ethnic groups, and 2/3 or more of all students, faculty and staff said they are comfortable at RIT being in situations where they are the only person of their racial/ethnic group. More than ¾ of all students agreed that majority and racial/ethnic minority students get along well (slightly lower, but still high, proportions of AALANA and International students agreed).
- ❖ Still, about half of all respondents perceived that most people’s social interactions on campus are largely limited to those of their own race. White faculty and students were more likely than others to say their own social interactions are largely limited to persons of their own race/ethnicity.

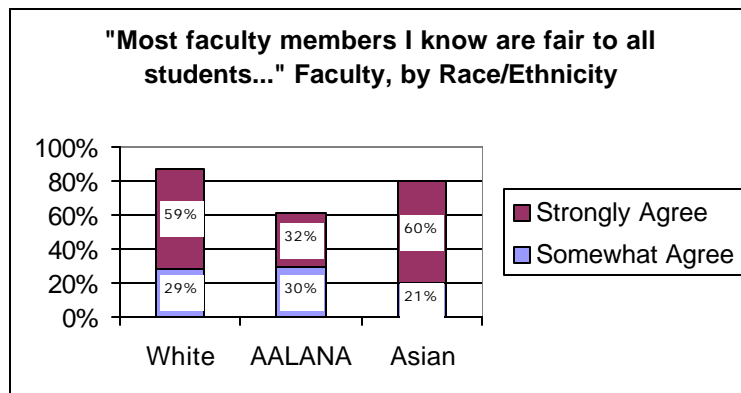
Faculty Expectations/ Interactions

Q: “Most faculty I know at RIT are fair to all students regardless of students’ racial/ethnic backgrounds.”

Students and faculty were each asked a number of questions about expectations faculty have of students, and how the students perceive they are treated by and learn from faculty members.

Faculty alone were asked whether they feel *RIT faculty are fair to students regardless of racial/ethnic background*. Faculty overall agreed with this statement (85%), with 57% strongly agreeing.

Gender—Male faculty were more likely (89%) than female faculty (78%) to agree, and more likely (61% versus 48%) to *strongly* agree.

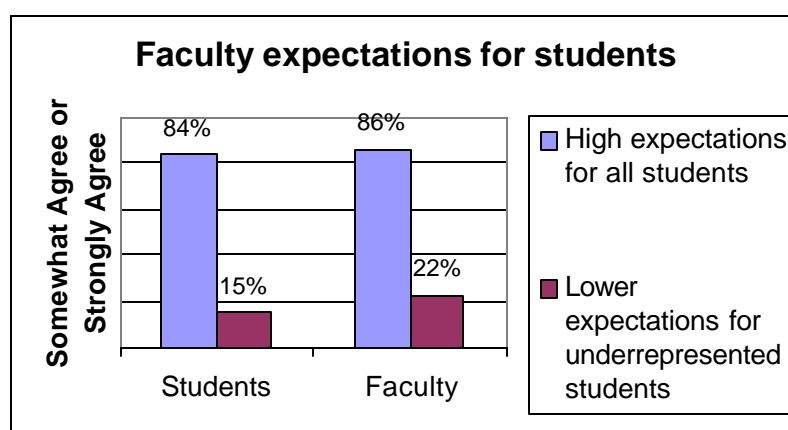


Race/Ethnicity—Differences by race were more pronounced; AALANA faculty were less likely to agree (62%) than white (88%) or Asian faculty (81%), and AALANA faculty were more likely to somewhat or strongly disagree (13%) compared to whites or Asians (3% and 2%, respectively).

College—Differences by college were small.

Q: “Faculty I know have high academic performance expectations for all students.”
Q: “Some faculty have lower academic performance expectations for students from underrepresented racial/ethnic groups.”

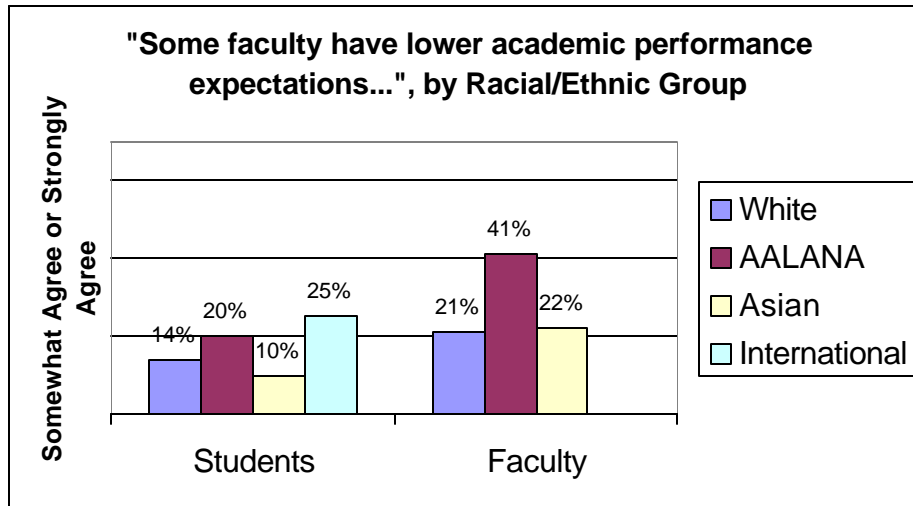
Students and faculty were asked about faculty academic performance expectations for all students, and for students from underrepresented racial/ethnic minority backgrounds. Overall, both students and faculty agreed that faculty have high expectations for all students (84% and 86%). When asked about lower expectations for underrepresented students, 15% of students agreed compared to 22% of faculty.



Gender—There were very small differences by gender for the question about high expectations for all students. When asked about lower expectations for underrepresented students, female students were somewhat more likely than male students to agree (18% versus 14%).

Race/Ethnicity — Nearly three-quarters or more of students and faculty in each racial group agreed that faculty have high academic expectations for all students (72% to 87%). When asked about lower expectations for underrepresented students, 41% of AALANA faculty agreed compared to 21% of white and 22% of Asian faculty. Among students, International students (25%) and AALANA (20%) were more likely than white (14%) or Asian students (10%) to agree.

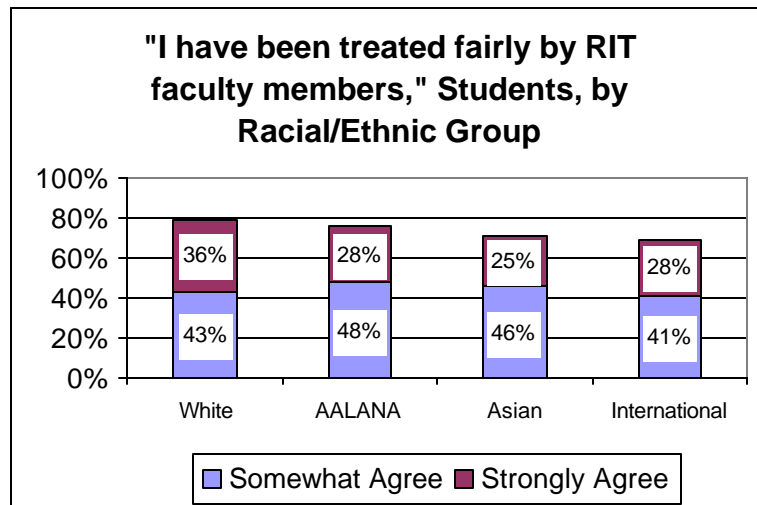
College—Differences by college were small, although one-quarter of NTID students agreed that lower expectations are set by some faculty members.



Q: "I have been treated fairly by faculty members."

Students were asked if they feel they have been treated fairly by faculty members. Three-quarters of students agreed (77%), while 13% were neutral and the remaining 10% disagreed.

Gender—Male and female students responded very similarly.

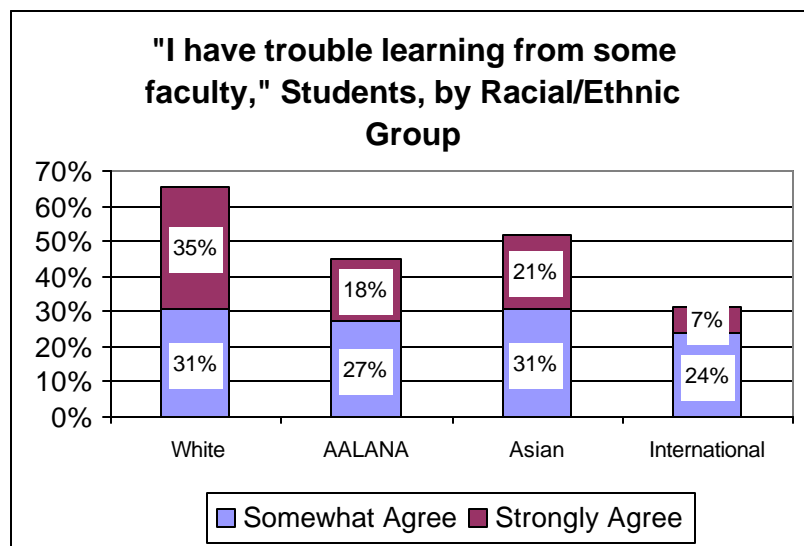


Race/Ethnicity —International students were least likely to agree (69%), compared to 71% of Asians, 76% of AALANA students, and 79% of whites.

College—Differences by college were small.

Q: “I have trouble learning from some faculty whose first language is not English.”

In focus groups, some students raised the issue of difficulty understanding, or learning from, professors whose first language is not English, so a question on this issue was included in the survey. Overall, 60% of students agreed that they have trouble learning from some faculty whose first language is not English.



Gender—Differences by gender were small.

Race/Ethnicity —Differences by race were substantial. White students reported the greatest difficulty. While 66% of white students agreed that they have trouble learning in this situation, 52% of Asian students agreed, 45% of AALANA students agreed, and nearly half (31%) of International students agreed.

College—Differences by college were small, except for NTID students, who indicated that they had less difficulty learning from such faculty.

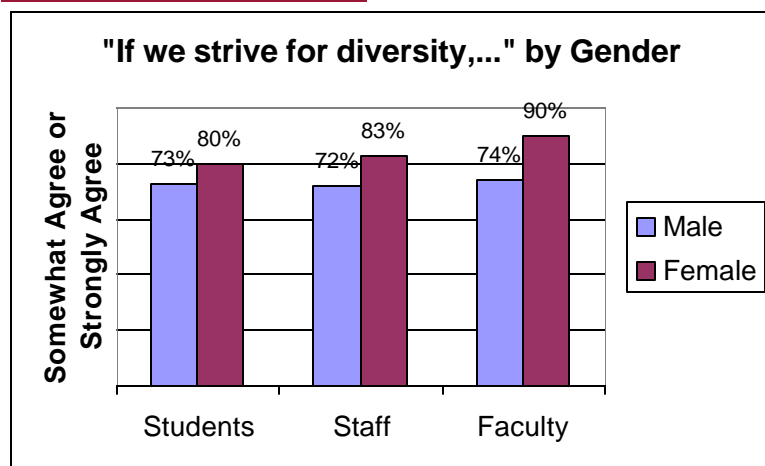
Summary of “Faculty Expectations/Interactions” Theme

- ❖ Faculty overwhelmingly reported that most faculty they know treat all students fairly regardless of racial/ethnic background. AALANA faculty were less likely to agree (62% versus 85% of all faculty). At least three-quarters of the faculty in all colleges said most faculty are fair to all students.
- ❖ Faculty and students agreed (about 85% each) that faculty have high expectations for all students. But more than 40% of AALANA faculty (almost twice the proportion for other faculty) believe some faculty have lower academic expectations for racial-ethnic minority students.
- ❖ Consistent with faculty’s self-reporting of fairness, more than three-quarters of all students (including at least two-thirds of the students in all racial/ethnic groups) reported that they have been treated fairly by RIT faculty members.
- ❖ 60% of all students reported that they have had trouble learning from some faculty members whose first language was not English. White students were most likely to report such difficulties, and International students were least likely.

Compatibility of Diversity Goal

Q: “If we strive for diversity, it doesn’t mean we have to compromise our goal of excellence.”

The survey included a number of questions surrounding the goal of diversity, and how that fits with other goals, such as excellence. All three surveyed groups were asked whether diversity and excellence are compatible goals. There was strong agreement across the groups, with 75% of students agreeing, compared to 79% of staff (57% strongly agreeing) and 78% of faculty (61% strongly agreeing). Eleven to 14% of each group disagreed with the statement.



Gender—Both males and females overwhelmingly agreed that both goals are compatible, though across all three groups, females were more likely than males to agree, with a 16 percentage point difference between male and female faculty, an 11 percentage point difference for staff and a 7 point difference for students.

Race/Ethnicity — Strong support was evidenced across racial/ethnic groups in each survey. Racial differences were very small among faculty, with between 78% and 81% of all racial/ethnic groups agreeing. Among staff, AALANA were most likely to agree (83%), and Asians were least likely to agree (70%). Among students, AALANA respondents were also most likely to agree (86%), and whites were least likely, but almost three-quarters (73%) of the white students also agreed with the statement.

College/Division—Strong support for the compatibility of both goals was demonstrated by faculty, students, and staff across all colleges and divisions.

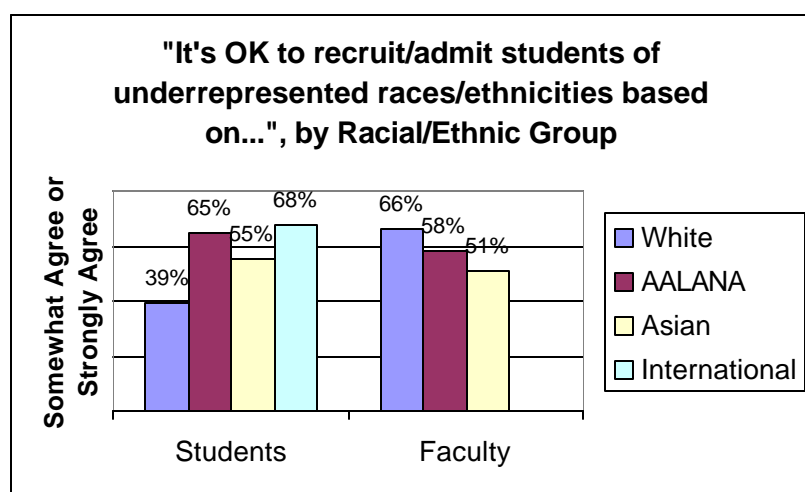
Q: “It’s OK to recruit/admit students of underrepresented races/ethnicities based on different criteria, as long as expectations of success are the same for all students on campus.”

Faculty and students were asked their perceptions on whether it is acceptable to bring in students of underrepresented races/ethnicities based on different criteria, as long as expectations for performance are the same as for others. *Less than half of students agreed (45%)⁹ and 26% strongly disagreed, while almost two-thirds of the faculty agreed (64%) and 16% strongly disagreed.*

Gender—Female students and faculty were somewhat more likely than their male counterparts to agree.

Race/Ethnicity —Differences by race/ethnicity followed different patterns for students and faculty. Among students,

AALANA and International students were most likely to agree (65% and 68%), while only 39% of white students agreed. Conversely, among faculty, white faculty were the most likely to agree (66%).



College—Differences by college were relatively small, although NTID students were most likely to agree compared to students in the other colleges.

At least 55% of the faculty in

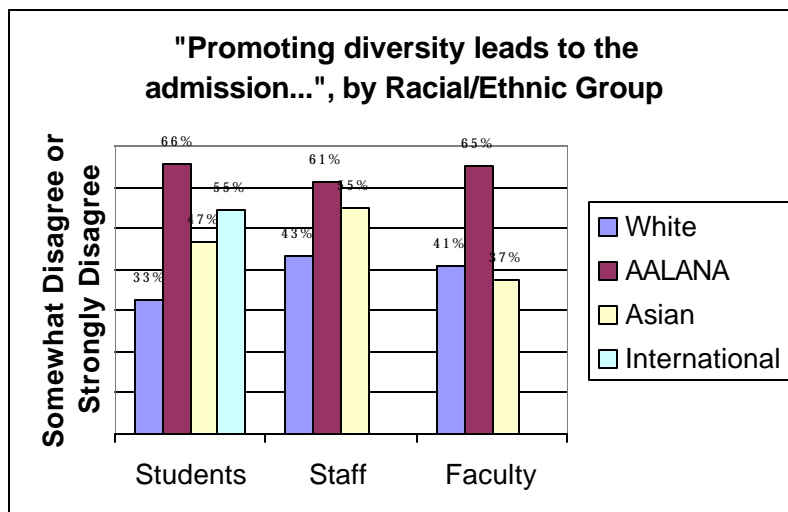
each college indicated that they agreed with the principle.

Q: “Promoting diversity leads to the admission of greater numbers of less qualified students.”

All three surveyed groups were asked whether promoting diversity leads to greater numbers of less qualified students. Responses were quite mixed. About one-third of each group agreed, including 37% of faculty, 32% of staff, and 38% of students. Although there are sizable proportions raising concerns about diversity, equal or greater proportions disagreed with the statement: 42% of faculty, 46% of staff, and 38% of students.

⁹ Sensitivity analysis indicates that as many as 52% of students could have agreed with this statement.

Gender—Male respondents were more likely to agree, particularly among faculty (43% to 25%) and among students (42% to 31%).



Race/Ethnicity —Among all three groups, AALANA were most likely to disagree. Among students, AALANA were twice as likely as whites to disagree (66% versus 33%).

College/Division—While 37% of all faculty agreed that promoting diversity

leads to the admission of greater numbers of less qualified students, more than half of the faculty in Computing and Engineering agreed (52% and 51%). One-third (32%) of all staff agreed with this statement, but those in the department of Development and Alumni were much less likely to agree (11%).

Q: "Promoting diversity leads to the hiring of greater numbers of less qualified faculty (staff) [faculty] members."

Students and faculty were asked whether promoting diversity leads to hiring of greater numbers of less qualified faculty. Responses were mixed. Almost half the faculty (47%) disagreed, while 35% agreed. Similarly, 40% of the students disagreed while 35% of the students indicated that diversity leads to less qualified faculty.

Staff were asked whether promoting diversity leads to the hiring of greater numbers of less qualified staff. The findings were similar to those for faculty and students. Forty-three percent of the staff respondents disagreed, while 19% were neutral and the remaining 39% agreed.

Gender—As with student admissions, male faculty were more likely than female faculty to agree (41% versus 23%). Similarly, 38% of male students and 26% of female students agreed that less qualified hires would result. No gender differences existed among staff.

Race/Ethnicity —White students and faculty were most likely to agree with the statement (40% and 36%), while AALANA

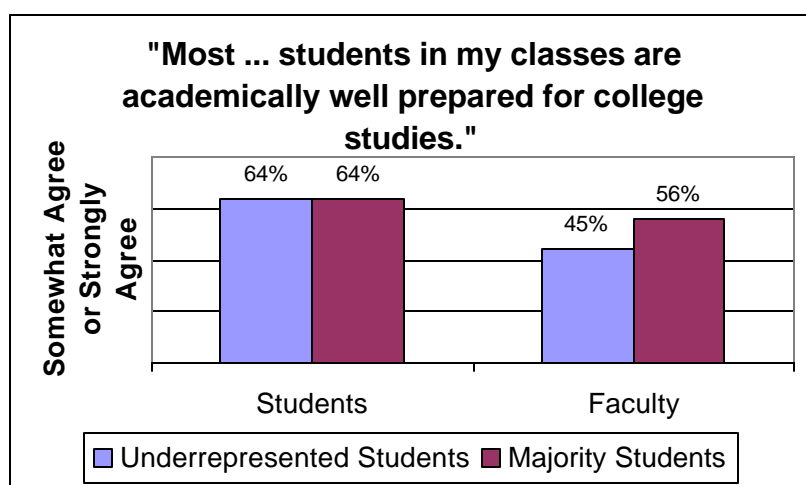
students and faculty were least likely to agree (14% and 22%). Two-thirds of AALANA staff, students, and faculty disagreed, as did most Asian faculty and staff, and most International students.

College/Division—While one-third (35%) of faculty agreed that promoting diversity leads to greater numbers of less qualified faculty, those in CIAS (48%) and Computing (56%) were more than 10 percentage points more likely to agree than faculty overall, with the Colleges of Business and Liberal Arts much less likely to agree. Among staff, those in Development and Alumni and in Student Affairs were less likely than staff overall to agree with this statement (21% and 26%, versus 39% overall).

Q: “Most underrepresented racial/ethnic minority students in my classes are academically well-prepared for college studies.”

Q: “Most majority students in my classes are academically well-prepared for college studies.”

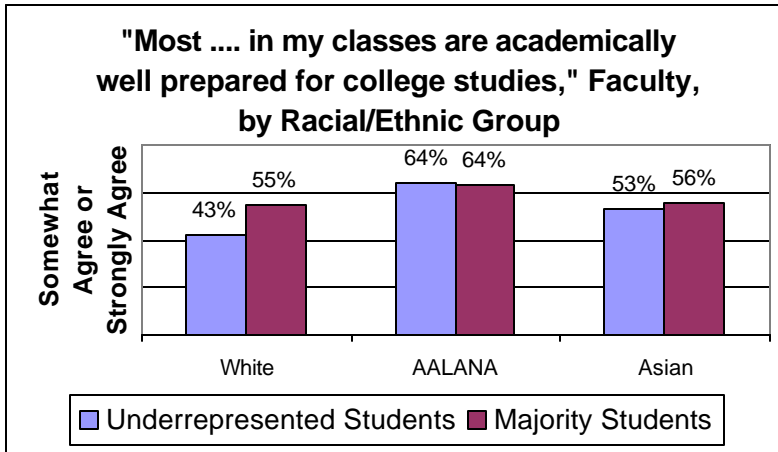
Students and faculty were both asked whether underrepresented racial/ethnic minority students, as well as most majority students, are academically well-prepared for college studies. *Faculty and students reported differing perspectives.* Two-thirds of the students agreed that both underrepresented students as well as majority students are academically well-prepared for college studies. Slightly less than half of the faculty agreed that underrepresented students are well prepared (45%), and slightly more than half agreed that majority students are well prepared (56%).



Gender—Female students and faculty were somewhat more likely than male students and faculty to agree for both questions.

Race/Ethnicity—White faculty were less likely than AALANA and Asian faculty to agree that underrepresented students are well prepared for college classes. They were also slightly less likely

than Asian and AALANA faculty to believe majority students were well prepared.



College—Slightly less than one-half of all faculty (45%) agreed that most underrepresented students are academically well prepared, while those in Liberal Arts (56%) and in CIAS (63%) are more likely to agree, and those in NTID are 13 percentage points less than faculty overall to agree (32%).

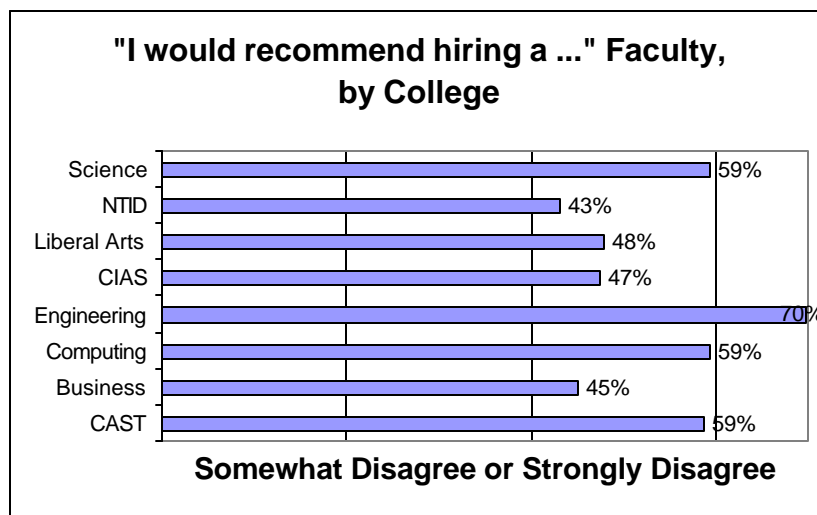
While slightly more than half of the faculty (56%) agreed that majority students are well prepared, faculty in CIAS were most likely to agree (69%).

Q: "I would recommend hiring a qualified underrepresented racial/ethnic minority candidate in my department (division) even if he/she were not the most qualified candidate."

Staff and faculty were asked whether they would recommend hiring a qualified underrepresented racial/ethnic minority candidate even if that person were not the most qualified candidate. *Almost two-thirds of staff (63%) and more than one-half of faculty (53%) somewhat or strongly disagreed with this statement.*

Gender—Male faculty were much more likely than female faculty to disagree (59% versus 40%). Among staff, there were no meaningful differences.

Race/Ethnicity —About half of both white and AALANA



faculty were opposed to hiring anyone but the most qualified person. Asian faculty were the most opposed (58%). Among staff, two-thirds of both whites and Asians disagreed, compared with 40% of AALANA staff, and 43% of both whites and Asians *strongly* objected, compared with 24% of AALANA staff.

College/Division—Engineering faculty were most likely to disagree (70%), and almost 60% of the faculty in three other colleges disagreed, while those in NTID and Business were least likely to disagree (43% and 45%, respectively). Among staff, those in Development and Alumni (73%) and those in Information and Technology Services (74%) were most likely to disagree.

Summary of “Compatibility of Diversity” Goal

- ❖ Three-quarters or more of students, faculty, and staff say that striving for diversity doesn’t mean having to compromise RIT’s goal of excellence. This statement received strong support across all racial, gender, and college and division groups.
- ❖ Almost 2/3 of the faculty supported admitting underrepresented racial/ethnic students based on different criteria, as long as there were expectations of success, but less than half of all students agreed. Only about 40% of the white students agreed, but 2/3 of the white faculty agreed with this approach.
- ❖ Yet a third or more of all students, faculty and staff indicated that promoting diversity leads to the admission of greater numbers of less qualified students, and to the hiring of less qualified faculty and staff. Male students and faculty were much more likely than females to agree. AALANA faculty, staff, and students were much more likely to disagree (with many Asian employees and International students), with many whites typically raising concerns about reductions in qualified students and staff. About half or more of the faculty in three colleges agreed that promoting diversity could lead to less qualified students and faculty.
- ❖ Almost 2/3 of the staff and more than half of the faculty said that they would recommend hiring a qualified underrepresented minority candidate only if the person were also the most qualified candidate. Male faculty were especially resistant to hiring anyone other than the most qualified person. About half of all faculty racial/ethnic groups would only hire the most qualified person, though whites and Asians were much more opposed than AALANA employees to compromise at the staff levels. Significant differences existed across colleges and divisions.
- ❖ Less than half of all faculty (45%) believe that most underrepresented racial/ethnic students are well-prepared for college studies. White faculty are considerably less likely than Asian or AALANA faculty to say that they are well-prepared.

Desire for Increased Diversity

Q: "I'd like to see more students from underrepresented racial/ethnic backgrounds in my classes."

The RIT community was asked about their interest in increased diversity on campus and in the classroom, in terms of race as well as gender. Students and faculty were asked whether they would like to see more students from underrepresented racial/ethnic minority backgrounds in their classes. *A high proportion of respondents were neutral in their response; 53% of students and 33% of faculty. Faculty were more likely to agree with this question than students; 31% of students agreed while 17% disagreed, and 62% of faculty agreed while 5% disagreed.*

Gender—Women were approximately ten percentage points more likely than men to agree among both students and faculty.

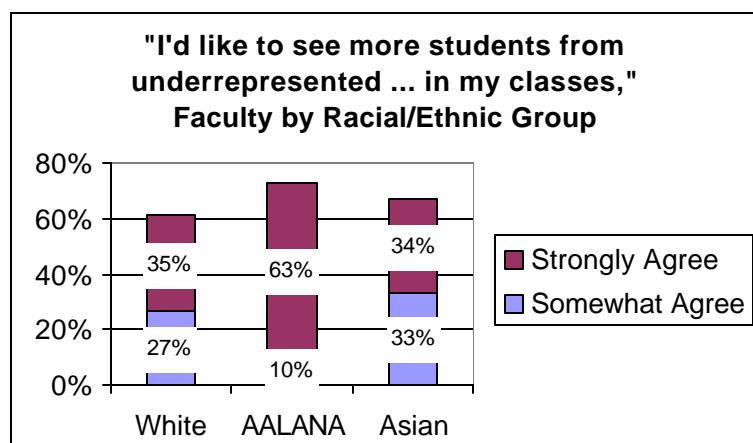
Race/Ethnicity—AALANA faculty were somewhat more likely than white or Asian faculty to agree that they would like to see more underrepresented students in their classes, but were much

more likely to *strongly* agree with the statement.

White students were much less likely to agree with the statement (22%) than Asian or International students (both 49%) or AALANA students (71%).

College—Students in NTID (59%) and Liberal Arts (48%) were most likely to agree that they would like to

see more students from underrepresented racial/ethnic backgrounds in their classes. Students in Computing, Engineering, Business, and Science were least likely to agree (from 21% to 27%). Faculty in CIAS were most likely to agree they would like to see more underrepresented students (79%), while Computing faculty were least likely (50%).

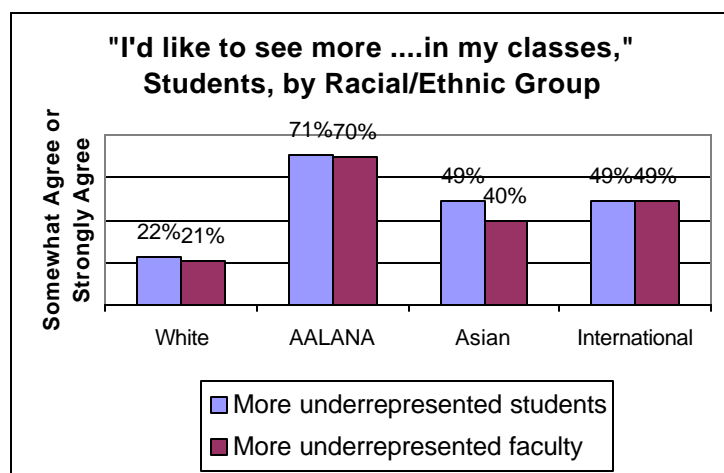


Q: “I’d like to see more faculty from underrepresented racial/ethnic backgrounds in my classes [teaching classes at RIT].”

Virtually identical proportions of students and faculty would like to see more faculty from underrepresented racial/ethnic backgrounds at RIT, as would like to see more underrepresented students (previous question): about 29% of the students and 62% of the faculty would like to see more underrepresented faculty.

Gender—Female students are more likely than male students to want to see more underrepresented faculty (38% versus 25%). Female faculty were also more likely than males to agree (73% versus 57%).

Race/Ethnicity —More than two-thirds of AALANA students (70%) agree that they would like to see more underrepresented faculty in their classes, compared to 49% of International students, 40% of Asian students, and 21% of white students.



Similar proportions of faculty of different races/ethnicities (between 62% and 72%) agree they would like to see more underrepresented faculty teaching at RIT, but two-thirds of AALANA faculty *strongly* agree that they would like to see this happen, compared to 34% of white faculty and

31% of Asian faculty.

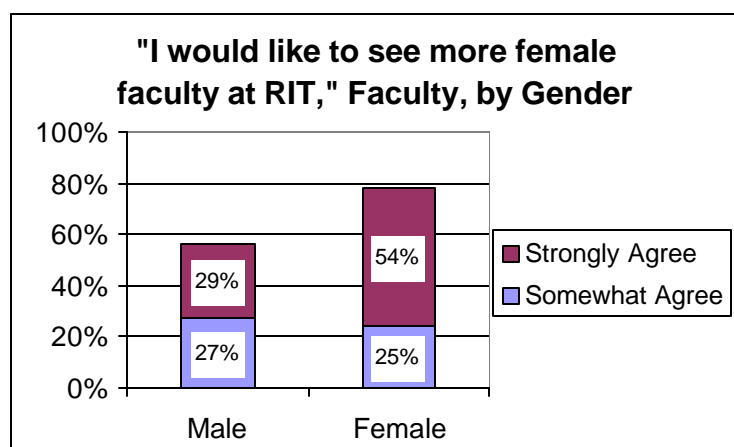
College—Students in Liberal Arts (47%) and NTID (60%) were most likely to agree they would like to see more underrepresented faculty in their classes, compared to 29% of students overall. Although most faculty wish to see more faculty from underrepresented racial/ethnic backgrounds teaching at RIT, the proportions were small (about half) in the colleges of Business, Computing, and Engineering.

Q: “I’d like to see more female faculty in my classes [at RIT].”

While the majority of questions in the surveys focused on racial and ethnic diversity issues, several questions surrounding other types of diversity were included as well. For example, students and faculty were asked whether they would like to see more female

faculty at RIT. Nearly half of student respondents (47%)¹⁰ agreed that they would like to see more female faculty, compared with 29% of the students who wish to see more faculty from underrepresented racial/ethnic backgrounds. Among faculty, nearly two-thirds (63%) agreed they would like to see more female faculty at RIT, almost identical to the proportion wishing to see more underrepresented racial/ethnic minority hires.

Gender—Interestingly, male students were one percentage point more likely than female students to agree they would like to see more female faculty. Among faculty, the proportion of males that agree is virtually the same as those wishing for more racial/ethnic



faculty (57% and 56%). Among female faculty, the proportion agreeing they would like to see more female faculty is about five percentage points higher than the proportion agreeing they would like to see more underrepresented minorities (78% and 73%).

Race/Ethnicity —AALANA students were most likely to agree that they would like to see more female faculty on campus (65%), and white

students were least likely (44%). But that 44% doubles the support white students evidenced for additional racial/ethnic minority students or faculty in the classroom. Similarly, AALANA faculty were most likely to agree (73%) compared to their white and Asian colleagues (both 64%).

College—Differences by college were small, though it is worth noting that more than 70% of the faculty in the College of Business agreed with the desire for more female faculty, up from about half who would like to see more underrepresented minority faculty.

¹⁰ Sensitivity analysis indicates that agreement among students could be as high as 54%.

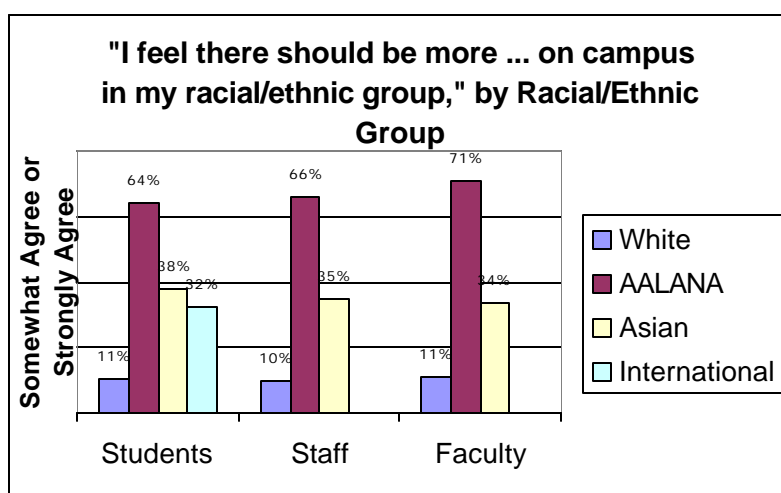
Q: “I feel there should be more students (staff) [faculty] on campus in my racial/ethnic group.”

Students were asked if they feel there should be more students on campus in their racial/ethnic group, staff were asked if there should be more staff in their group, and faculty were asked if there should be more faculty in their racial/ethnic group. In all three cases, approximately half of the respondents were neutral in their response. The response to this question actually only makes sense in the context of the respondent’s race/ethnicity.

Gender—Differences by gender in all three groups were small.

Race/Ethnicity —Among all three surveyed groups, AALANA respondents were substantially more likely than other racial/ethnic groups to

agree that they would like their ranks to grow. Nearly three-quarters of AALANA faculty agreed (71%), while 61% strongly agreed. Almost two out of three AALANA students (64%) and staff (66%) somewhat or strongly agreed, compared with about 10% of white students, faculty, and staff; 62% of white students were neutral. In short, most



AALANA faculty, staff, and students wish to see expansion of their critical mass, whereas few whites are eager for their ranks to grow.

College/Division—Differences by college and division were small.

Q: “My education would be better if I could take more classes that include emphasis on multicultural diversity and understanding.”

Students were asked whether they think their education would be better if they could take more classes that include emphasis on multicultural diversity and understanding. While 20% of students agreed, 31% were neutral and the remaining 49% disagreed.

Gender—Female students were more likely than male students to agree (27% versus 16%).

Race/Ethnicity —White students were much more likely to disagree (56%) than Asians (33%), International students (24%),

or AALANA students (23%). Even among non-white students, there was no groundswell of support for expanded multicultural classes: 39% support among AALANA students, 37% among International students, and 24% among Asian respondents.

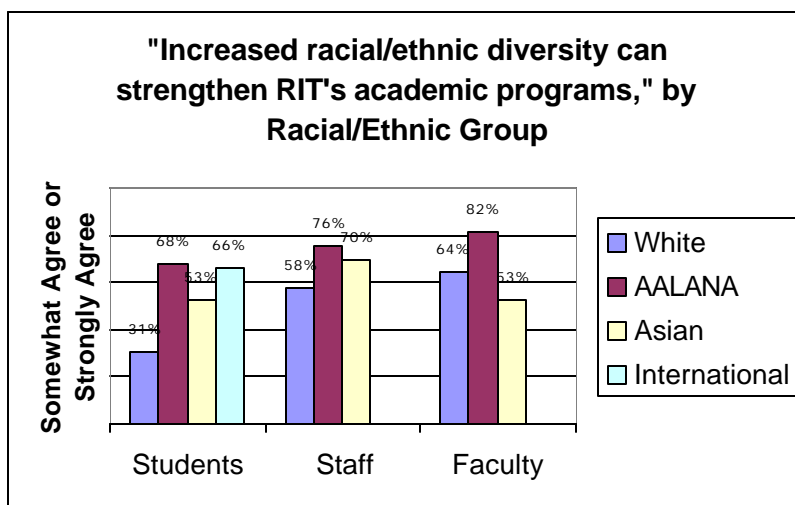
College—One in five students (20%) agreed overall, while more than twice as many students in NTID agreed (48%), along with one-third of the Liberal Arts students.

Q: "Increased racial/ethnic diversity can strengthen RIT's academic programs."

All three surveyed groups were asked whether increased racial/ethnic diversity can strengthen RIT's academic programs. Faculty were most likely to agree (65%), compared to 60% of staff and 38% of students.

Gender—Women were more likely than men to agree among students and faculty (about 8% more among students and 12% more among faculty). Among staff there was almost no difference by gender.

Race/Ethnicity —Among all three surveyed groups, AALANA respondents were most likely to agree, with over three-quarters of AALANA staff and faculty, and two-thirds of AALANA students agreeing. Most white staff and faculty were supportive, but only a third of white students.



were most likely to agree (76%) while Engineering faculty were least likely to agree (44%).

College/Division—Students in Liberal Arts (52%) and NTID (61%) were more likely than students overall (38%) to agree. Faculty in Business

Q: “RIT should do more to attract Rochester-area minority students to attend RIT.”

Faculty were asked whether RIT should do more to attract Rochester area minority students to attend RIT. It is an issue that had come up in several focus group discussions. *More than half agreed (56%), while 32% were neutral. Only 12% disagreed.*

Gender—Female faculty were somewhat more likely than male faculty to agree (61% versus 54%).

Race/Ethnicity —AALANA faculty were somewhat more likely to agree (70%) compared to Asian faculty (56%) and white faculty (55%).

College—Faculty in Computing were less likely (40%) than faculty overall to agree that RIT should reach out to attract more minority Rochester area students. Just under half of the CAST faculty agreed. At least 55% of the faculty in all the other colleges agreed with this idea.

Summary of “Desire for Increased Diversity” Theme

- ❖ There was little support from students for increasing the number of underrepresented racial/ethnic minority students on campus, or for increasing the number of minority faculty. Less than a third of the students (and only about 20% of the white students) were supportive, and more than half were neutral. On the other hand, more than 60% of faculty (including the majority of all racial/ethnic groups) are supportive of both initiatives. Female students and faculty were more supportive than males. Differences existed across colleges, among both students and faculty.
- ❖ There was more support for increasing the number of female faculty on campus. Among students, 47% supported this increase, compared to only 29% who support expanding racial/ethnic faculty numbers. White students were twice as supportive of this proposal as they were of expanding minority students or faculty.
- ❖ About 2/3 of AALANA faculty, staff and students support expanding their own numbers, to create more critical mass on campus. By contrast, about a third of Asians and only about 10% of white students, faculty, and staff expressed a need to expand their ranks.
- ❖ There is little student support for more classes emphasizing multi-cultural diversity and understanding, especially among white students, but even among minority students there was no groundswell of support. Less than 40% of all students thought increased racial diversity would strengthen RIT academic programs. White and AALANA faculty and staff were supportive, but less than a third of white students were. Significant differences occurred across a few of the colleges, both among students and staff.
- ❖ More than half the faculty supported efforts to attract more local minority students to attend RIT.

Perceived Exclusion

Q: “I sometimes see people excluded socially on campus because of their race/ethnicity.”

All three surveyed groups were asked a number of questions regarding their perceptions of unfair treatment or exclusion of certain groups on campus.

Close to 60% or more of students, staff, and faculty disagreed that they sometimes see people excluded socially because of their race/ethnicity. Faculty were most likely to disagree (65%), compared to 60% of staff and 58% of students. On the other hand, about one-fifth of those in all three surveys said they had seen people excluded.

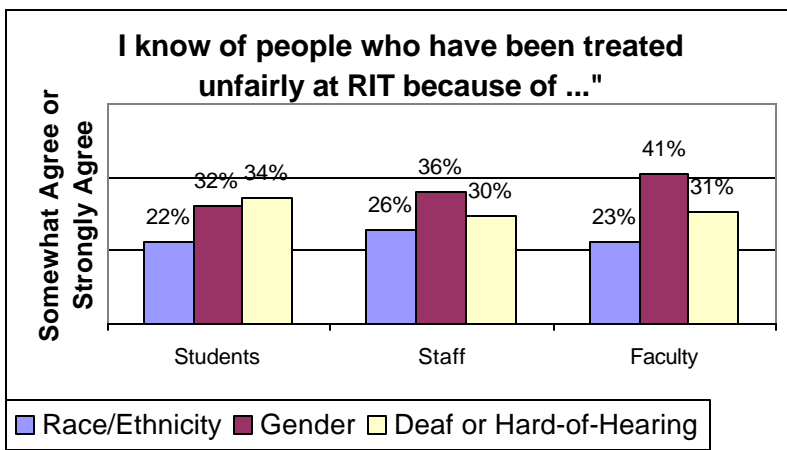
Gender—Male faculty were less likely than female faculty to agree (18% versus 28%). No gender differences occurred among staff or students.

Race/Ethnicity —AALANA faculty and staff were much more likely to agree with this statement than their colleagues. While 49% of AALANA faculty agreed, only 22% of Asian faculty and 20% of white faculty agreed. Similarly, 44% of AALANA staff agreed compared to 31% of Asian staff and 17% of white staff. Among students, AALANA, Asian, and International students agreed in similar proportions (from 36% to 40%), while 17% of white students agreed.

College/Division—Faculty agreeing that they sometimes see people excluded socially on campus ranged from 9% of Science faculty to 34% of NTID faculty. Similarly, among students, those in NTID were most likely to agree (49%) compared to students overall (22%).

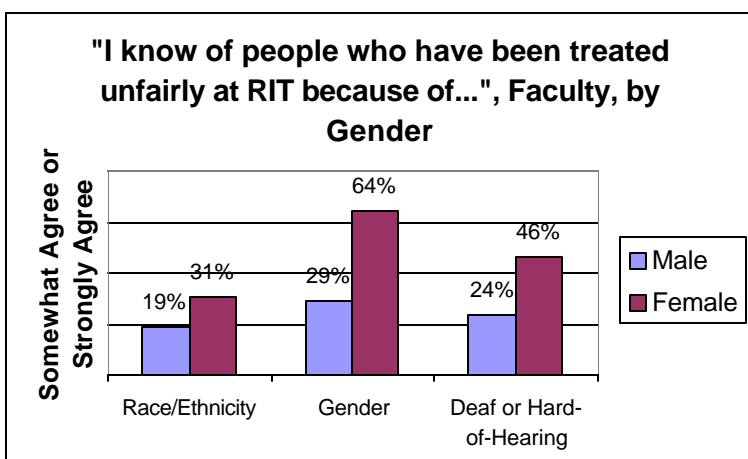
Q: “I know of people who have been treated unfairly at RIT because of their race/ethnicity.” “...gender.” “...they are deaf or hard-of-hearing.”

All three surveyed groups were asked a series of three questions regarding whether they know of people who have been treated unfairly because of their race/ethnicity, because of their gender, or because they are deaf or hard-of-hearing. *Approximately one-fourth of each group agreed that they know of people who have been treated unfairly at RIT because of race/ethnicity. About one-third in each group know of people who have been treated unfairly because they are deaf or hard-of-hearing, and slightly more (including more than 40% of the faculty) agreed they know of people who have been treated unfairly because of their gender.*



male faculty. Similarly, almost twice as many female faculty as male faculty knew of people who had been treated unfairly because they are deaf or hard-of hearing (46% versus 24%). Also, 31% of women knew of people treated unfairly due to their racial/ethnic ethnicity, compared to 19% of men. Though not

quite as dramatic, the male-female patterns are the same for staff and students as well.



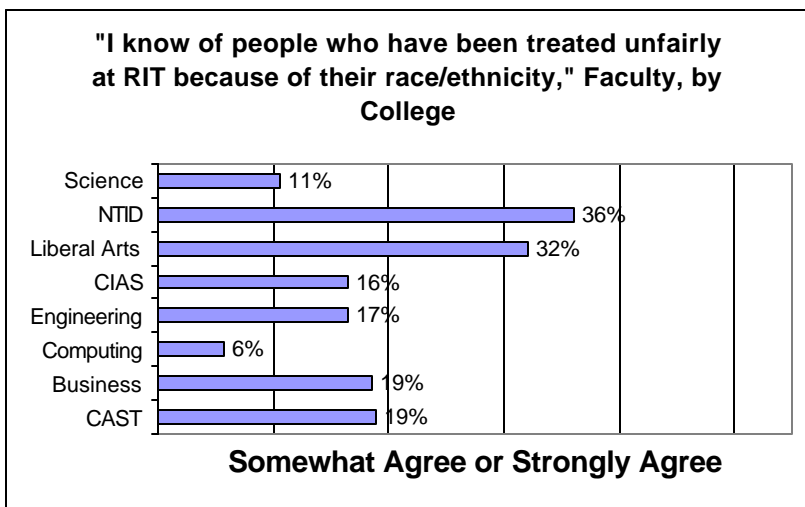
47% of AALANA faculty know of people treated unfairly because of their gender.

College/Division—While one-quarter (23%) of faculty overall know of people who have been treated unfairly at RIT because of their race/ethnicity, those in Science (11%) and Computing (6%) were less likely and those in Liberal Arts (32%) and NTID (36%) were more likely to agree. Regarding people being treated unfairly because of their gender, 19% of those in Engineering agreed, compared to much higher numbers among NTID (50%), and

Gender—In all cases, females were more likely than males to agree that they know of people who have been treated unfairly. The differences were particularly pronounced among faculty. Two thirds of female faculty (64%) agreed that they knew of people who had been treated unfairly at RIT because of gender, compared to 29% of

Race/Ethnicity —In all three groups, AALANA respondents were most likely to agree that they know of people who have been treated unfairly because of their race/ethnicity, including 58% of AALANA staff, 44% of AALANA faculty, and 50% of AALANA students. In addition,

Liberal Arts (56%). Faculty in NTID are most likely (66%) to agree that they know of people who have been treated unfairly because they are deaf or hard-of-hearing, while those in CIAS (7%) and Business (5%) were least likely to agree.



Among students, those in NTID were more likely (40%) than all students (22%) to agree that they know of people treated unfairly at RIT because of their race/ethnicity. Those at NTID were also more likely (64%) than students overall (34%) to agree that they know of people who

have been treated unfairly at RIT because they are deaf or hard-of-hearing.

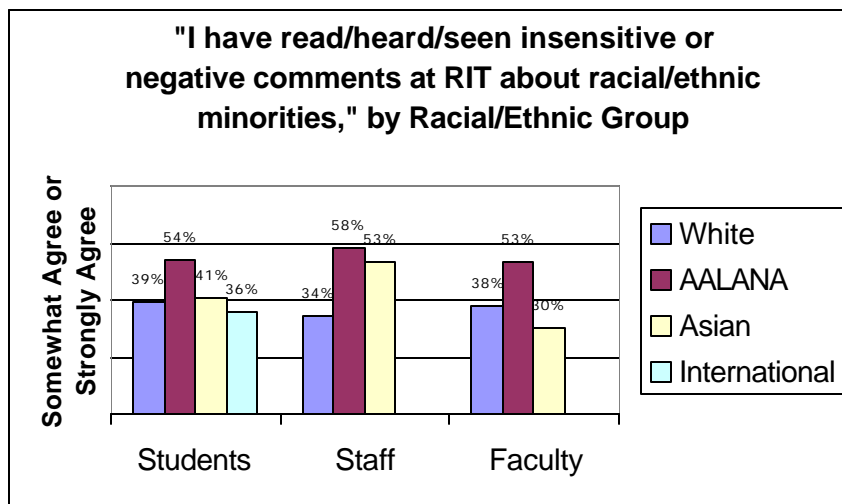
Among staff, those in the Office of the President and Student Affairs were most likely of all divisions to agree that they know people who have been treated unfairly at RIT because of race/ethnicity, gender, or because they are deaf or hard-of-hearing. Staff in Information and Technology Services were least likely to have known persons treated unfairly because of their race/ethnicity (11%). Those in Development and Alumni were least likely to agree they know people treated unfairly because of gender (15%), or because they are deaf or hard-of-hearing (9%).

Q: "I have read/heard/seen insensitive or negative comments at RIT about racial/ethnic minorities."

All three surveyed groups were asked if they have read, heard, or seen insensitive or negative comments at RIT about racial/ethnic minorities. Respondents were somewhat more likely to disagree than agree; 40% of students agreed, 44% disagreed, and 16% were neutral. Similarly, 38% of both staff and faculty agreed while 49% of both staff and faculty disagreed.

Gender—Female faculty were 10 percentage points more likely than male faculty to agree (45% versus 35%), but male staff were more likely than female staff to agree (42% versus 35%). There were almost no gender differences among student responses.

Race/Ethnicity —AALANA respondents were most likely to agree among staff, students, and faculty, with more than one-half agreeing compared to more than one-third of whites and between one-third and one-half of Asians.



College/Division—Thirty-eight percent of faculty agreed that they have read/heard/seen insensitive or negative comments at RIT about racial/ethnic minorities; NTID faculty were most likely to agree (55%) while

those in Computing (23%) and Engineering (18%) were least likely. Staff in Development and Alumni (10%) were least likely to agree that they have observed insensitive comments, while staff in the Office of the President (50%) were most likely.

Q: "I sometimes perceive racial/ethnic tensions in the residence halls."

Q: "I sometimes perceive racial/ethnic tensions in the classroom."

Students were asked whether they perceive racial/ethnic tensions in the residence halls. More than half of students disagreed (54%), while 22% were neutral and 24% agreed.

Students and faculty were asked whether they perceive racial/ethnic tensions in the classroom. Most students (64%) and faculty (70%) disagreed, while 15% of students and 18% of faculty agreed.

Gender—Females were somewhat more likely than males to agree (28% versus 23%) that they sometimes perceive racial/ethnic tensions in the residence halls.

Male students were slightly more likely than female students to disagree (by 4 percentage points) that they perceive tensions in the classroom, and male faculty were much more likely than female faculty to disagree (76% versus 57%).

Race/Ethnicity —AALANA students were much more likely to agree (46%) than their white (20%), Asian (28%), or International (31%) colleagues that they perceive tensions in the residence halls.

Between 21% and 32% of students in all racial groups *strongly* disagreed.

While 15% of students overall agreed that they sometimes perceive racial/ethnic tensions in the classroom, AALANA were much more likely to agree (32%) than their International (20%), Asian (18%), or white (12%) counterparts. Similarly, AALANA faculty were more likely (32%) to agree than their white (17%) or Asian (12%) counterparts.

College—Students in Liberal Arts and NTID were most likely to agree that they sometimes perceive racial/ethnic tension in the residence halls (41% each). Similarly, NTID students were most likely to agree (32%) that they perceive racial/ethnic tensions in the classroom. Among faculty, those in Liberal Arts were most likely to agree (33%) they sometimes perceive racial/ethnic tensions in the classroom, while those in Science (9%) and Engineering (6%) were least likely to agree.

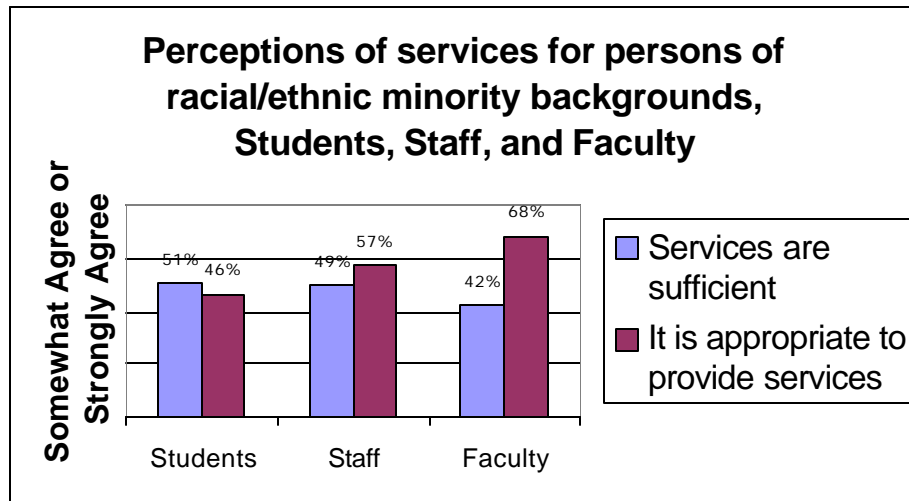
Summary of “Perceived Exclusion” Theme

- ❖ Most faculty, staff, and students say they have seen no evidence of people being excluded socially on campus because of their race/ethnicity, but one in five did report seeing such exclusions occur. Women faculty were more likely than men to report exclusions. About 40% or more of AALANA faculty, students, and staff agreed they had seen such exclusions, compared with less than 20% of whites.
- ❖ About ¼ of those respondents in each group knew of people treated unfairly at RIT because of their race/ethnicity, a third because they were deaf or hard-of-hearing, and more than a third because of their gender. 2/3 of the women faculty had known of unfair treatment due to gender, and a third of the women faculty knew of unfairness due to race/ethnicity. Half or more of AALANA students and staff, and about 45% of AALANA faculty knew of unfair treatment due to race/ethnicity. There were significant differences across colleges in the frequency with which their faculty reported being aware of unfair treatment (not necessarily within the college).
- ❖ About 40% of respondents reported that they had read, heard, or seen insensitive or negative comments at RIT about racial/ethnic minorities. Again, women faculty (but male staff) and AALANA students, staff and faculty were most likely to have reported such comments. Significant differences existed across colleges and divisions.
- ❖ Most students reported no racial tensions in RIT residence halls, though one-quarter of all students had perceived such tensions, including almost half of all AALANA students, compared with 20% of white students.
- ❖ About a third of AALANA faculty and students reported racial-ethnic tensions in the classroom at RIT, compared with less than 20% among Asian and white students and faculty. Faculty differences existed across several colleges.

Support Services on Campus

Q: “Support services for students (staff) [faculty] of racial/ethnic minority backgrounds are sufficient on campus.”

Students, staff, and faculty were asked a number of questions regarding support services on campus for persons of racial/ethnic minority backgrounds. All three surveyed groups were asked whether support services for persons of racial/ethnic minority backgrounds are sufficient, and also whether it is appropriate to provide such special supports. *Half of all students (51%)¹¹ agreed that the services are sufficient, while 39% were neutral and 10% disagreed. Further, 27% of students disagreed that it is appropriate to provide special supports, while 46% agreed.¹²*



¹¹ Sensitivity analysis indicates that that the proportion of students who agreed could be as low as 44%.

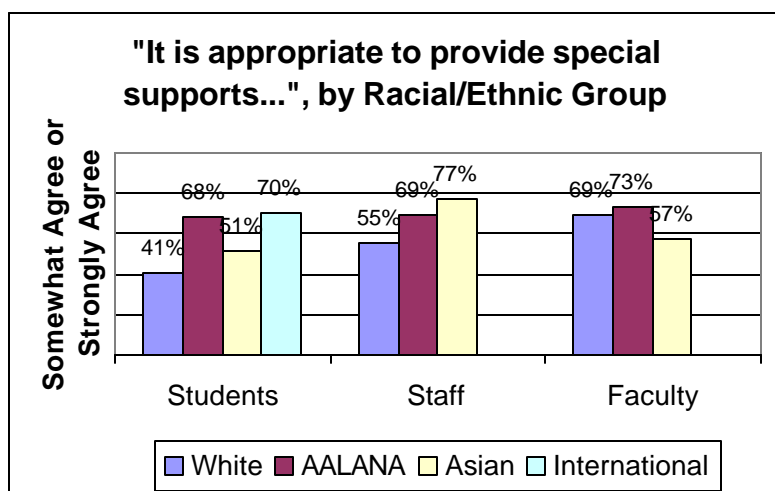
¹² Sensitivity analysis indicates that the proportion of students who agreed could be as high as 53%.

Q: “It is appropriate to provide special support for students, staff, or faculty who come to RIT from underrepresented racial/ethnic minority backgrounds.”

Staff and faculty were somewhat less likely than students to agree that support services are sufficient (49%¹³ and 42%, respectively), but were more likely to agree that such services are appropriate (57% and 68%).

Gender—Female faculty were less likely than male faculty to agree that services are sufficient (32% versus 47%), and were more likely to agree that services are appropriate (73% versus 66%). Female staff were more likely than male staff to agree that services are sufficient (52% versus 45%) and were also more likely to agree they are appropriate (59% versus 54%). Female students were more likely than male students to agree that it is appropriate to provide such supports (51% versus 44%), although there were no differences in perceived sufficiency.

Race/Ethnicity —More than half of white students agreed that support services for students of racial/ethnic minority backgrounds are sufficient (56%), compared to 46% of AALANA students, and 37% to 38% of International and Asian students, respectively. Two-thirds of AALANA students (68%) and 70% of International students agreed that the supports are appropriate, compared to 51% of Asian students and 41% of white students. Among staff, slightly more than one-half of whites, two-thirds of AALANA, and three-quarters of Asians agreed that support services are appropriate. AALANA faculty were twice as likely as white faculty to disagree that services are sufficient (40% versus 19%). However, white and AALANA faculty agreed in similar proportions that the services are appropriate (69% and 73%), compared to 57% of Asian faculty.



quarters of Asians agreed that support services are appropriate. AALANA faculty were twice as likely as white faculty to disagree that services are sufficient (40% versus 19%). However, white and AALANA faculty agreed in similar proportions that the services are appropriate (69% and 73%), compared to 57% of Asian faculty.

College/Division—Staff in the Office of the President were much more likely than staff overall to agree that services are sufficient (82% versus 49%), while staff in Information and Technology Services were less likely (33%) to agree that services

¹³ The sensitivity analysis indicates that the proportion of staff agreeing that support services are sufficient could be as high as 52%.

are sufficient, but less likely (41%) to view them as appropriate. Staff in Student Affairs (72%), Development and Alumni (70%) and Enrollment Management and Career Services (69%) were more likely than staff overall (57%) to agree that it is appropriate to provide such services. Among faculty, those in CIAS are less likely (30%) than faculty overall (55%) to agree that services are sufficient. Faculty in Business and Engineering were most likely to view them as sufficient, and Business faculty also were most likely to view them as appropriate. Students in NTID are more likely than students overall to agree that it is appropriate to provide special support services (61% versus 46%).

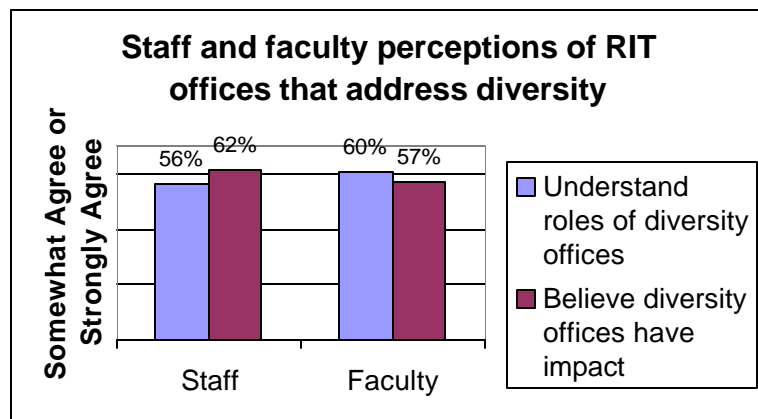
Q: “I understand the roles of the Commission for Promoting Pluralism and the Assistant Provost for Diversity.”

Staff and faculty were asked whether they understand the roles of the Commission for Promoting Pluralism and the Assistant Provost for Diversity, and whether these offices have impact. *Well over half of staff and faculty agreed that they understand the roles and believe the offices have impact.* Nearly one-quarter of faculty (23%) and staff (22%) disagreed that they understood the offices’ roles. Sixteen percent of faculty and 13% of staff disagreed that the offices have impact.

Q: “I believe the RIT offices involved in addressing diversity issues have impact.”

Gender—Differences by gender were small.

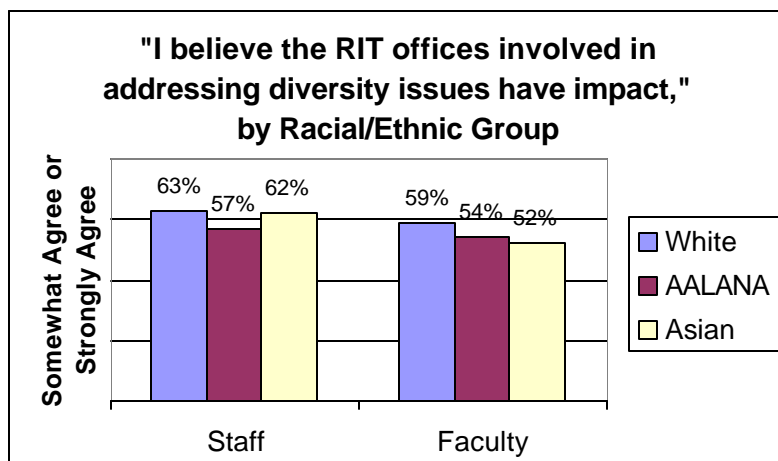
Race/Ethnicity —Among faculty, whites were most likely to agree that they understand the roles of the diversity offices (62%) compared to 58% of AALANA and 48% of Asian faculty. White faculty were also most likely to agree that the offices have impact (59%) compared to 54% of AALANA and 52% of Asian faculty.



Among staff, Asians were most likely to agree that they understand the roles of the offices (68%)

compared to 57% of whites, and 54% of AALANA. While more than half of staff of all races agreed that the offices have impact, whites were most likely to agree (63%) compared to 62% of Asian staff and 57% of AALANA staff.

College/Division—Staff in Development and Alumni were most



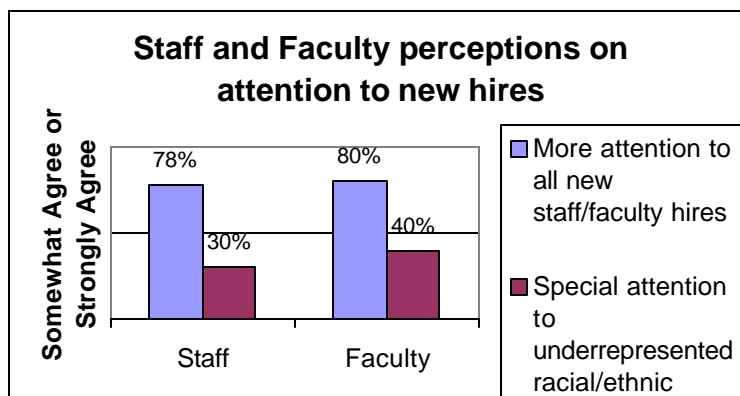
likely to agree that they understand the role of the diversity offices (79%) and that they believe the offices have impact (83%). Faculty in Business are most likely to agree that they understand the roles of the offices (86%), compared to faculty overall (60%), and to believe the Offices have an impact (68%).

Q: "RIT should give more attention to all new staff [faculty] hires, in terms of welcome, orientation, and support."

Staff and faculty were asked whether RIT should give more attention to all new staff and faculty hires, in terms of welcome, orientation, and support. They were also asked whether RIT should give special attention to underrepresented racial/ethnic minority hires. *Faculty overwhelming agreed that RIT should give more attention to all faculty hires (80%), while half as many (40%) agreed that RIT should give special attention to racial/ethnic minority hires.* Similarly, while 78% of staff agreed RIT should give more attention to all new staff, only 30% agreed RIT should give special attention to underrepresented racial/ethnic minority hires.

Q: "RIT should give special attention to underrepresented racial/ethnic minority staff [faculty] hires, in terms of welcome, orientation, and support."

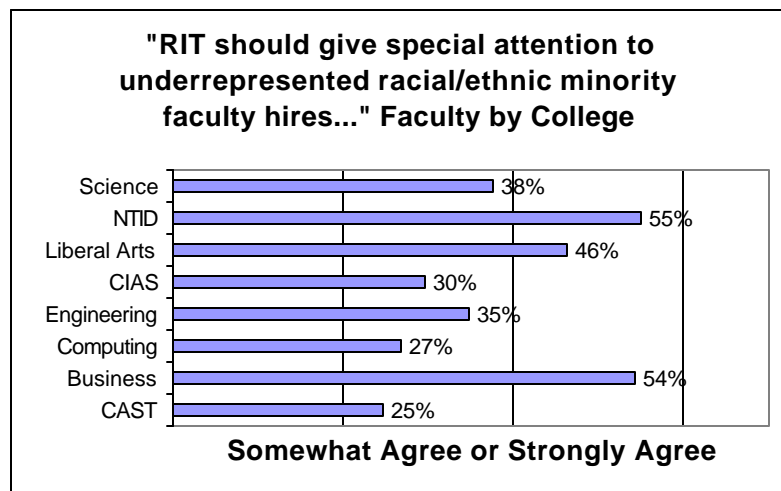
Gender—Female staff and faculty were both especially strong advocates of added attention to new hires.



Race/Ethnicity —Differences by race were more pronounced for the second question regarding minorities. Among faculty, 80% of whites, 78% of AALANA, and 70% of Asians agreed that RIT should give more attention to all hires. However, 57% of AALANA, 39% of whites, and 38% of Asian faculty agreed that minorities should be given special attention. Among staff, while 71% to 79% of all racial groups agreed that RIT should give more attention to all new staff hires,

AALANA staff were more than twice as likely (55%) as white staff (25%) to agree that underrepresented minorities should be given special attention; 36% of Asian staff agreed.

College/Division—While half of staff disagreed (50%) that RIT should give special attention to underrepresented racial/ethnic

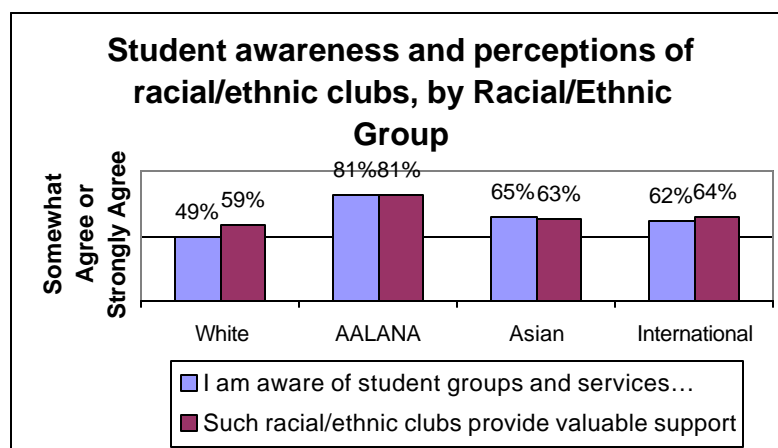


minority staff hires, one-third (36%) of Student Affairs disagreed. Although 40% of all faculty believed special attention should be given to underrepresented minority hires, about 55% of the faculty in Business and NTID thought such attention was appropriate, compared to 27% of those in Computing and 25% of those in CAST.

Q: "I am aware of student groups and services such as North Star, Global Union, BACC, LASA, and the Asian Cultural Society at RIT."

Students were asked if they were aware of racial/ethnic student groups and services on campus, and whether they believe these clubs provide valuable support to students. More than half of responding students (54%)¹⁴ agreed that they are aware of such groups, and 62% said they provide valuable support.

Q: "I believe racial/ethnic student clubs provide valuable support to students."



Gender—Female students were somewhat more likely than male students to agree that they are aware of these student groups (59%

¹⁴ Sensitivity analysis indicates that at the low end, 47% of students agreed that they are aware of student groups.

versus 52%), and were much more likely to agree that the clubs provide valuable support to students (72% versus 57%).

Race/Ethnicity —81% of AALANA students, two-thirds of both International and Asian students, and 49% of white students agreed that they are aware of such student groups. AALANA were most likely to agree that they provide valuable support (81%), compared to 63% and 64% of Asian and International students, and 59% of white students.

College—Differences by college were small, though Liberal Arts and NTID students were especially likely to believe that student clubs provide valuable support to students.

Summary of “Support Services on Campus” Theme

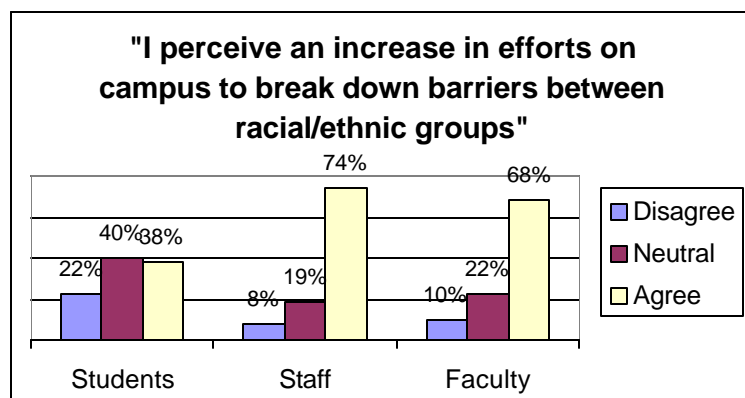
- ❖ About half of all students and staff (and more than 40% of faculty) agreed that support services for racial/ethnic minority students are sufficient, but students were less likely than staff and faculty to view them as appropriate (less than half of students, versus more than 55% of staff and 2/3 of faculty viewed them as appropriate). In particular, only 41% of white students viewed these services as appropriate. There is strong support for the services across all racial/ethnic faculty, staff and student groups except white students. Differences existed across colleges and divisions for students, faculty and staff.
- ❖ Well over half of the staff and faculty said they understood the roles of the Commission for Promoting Pluralism and the Assistant Provost for Diversity, and believe the offices involved in addressing diversity are having an impact. Asian faculty were somewhat less likely than the other racial/ethnic groups to understand the roles or ascribe impact, but Asian staff were highly understanding and supportive. In general, all racial/ethnic groups indicated that they understand the institutional roles and believe they are having impact.
- ❖ Faculty and staff overwhelmingly supported giving more welcoming attention, orientation and support for all new hires, but only 30% to 40% suggested that special attention should be given to new racial/ethnic minority hires. All racial/ethnic groups agreed with the general support for all hires, but AALANA faculty and staff were much more likely to also advocate for special attention for underrepresented minority hires. Significant differences in faculty responses existed across colleges. (Focus group discussions were also split on this issue.)
- ❖ More than half of all students were aware of student groups and services targeted primarily to racial/ethnic minority students, and more than 60% thought they provide valuable support, especially females. All racial groups, including whites, believe they are valuable.

Efforts to Break Down Barriers

Q: "I perceive an increase in efforts on campus to break down barriers between racial/ethnic groups."

Surveyed groups were asked about RIT efforts to break down barriers between people of different racial/ethnic backgrounds and other differences. All three groups were asked whether they perceive an increase in efforts on campus to break down barriers between racial/ethnic groups. *Staff (74%) and faculty (68%) were much more likely to agree than students (38%).*

Gender—Women in each of the three surveyed groups were more likely to agree than men.



Race/Ethnicity—Among students, AALANA respondents were most likely to agree that they perceive an increase in efforts to break down barriers (48%) compared to 43% of International students, 39% of Asian students, and 37% of white students. Among faculty, whites were somewhat more likely than AALANA or Asian faculty to agree

(69%, 65%, and 62%, respectively).

White staff were more likely to agree (77%) compared to their Asian (75%) or AALANA (60%) colleagues.

College/Division—Students in Liberal Arts (51%) and NTID (56%) were most likely to agree they perceive an increase in efforts on campus, compared to 38% of all students. Faculty in Science were less likely (50%) than faculty overall (68%) to agree.

Q: "RIT students (staff) [faculty] should be strongly encouraged to attend cross-cultural workshops or events on campus."

All three surveyed groups were asked whether they should be strongly encouraged to attend cross-cultural workshops or events on campus. *Staff were most likely to agree (56%) compared to 41% of students and 44% of faculty.*

Gender—Female faculty were more likely than male faculty to agree (61% versus 36%). Similarly, female students (50%) were more likely to agree than male students (36%), and female staff (60%) were more likely than male staff (50%) to agree.

Race/Ethnicity—AALANA in each group were most likely to agree, with 69% of AALANA students (and 68% of International

students), 61% of AALANA faculty, and 76% of AALANA staff agreeing. White faculty and staff indicated less interest (43% and 34%, respectively).

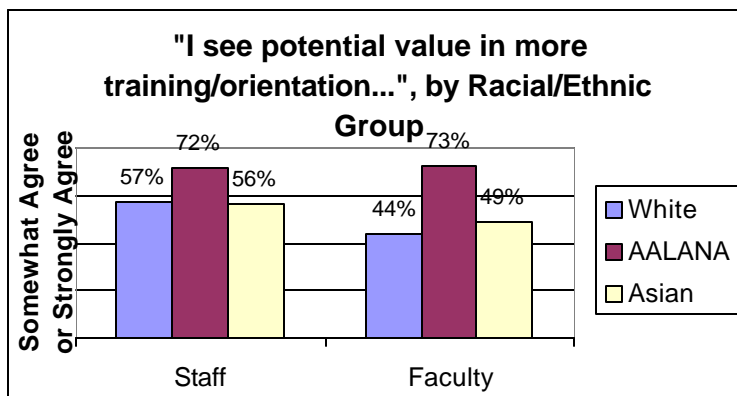
College/Division—Students in Liberal Arts (61%) and NTID (58%) are more likely than students overall (41%) to agree that RIT students should be strongly encouraged to attend cross-cultural events. While 27% of faculty disagree that RIT faculty should be strongly encouraged to attend cross-cultural events, those in Business (37%) and Computing (41%) were especially likely to disagree. Staff in Student Affairs were more likely than all staff (77% versus 56%) to agree that RIT staff should be strongly encouraged to attend.

Q: "I see potential value in more training/orientation for staff [faculty] around issues of cultural diversity and sensitivity, communications, etc."

Staff and faculty were asked whether they see potential value in more training and orientation around issues of cultural diversity and other issues. *Almost 60% of staff and less than half of faculty (45%) agreed with this statement.*

Gender—Female faculty were much more likely to agree (57%) than male faculty (39%). Female staff were somewhat more likely than male staff to agree (6 percentage point difference).

Race/Ethnicity —AALANA staff and faculty were more likely to agree that they see value in more training/orientation compared to their white and Asian counterparts, though more than half of all staff racial groups expressed support.



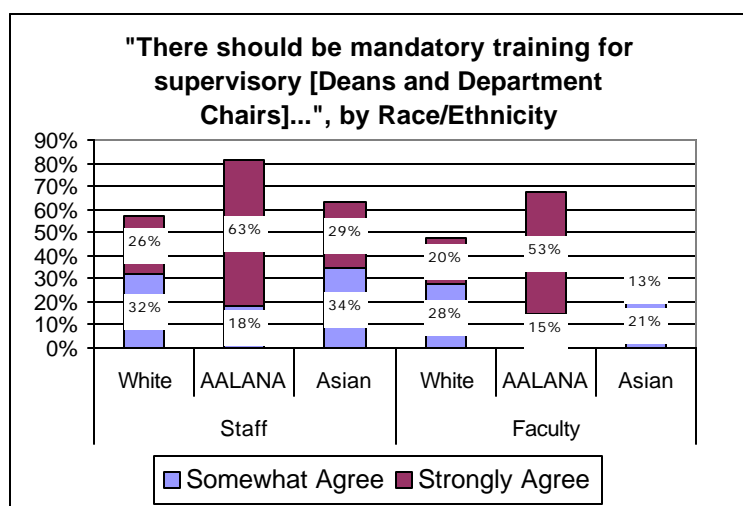
College/Division—Staff in Development and Alumni and Student Affairs were more likely than staff overall to agree that they see potential value in more training/orientation (78% and 72%, respectively, versus 59% overall). Faculty in NTID and Business were more likely to agree

(65% and 60%, respectively) than faculty overall (45%).

Q: “There should be mandatory training for supervisory and mid-management staff [Deans and Department Chairs] regarding racial/ethnic diversity, leadership, communication skills, etc.”

While 59% of staff agreed there is potential value in more training/orientation for staff on cultural diversity issues, nearly the same proportion, 60%, agreed that there should be mandatory training for supervisory and mid-management staff on these issues as well as on leadership and communication skills. Similarly, while 45% of faculty agreed about potential value in more training for faculty, 48%¹⁵ agreed that there should be mandatory training for Deans and Department Chairs.

Gender—Female faculty were more likely than male faculty to agree (63% versus 40%). Similarly, female staff were more likely than male staff to agree (65% versus 55%).



Race/Ethnicity —White, AALANA, and Asian staff expressed support for mandatory training. Among faculty, only about a third of the Asian faculty, and just under half of the whites, were supportive. In both surveys, AALANA staff and faculty were much more likely than those in other racial groups to agree in general, and especially to *strongly* agree. While 63% of AALANA staff *strongly* agreed, 29% of Asian staff and 26% of white staff *strongly* agreed.

Similarly, 53% of AALANA faculty *strongly* agreed compared to 20% of white faculty and 13% of Asian faculty.

College/Division—Faculty in NTID (61%) were more likely than faculty overall (48%) to agree that there should be mandatory training for Deans and Department Chairs. Faculty in Science (32%), Computing (35%) and Engineering (36%) were less likely to agree.

¹⁵ Sensitivity analysis indicates that the range of agreement regarding mandatory training could be slightly more than half (51%).

Q: “There should be more efforts to bring racial/ethnic student groups together to encourage mixing, rather than separating students.”

Students were asked whether there should be more efforts to bring racial/ethnic student groups together to encourage mixing, rather than separating students. More than two-thirds of students agreed (69%).

Gender—Three-quarters (74%) of female students agreed compared to 66% of male students.

Race/Ethnicity —AALANA and International students were most likely to agree (85% and 82%, respectively), compared to 76% of Asian students and 64% of white students.

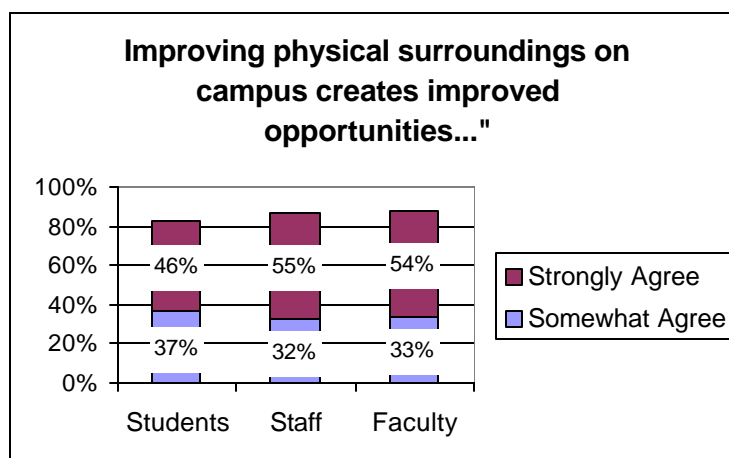
College—Differences by college were small.

Q: “Improving physical surroundings on campus creates improved opportunities for increased interaction among students, staff, and faculty (Java Wally’s, benches, quad area improvements, etc.).”

All three groups were asked whether improving physical surroundings on campus creates improved opportunities for increased interaction among students, staff, and faculty. Overall, respondents agreed with this statement, with 87% of both staff and faculty agreeing and 83% of students agreeing.

Gender—Gender differences were small, but female staff and faculty were slightly more likely than males to agree.

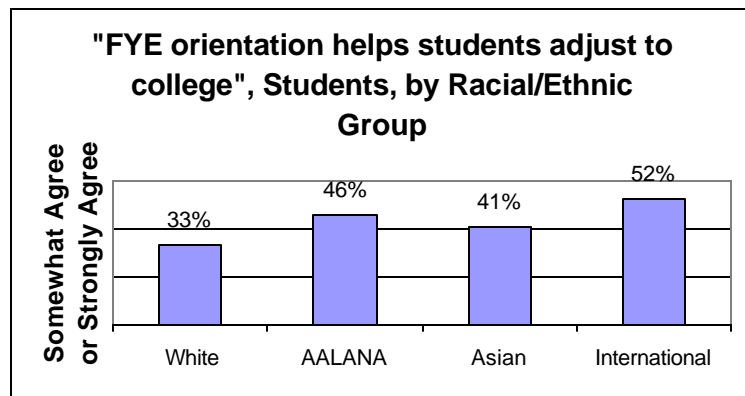
Race/Ethnicity —Across all groups, about three-quarters or more of all racial/ethnic groups expressed support. For example, among students, whites were most likely to agree (86%) compared to 78% of AALANA, 76% of Asians, and 73% of International students.



College/Division—Differences by college and division were small.

Q: "The First Year Enrichment (FYE) orientation helps students adjust to college."

Students were asked a series of questions regarding the First Year Enrichment (FYE) program. *They were asked whether the FYE orientation helps students adjust to college. Results were mixed. Slightly more than one-third of students agreed (37%), while 23% were neutral and the remaining 40% disagreed.*



Gender—Responses across gender were similar.

Race/Ethnicity —More than one-half of International students agreed (52%), compared to 46% of AALANA, 41% of Asians, and 33% of white students.

College—Students in Liberal Arts (54%) and particularly in NTID (71%) were more likely than students overall to agree.

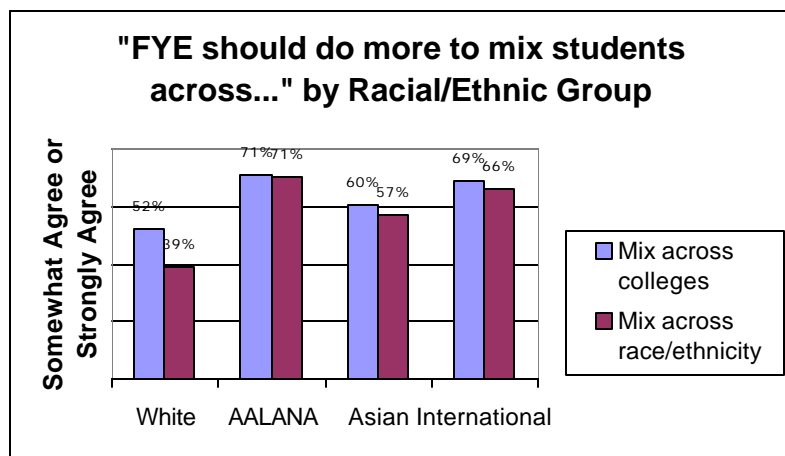
Q: "FYE should do more to mix students across colleges and academic disciplines."

More than half of responding students agreed FYE should do more to mix students across colleges and academic disciplines (56%) and slightly less than half agreed FYE should do more to mix students across races/ethnicities (45%).¹⁶

Q: "FYE should do more to mix students across different races/ethnicities."

Gender—Differences by gender were small.

Race/Ethnicity —For both questions, AALANA were more likely than students in other race categories to agree. For example, while 71% of AALANA students agreed that FYE should mix students more across colleges, 69% of International students agreed compared to 60% of Asian students and 52% of white students. Similarly, 71% of AALANA students agreed that FYE should mix students across



¹⁶ Sensitivity analysis indicates that at the high end, 53% agreed that FYE should mix students across races/ethnicities.

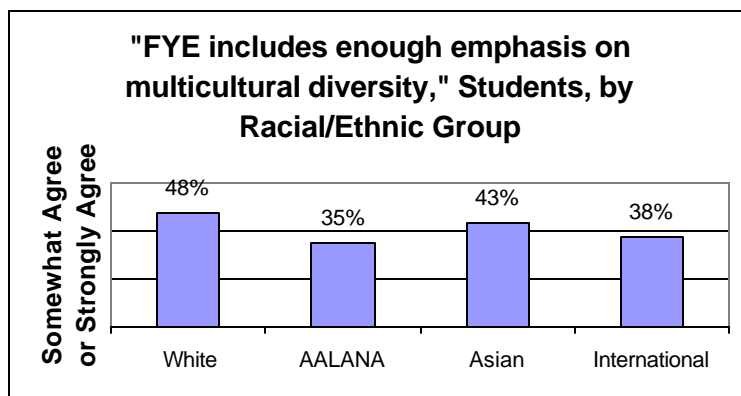
racess/ethnicities, compared to between 39% and 66% of students in other racial groups.

College—Liberal Arts students were more likely to agree than students overall that FYE should do more to mix students by colleges and disciplines (76% versus 56%). Similarly, students in Liberal Arts (62%) and NTID (65%) were more likely than students overall (45%) to agree that FYE should do more to mix students across race/ethnicity.

Q: “FYE includes enough emphasis on multicultural diversity.”

Somewhat less than half of students agreed that FYE includes enough emphasis on multicultural diversity (45%),¹⁷ while a high proportion were neutral (39%), and 16% disagreed.

Gender—Differences by gender were small, but males were more likely than females to agree.



Race/Ethnicity —White students were most likely to agree (48%) compared to 43% of Asian students, 38% of International students, and 35% of AALANA students. About 40% of all racial groups were neutral.

College—Differences by college were small.

¹⁷ Sensitivity analysis indicates that as many as 52% of students overall may have agreed that there is enough emphasis on multicultural diversity.

Summary of “Efforts to Break Down Barriers” Theme

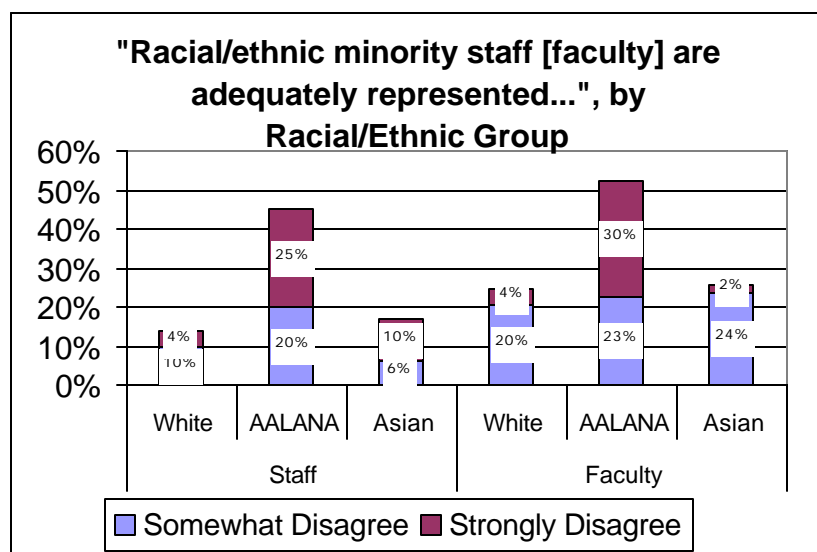
- ❖ Two-thirds of faculty and ¾ of staff perceived increases in efforts to break down barriers between racial/ethnic groups on campus, but less than 40% of all students agreed. Among faculty and staff, the perceived impact cut across racial/ ethnic groups. AALANA students were more likely than other student groups to perceive that progress has been made, but that only represented slightly less than half of all AALANA students.
- ❖ A majority of staff agreed that they should be strongly encouraged to attend cross-cultural workshops/events on campus, but fewer than 45% of faculty and students agreed. At least half of all females in each of the three survey groups were supportive, and at least 10% more females than males agreed in each group. White faculty and staff were generally less interested, whereas at least 60% of AALANA respondents were supportive in each survey group. Differences existed across colleges and divisions, for faculty, students and staff.
- ❖ Similarly, staff were more interested than faculty in training/orientation around issues of cultural diversity/sensitivity and communications. Similar racial/ethnic, college and gender differences existed as for the workshop question, except that more than half of male staff were supportive of training, though not of workshops and events.
- ❖ 60% of staff agreed that training should be required for mid-management staff regarding diversity, leadership and communications skills, but less than half of all faculty members agreed that similar training should be mandated for Deans and Department Chairs. Women faculty and staff were much more supportive than men. Support cut across all racial/ethnic groups among staff, but not among faculty, where less than half of the white and Asian faculty were in support, compared with strong AALANA support. Differences existed across colleges.
- ❖ Just over 2/3 of all students said there should be more efforts to bring racial/ ethnic groups together, including strong support from all racial/ethnic groups, despite lack of student support for diversity workshops or increased classroom diversity.
- ❖ Overwhelming support (well over 80%) exists in all three surveys for the value of improving physical surroundings to create increased interaction opportunities.
- ❖ Reviews to date on the First Year Enrichment orientation are mixed, with 37% of students saying it helps students adjust to college, and 40% disagreeing. It was viewed as most helpful by International students (52%) and least by whites (33%).
- ❖ More than half the students thought FYE should do more to mix students across colleges and academic disciplines, but fewer than half thought it should do more to mix across racial/ethnic groups. More than 2/3 of AALANA students supported both approaches. White students were least supportive of both (just over half supported more cross-college mixing, compared with 39% for more cross-racial group mixing). Differences existed across colleges. While about 40% of all students were neutral as to whether FYE provides enough emphasis on multicultural diversity, almost half of all white students said that there was enough emphasis already.

Representation and a Voice in Decision-Making

Q: “Racial/ethnic minority staff [faculty] members are adequately represented on important University committees.”

Surveyed groups were asked a number of questions regarding student, staff, and faculty input on committees, in informing the administration, and on having a voice in campus matters.

Staff and faculty were asked whether racial/ethnic minority staff and faculty are represented adequately on important University committees, and also whether female staff and faculty are adequately represented. *Less than half of staff (43%) and about one-third of faculty (35%) agreed that racial/ethnic minorities are represented adequately on committees.* More than one-third in each group were neutral.

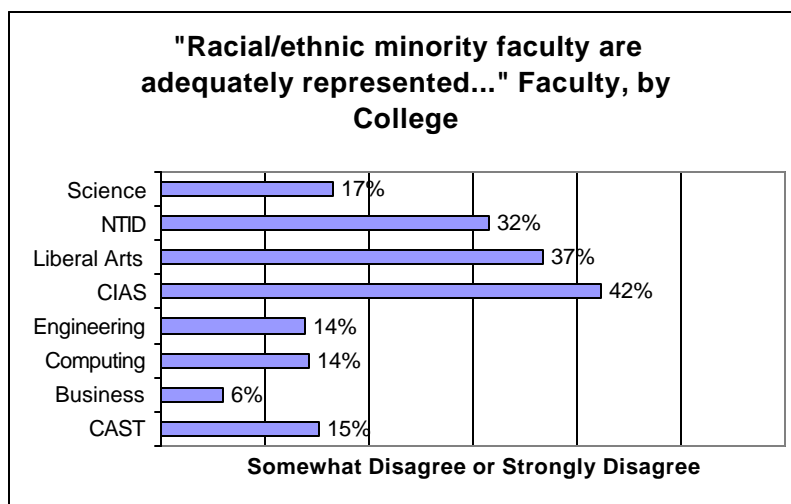


Gender—Female faculty were much less likely than male faculty to agree (24% versus 41%). Female staff, however, were more likely than male staff to agree (45% versus 39%).

Race/Ethnicity—AALANA staff and faculty were considerably less likely than their colleagues to agree that minority staff or faculty are adequately represented.

Further, AALANA faculty and staff were much more likely to *strongly* disagree than their colleagues. Many white faculty provided neutral or Don't Know responses.

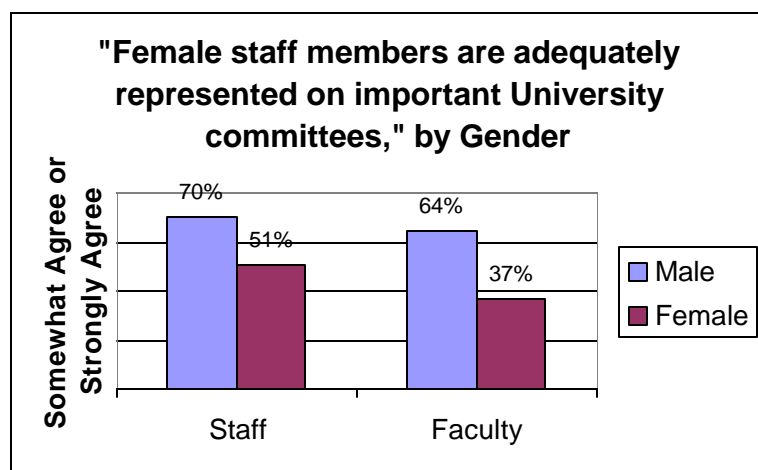
College/Division—Faculty in CIAS (42%), Liberal Arts (37%), and NTID (32%) were most likely to disagree that racial/ethnic minority faculty are adequately represented.



Q: “Female staff [faculty] are adequately represented on important University committees.”

More than half of faculty (55%) and staff (59%) agreed that female faculty and staff are adequately represented on important University committees. Twenty percent of faculty and 19% of staff disagreed.

Gender—Differences by gender were strong among both staff and faculty. While 55% of the overall faculty agreed, 64% of male faculty agreed compared to 37% of female faculty. Similarly, while 59% of total staff agreed, 70% of male staff agreed compared to 51% of female staff.



Race/Ethnicity —Interestingly, Asian staff were most likely to agree that women are adequately represented (72%), compared to 60% of white staff, and 46% of AALANA staff. Among faculty, whites and Asians agreed in similar proportions (57% and 53%), while 31% of AALANA agreed. For direct comparison purposes, 26% of AALANA staff indicated that minorities are adequately represented on committees, and

46% said women are; among AALANA faculty, those percentages were 22% and 31%.

College/Division—Faculty in Liberal Arts were more likely to disagree (33%) that female faculty are adequately represented than faculty overall (20%), while faculty in Computing are less likely (5%). Staff in Student Affairs were more likely (32%) than staff overall (19%) to disagree that female staff members are adequately represented.

Q: “RIT does a good job seeking students’ (staff’s) [faculty’s] opinions about how to make the campus a better place.”

All three surveyed groups were asked whether RIT does a good job seeking their group’s (student/staff/faculty) opinions about how to make the campus a better place. *Staff were most likely to agree (49%),¹⁸ compared to 46%¹⁹ of students, and 35% of faculty. Forty-two percent of faculty disagreed.*

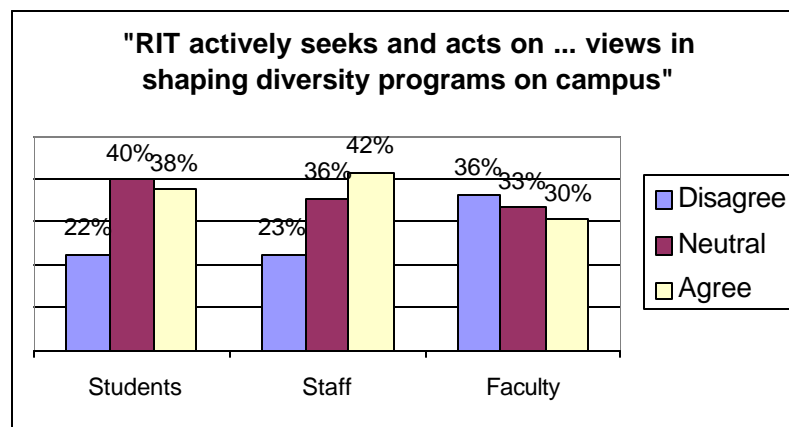
Gender—Differences by gender were small in all three surveyed groups.

Race/Ethnicity —Differences by race were small among students; agreement ranged from a low of 44% among Asians to a high of 51% among International students. Similarly, among faculty agreement ranged from 35% for whites to 42% for Asians. However among staff, differences by race were more pronounced. Forty-eight percent of white staff agreed that RIT does a good job seeking staff opinions, compared to 51% of AALANA staff, and 61% of Asian staff.

College/Division—While 35% of faculty overall agreed that RIT does a good job seeking faculty opinions, those in CIAS (15%) were less likely to agree, and those in Business and NTID were more likely to agree (44% and 45%, respectively), with all other colleges ranging in between. Students in NTID were more likely (62%) to agree than students overall (46%).

Q: “RIT actively seeks and acts on students’ (staff) [faculty] views in shaping diversity programs on campus.”

The survey next asked whether RIT actively seeks and acts on student, staff, and faculty views when shaping diversity programs. Respondents were split:



¹⁸ The sensitivity analysis indicates that the proportion of staff who agreed could be as high as 52%.

38% of students agreed while 40% were neutral and 22% disagreed. Similarly, faculty were split almost in thirds—30% agreed, 33% were neutral, and 36% disagreed. Staff were somewhat more likely to agree—42% agreed, 36% were neutral, and 23% disagreed.

Gender—Gender differences were small among staff and faculty, but female students were somewhat more likely to agree than male students (42% versus 36%).

Race/Ethnicity—Differences by race were small among white, AALANA, and Asian students (36% to 39%), while 47% of International students agreed that RIT actively seeks and acts on student’s views. Faculty differences by race were small. Among staff, whites were least likely to agree (40%), compared to 49% of AALANA and 57% of Asian staff.

College/Division—Students in NTID (65%) and Liberal Arts (50%) were more likely to agree than students overall (38%). Faculty in NTID (45%) and Business (52%) were more likely to agree, and those in Computing were less likely to agree (14%) than faculty overall.

Q: “Staff Council [Academic Senate] is a strong voice for change and strengthening RIT.”

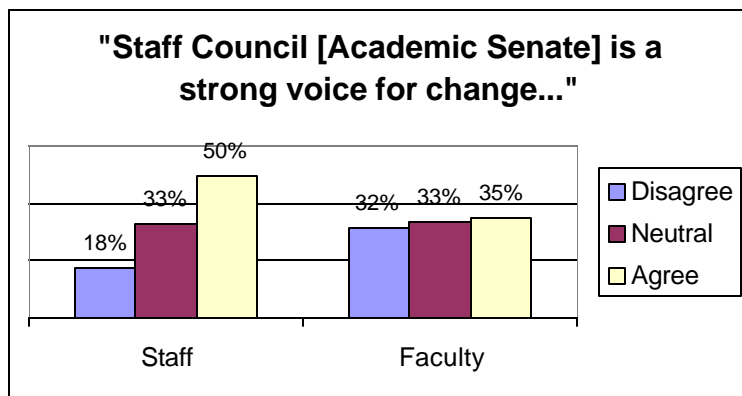
Staff and faculty were asked whether their leadership groups served as a strong voice for change and strengthening RIT. *One-third of faculty agreed (35%) that Academic Senate is a strong voice, while 33% were neutral and 32% disagreed. Among staff, 50%²⁰ agreed that Staff Council is a strong voice, while 33% were neutral and 18% disagreed.*

Gender—Female faculty were more likely than male faculty to agree (47% versus 29%). Female staff were also more likely than male staff to agree (54% versus 43%).

Race/Ethnicity—Differences in agreement by race among faculty were relatively small, ranging from 35% of whites agreeing to 43% of AALANA. Among staff, whites were also less likely to agree (49%) compared to 53% of AALANA and 67% of Asians.

¹⁹ While 46% of responding students agreed, sensitivity analysis indicates that at the high end, 53% of all students may have agreed.

²⁰ The sensitivity analysis indicates that the proportion of staff who agree that Staff Council is a strong voice ranges from less than half (47%) to slightly more than half (53%)



College/Division—Faculty in Science were most likely to disagree that Academic Senate is a strong voice for change (50%), compared to 32% overall. Information and Technology staff were less likely to agree (35% versus 50% overall).

Q: “My opinions matter in discussions within my Department.”

Staff and faculty were asked whether they feel their opinions matter within their Department. Two-thirds of staff agreed (67%), as did three-quarters of faculty (77%).

Gender—There were almost no differences by gender.

Race/Ethnicity—There was general agreement among the majority of respondents in all racial groups that their opinions matter. Whites were somewhat more likely among faculty to agree (77%) compared to 73% of Asians and 67% of AALANA. Among staff, 69% of whites agreed, compared to 56% of both AALANA and Asian staff.

College/Division—Differences among faculty were small. About two-thirds or more of the faculty in each college indicated that their opinions mattered within their respective departments. Among staff, those in Student Affairs (78%) and in the Office of the President (82%) were more likely than staff overall (67%) to agree.

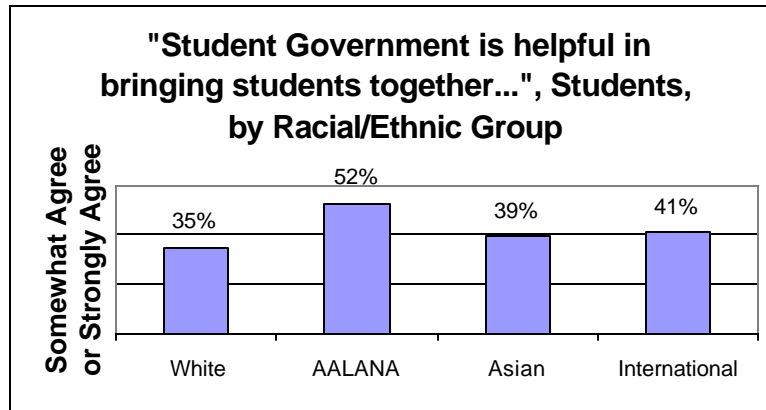
Q: “Student government is helpful in bringing students together and in creating a sense of community.”

One-third of students agree that Student Government is helpful in bringing students together and in creating a sense of community (37%), while 33% are neutral and 30% disagree.

Gender—Female students were somewhat more likely than male students to agree (41% versus 35%).

Race/Ethnicity—AALANA students were more likely to agree (52%) than International students (41%), Asian students (39%) or white students (35%).

College—While 37% of students overall agreed that Student Government is helpful, 63% of NTID students agreed.



Summary of “Representation and a Voice in Decision-Making”

- ❖ Most faculty and staff—especially female faculty members and AALANA staff and faculty—agreed that there is not enough minority racial/ethnic group representation on important RIT committees. Whites were in least agreement, and many white faculty did not answer the question.
- ❖ There was a higher level of agreement that female staff and faculty are adequately represented on important committees, as there is a more critical mass of women faculty and staff. However, women were much less likely than men to agree, among both faculty and staff (including only 37% of women faculty). Most AALANA faculty and staff did not agree that women are adequately represented, though they think women are better represented than are racial/ethnic minorities. Some differences existed across colleges and divisions.
- ❖ Less than half of faculty, staff and students think RIT does a good job seeking opinions from each group concerning improving the campus. Faculty were especially concerned, and whites were generally least satisfied.
- ❖ Views were more mixed concerning how actively RIT is perceived as seeking and acting on student, faculty and staff views related to diversity issues. About a third in each group were uncertain. Staff were the most likely, and faculty the least, of the three groups to feel their views were sought out.
- ❖ Just over a third of the faculty agreed that Academic Senate is a strong voice for strengthening the college; half of staff agreed that Staff Council is a strong voice. Female staff and faculty were considerably more likely than males to agree, and white faculty and staff were less likely than their AALANA colleagues to agree.
- ❖ Most faculty and staff, across gender and racial/ethnic groups, agree that their opinions matter in discussions within their departments and divisions.
- ❖ Just over a third of all students agreed that Student Government is helpful in bringing students together and in helping create a sense of community. More than half of AALANA students agreed, compared with 35% of white students.

Performance

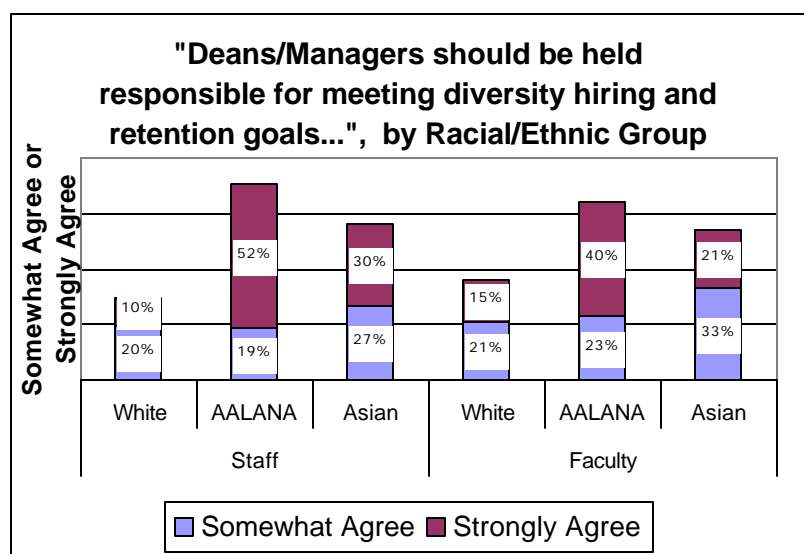
Appraisals/Tenure

Staff and faculty were asked a number of questions regarding accountability on the part of leadership, tenure issues, and performance appraisals.

Q: “Managers [Deans] should be held responsible for meeting staff [faculty] diversity hiring and retention goals as part of their formal performance appraisal.”

Staff and faculty were asked whether managers or Deans (respectively) should be held responsible for meeting diversity hiring and retention goals as part of their formal performance appraisal. *Nearly half of faculty disagreed (45%), while 39% agreed. Similarly, 46% of staff disagreed and 36% agreed.*

Gender—There was no difference by gender among staff, but female faculty were more likely to agree (45%) than male faculty (36%).



Race/Ethnicity—Overall, AALANA faculty and staff were more likely to agree that Deans and Managers should be held responsible, and the differences among racial categories were most pronounced in the *strongly* agree category. Almost two-thirds (64%) of all AALANA faculty agree that Deans should be held responsible, compared with 36% of whites and just under half the Asian faculty. Within these populations, 40%

of AALANA faculty *strongly* agreed that Deans should be held responsible, compared to 21% of Asian faculty and 15% of white faculty. Similarly, among staff, 71% of AALANA respondents thought managers should be held responsible, compared with 56% of the Asian staff and 30% of white staff. Within that, 52% of AALANA faculty *strongly* agreed that managers should be held responsible compared to 30% of Asian staff and 10% of white staff.

College/Division—Faculty in Computing (13%) and in Science (25%) were less likely, and those in Business (51%) and in NTID (58%) were more likely to agree that Deans should be held responsible. Among staff, those in Information and Technology were less likely (19%) than staff overall (36%) to agree that Managers should be held responsible for meeting diversity hiring and retention goals.

Q: “Department Chairs should be held responsible for meeting faculty diversity hiring and retention goals as part of their formal performance appraisal.”

Faculty were also asked whether Department Chairs should be held responsible for meeting diversity hiring and retention goals. Responses were similar to the question regarding Deans; 35% of faculty agreed, while 47% disagreed.

Gender—Females were more likely to agree (42%) than males (31%).

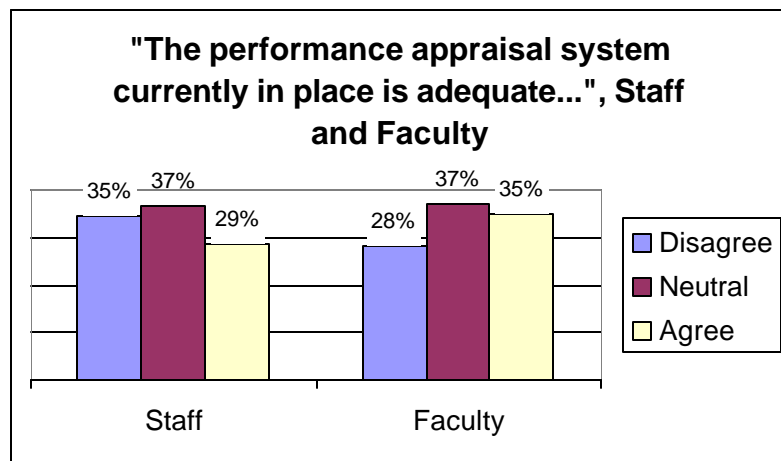
Race/Ethnicity—AALANA and Asian faculty were more likely to agree to this question (61% and 58%) than their white colleagues (31%).

College—Responses were similar to the previous question; faculty in Computing (14%) and Science (22%) were less likely to agree, and those in NTID (52%) were more likely to agree than the faculty overall (35%).

Q: “The performance appraisal system currently in place is adequate in terms of providing rewards for meeting objectives and for improving efforts to support diversity.”

Staff and faculty were asked whether the current performance appraisal system is adequate in terms of rewards for meeting objectives and improving efforts to support diversity. About one-third of staff (29%) and faculty (35%) agreed. Most disagreed or were unsure.

Gender—Male faculty were substantially more likely than female faculty to agree (40% versus 26%). Male staff were slightly more likely than female staff to agree (32% versus 26%).



Race/Ethnicity—AALANA faculty were less likely to agree (23%) than their white (36%) or Asian (39%) counterparts. Among staff, whites were least likely to agree (27%) compared to AALANA (32%) or Asian staff (40%).

College/Division—Engineering and Science faculty were most likely (45% and 43%, respectively)

to agree that the performance system is adequate, while CIAS faculty were least likely to agree (21%). Other than Engineering

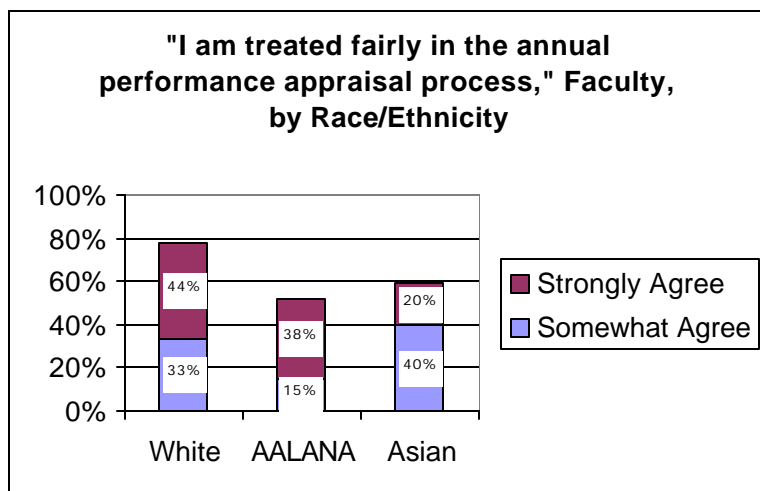
and Science, fewer than 40% of the faculty in each college agreed with this statement of adequacy of the system. Staff in the Office of the President were least likely to agree with the statement (15%). Less than one-third of staff in each division agreed the performance system is adequate.

Q: "I am treated fairly in the annual performance appraisal process."

Staff and faculty were asked if they feel they are treated fairly in their annual performance appraisal process. *Most staff (71%) and faculty (76%) agree that they are treated fairly.*

Gender—Differences by gender were very small.

Race/Ethnicity—Among staff, whites were most likely to agree (73%) compared to 63% of AALANA and 57% of Asian staff. Among faculty whites were also most likely to agree (78%) compared to 60% of Asians and 53% of AALANA.



College/Division—Faculty in Engineering were somewhat less likely to agree that they are treated fairly (63%) compared to faculty overall (76%). Among staff, 84% of those in the Office of the President agreed they are treated fairly, while those in Development and Alumni were least likely to agree (57%), compared to 71% of the overall staff population.

Q: "The tenure process is fair for all."

Faculty were asked a series of questions regarding the tenure process. *Nearly half of faculty agreed that the tenure process is fair for all (46%), while 28% were neutral and 26% disagreed.*

Gender—Female faculty were less likely to agree (35%) than male faculty (52%).

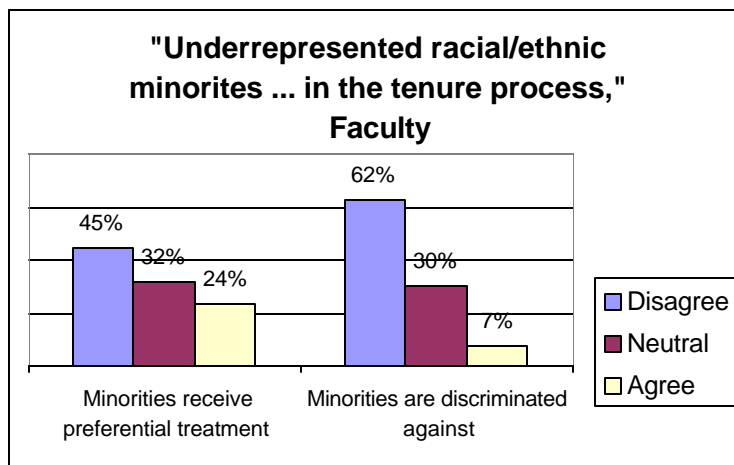
Race/Ethnicity—One-third of AALANA faculty agreed that the process is fair for all (33%) compared to 48% of white faculty and

50% of Asian faculty. More than one-fifth of AALANA faculty strongly disagreed (22%) compared to 11% of whites and 2% of Asians.

College—Slightly more than half of faculty in CAST (59%) and Engineering (56%) agreed that the tenure process is fair for all, while those in CIAS (38%) and Liberal Arts (40%) were least likely to agree.

Q: “Underrepresented racial/ethnic minorities receive preferential treatment in the tenure process.”

Faculty were asked whether underrepresented racial/ethnic minorities receive preferential treatment in the tenure process, and then whether underrepresented racial/ethnic minorities are discriminated against in the tenure process.

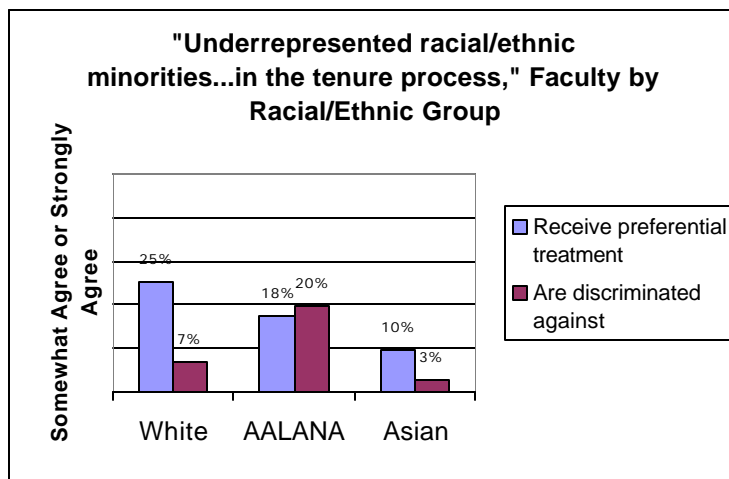


Q: “Underrepresented racial/ethnic minorities are discriminated against in the tenure process.”

One-quarter (24%) of all faculty said that underrepresented minorities receive preferential treatment in the tenure process, while 45% disagreed. Only 7% agreed that minorities are discriminated against in the tenure process, while 62% disagreed.

Gender—Males were more likely than females to agree that minorities receive preferential treatment (27% versus 16%), and were less likely than females to believe that minorities are discriminated against (5% versus 13%).

Race/Ethnicity—One-quarter of white faculty believe that minorities receive preferential treatment in the tenure process, compared to 18% of AALANA and 10% of Asian faculty; 42% of AALANA strongly disagree compared to 28% of Asians and 19% of whites.



One-fifth of AALANA agree that underrepresented minorities are discriminated against in the tenure process (20%) compared to 7% of whites and 3% of Asians. Approximately one-third of each racial group *strongly* disagrees.

It is interesting to note that almost as high a proportion of AALANA faculty suggest that

underrepresented minorities receive preferential treatment as believe that discrimination exists in the tenure process.

College—Faculty in CAST (38%) and in Computing (40%) were more likely than faculty overall (24%) to agree that minorities receive preferential treatment. While 7% of faculty overall agreed that minorities are discriminated against, 19% of faculty in Liberal Arts agreed.

Q: “Expressing controversial views can have negative consequences for staff [faculty, especially if not tenured].”

Staff and faculty were asked if expressing controversial views can have negative consequences. *Half of staff (53%) agreed, while 22% were neutral and 25% disagreed. More than two-thirds of faculty agreed that expressing controversial views can have negative consequences for faculty, especially if not tenured (68%), while 12% were neutral and 20% disagreed.*

Gender—There were no meaningful differences by gender for either staff or faculty.

Race/Ethnicity—AALANA faculty were more likely to agree (80%) than white (67%) or Asian faculty (59%). White and

AALANA staff agreed in similar proportions (54% and 50%), while Asian staff were less likely to agree (41%).

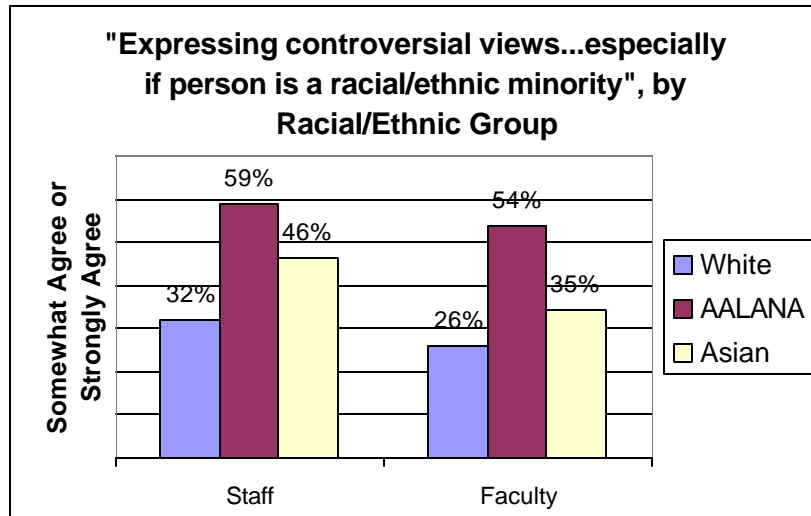
College/Division—There were no meaningful differences by college among faculty. Staff in Development and Alumni were less likely to agree (36%) than all staff (53%).

Q: “Expressing controversial views can have negative consequences for staff [faculty], especially if person is a racial/ethnic minority.”

Less than one-third of faculty agree that expressing controversial views can have negative consequences for faculty, especially if person is a racial/ethnic minority (29%), while 45% disagreed. Similarly, 36% of staff agree that expressing controversial views can have negative consequences for staff, especially if a minority, while an additional 36% disagreed.

Gender—Female faculty are eight percentage points more likely than males to agree. Staff differences by gender were very small.

Race/Ethnicity—AALANA faculty were more than twice as likely as white faculty to agree (54% versus 26%), while 35% of Asian faculty agreed. Six out of ten AALANA staff agreed (59%) compared to 46% of Asian staff and 32% of white staff.



College/Division—Faculty in CAST (16%) and Computing (14%) were less likely to agree than faculty overall (29%). Differences by division among staff were not meaningful.

Summary of “Performance Appraisals/Tenure” Theme

- ❖ There were wide differences of opinion concerning whether Managers and Deans (and Department Heads) should be held responsible for meeting diversity hiring and retention goals. For both staff and faculty, there was more disagreement than agreement. AALANA faculty and staff were much more likely than others to agree. There were significant differences across several colleges.
- ❖ About a third of faculty and 30% of staff agreed that the current performance appraisal system is adequate to provide rewards for meeting objectives and improving efforts to support diversity. AALANA faculty and white staff were least likely to agree. Several differences occurred across colleges.
- ❖ More than 2/3 of the staff and ¾ of faculty believe they are treated fairly in the annual performance appraisal process, but only 53% of AALANA faculty agreed.
- ❖ Just under half of the faculty (46%) perceived the tenure process as fair for all, and the proportions declined to 35% of women and a third of AALANA faculty. Significant variations existed across several colleges.
- ❖ One quarter of the faculty think underrepresented minorities receive preferential treatment in the tenure process, versus 45% who disagreed; on the other hand, 7% think that minorities are discriminated against in the process, while 62% disagreed. Women were somewhat more likely to perceive discrimination and less likely to believe that preferential treatment occurs. White faculty were more likely to perceive the reverse.
- ❖ Slightly over half of all staff, and more than 2/3 of the faculty indicated that expressing controversial views can have negative consequences for staff and faculty, especially if faculty are not tenured. Strong proportions of all faculty racial/ethnic groups agreed, and about half of both white (54%) and AALANA (50%) staff groups agreed.
- ❖ Most AALANA faculty and staff, but only one-quarter to a third of whites, believe that expressing controversial views can have particular negative consequences if a person is a racial/ethnic minority.

Deaf/Hard-of-Hearing Issues

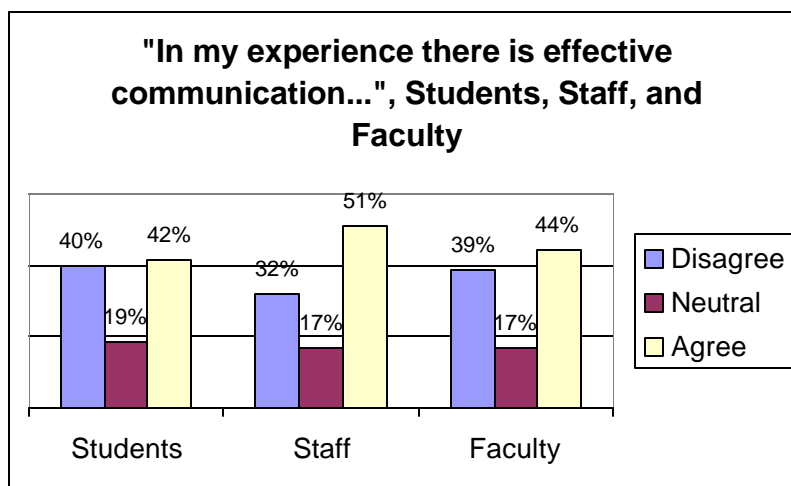
Questions on issues regarding deaf or hard-of-hearing persons were included throughout the survey along with companion questions on race/ethnicity and gender. However, an additional series of questions was included that directly addressed issues of particular importance surrounding the deaf and hard-of-hearing community at RIT. Some of these issues were raised by students, staff, and faculty in the pre-survey focus groups.

Q: “In my experience, there is effective communication among deaf, hard-of-hearing, and hearing people at RIT.”

All three surveyed groups were asked whether they have observed effective communication among deaf, hard-of-hearing, and hearing people at RIT. *Students were split over this issue; 42% agreed, 40% disagreed, and 19% were neutral. Faculty were slightly positive; 44% agreed while 39% disagreed. Staff were the most likely to agree; 51%²¹ agreed while 32% disagreed.*

Gender—Male faculty were more likely than female faculty to agree (48% versus 37%). Differences by gender among staff and students were very small.

Race/Ethnicity—Staff in different racial groups agreed in similar proportions, ranging from 48% to 51%. AALANA faculty were most likely to agree that there is effective communication between persons of different hearing status (59%), compared to Asian faculty (43%) and white faculty (42%). Among students, whites, AALANA, and Asians agreed in nearly identical proportions (39% to 40%), while International students were more likely to agree (55%).



College/Division—Students in NTID were most likely to agree that there is effective communication (61%). Conversely, NTID faculty were least likely to agree (24%). Close to 60% of faculty in

²¹ The sensitivity analysis indicates that the proportion of staff who agree could be less than half (48%).

CAST, Business, Computing, and Engineering agreed that there is effective communication. Staff in the Office of the President (67%) were somewhat more likely than staff overall (51%) to agree that there is effective communication, while staff in Student Affairs were less likely (41%).

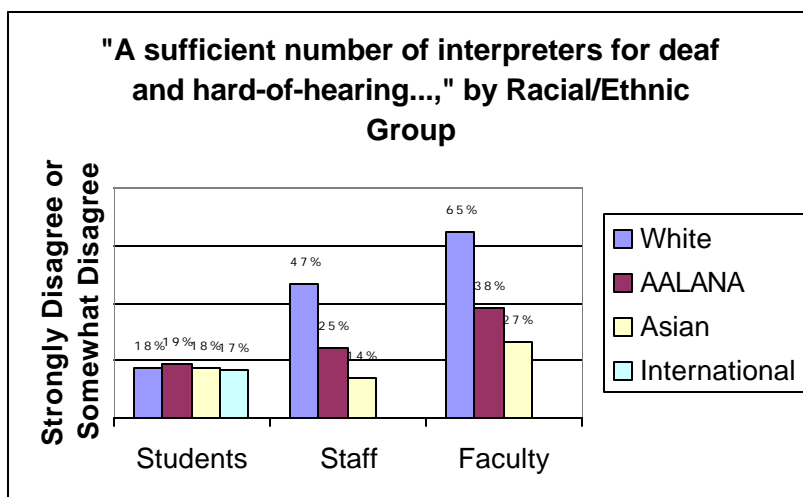
Q: “A sufficient number of interpreters for deaf and hard-of-hearing persons is available on the RIT campus for classes, clubs, campus events, etc.”

All three groups were asked whether they feel there is a sufficient number of interpreters for deaf and hard-of-hearing persons for classes, clubs, and campus events at RIT. *Two-thirds of students agreed (64%), compared to 32% of faculty (60% disagreed), and 43% of staff.*

Gender—Males were more likely than females in all three groups to agree, but not by a large margin.

Race/Ethnicity—Racial differences among students were small, but white staff were much more likely than other staff to disagree that there are a sufficient number of interpreters (47%, compared to 25% of AALANA staff and 14% of Asian staff). Among faculty the racial difference was most pronounced; 65% of white faculty disagreed compared to 38% of AALANA faculty and 27% of Asian faculty. That is, white faculty and staff are less likely than non-whites to believe there are sufficient numbers of interpreters available.

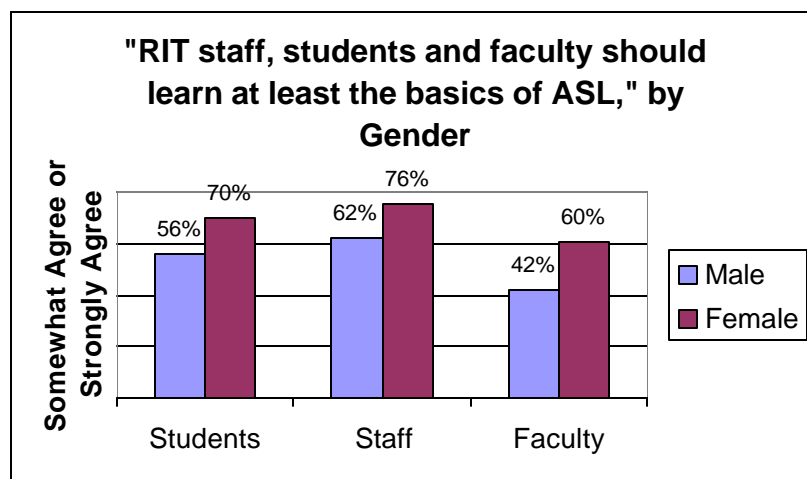
College/Division—Nearly three-quarters of faculty in Liberal Arts (72%) and in NTID (74%) disagreed that there is a sufficient number of interpreters. By contrast, large majorities of faculty in Engineering and Business indicated that there are sufficient numbers. Among staff, those in Academic Affairs (56%), Student Affairs (61%), and the Office of the President (66%) were most likely to disagree that there are enough interpreters for the deaf and hard-of-hearing at RIT.



Q: “RIT staff, students, and faculty should learn at least the basics of American Sign Language.”

All three groups were asked if RIT staff, students, and faculty should learn at least the basics of ASL. *Nearly half of faculty agreed (48%),²² compared to 61% of students, and 71% of staff.*

Gender—Women in each group were more likely than males to agree by between 14 and 18 percentage points: 70% of all female students, 76% of female staff, and 60% of female faculty all advocated for learning ASL.



Race/Ethnicity—AALANA were most likely in all three surveyed groups to agree that members of the RIT community should learn at least the basics of ASL. Differences by race were most pronounced among faculty, with 71% of AALANA faculty agreeing, compared to

48% of white faculty and 28% of Asian faculty (a high proportion of Asian faculty were neutral).

College/Division—Ninety percent of NTID students agreed that RIT staff, students, and faculty should learn at least the basics of ASL, with 73% *strongly* agreeing. Students in Science (72%) and Liberal Arts (68%) were also more likely than students overall to agree. Similarly, 83% of NTID faculty agreed with this statement. Faculty in CIAS were least likely to agree (16%). Staff in the Office of the President (89%) and Student Affairs (85%) were more likely than staff overall to agree (71%) that the RIT community should learn at least the basics of ASL.

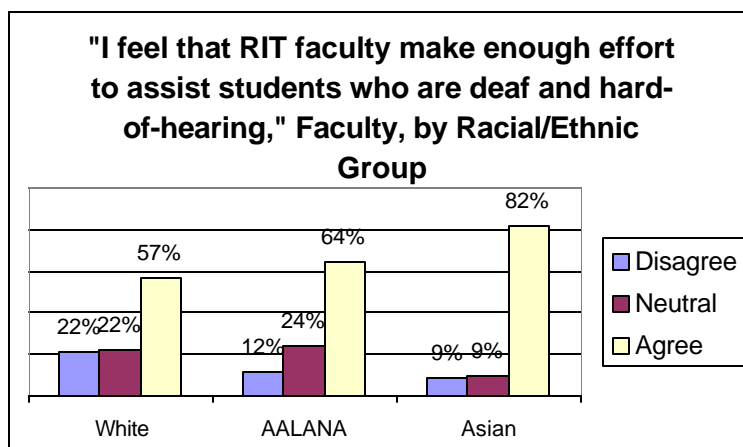
²² Sensitivity analysis indicates that the proportion of faculty agreeing could be slightly more than half (as high as 52%).

Q: “I feel that RIT faculty make enough effort to assist students who are deaf or hard-of-hearing.”

Students and faculty were asked whether they feel that RIT faculty make enough effort to assist students who are deaf or hard-of-hearing. Most students agreed (70%), compared to 59% of faculty.

Gender—Males were somewhat more likely than females to agree among both students and faculty.

Race/Ethnicity—Differences by race were small among students, but were more pronounced among faculty; 57% of white faculty agreed, compared to 64% of AALANA faculty and 82% of Asian faculty.



College—Thirty-one percent of NTID faculty agreed that RIT faculty make enough effort to assist students who are deaf or hard-of-hearing.

This compares to 80% of Engineering faculty, and 77% of those in both Business and CIAS, who believe enough effort is made.

Summary of “Deaf/Hard of Hearing Issues” Theme

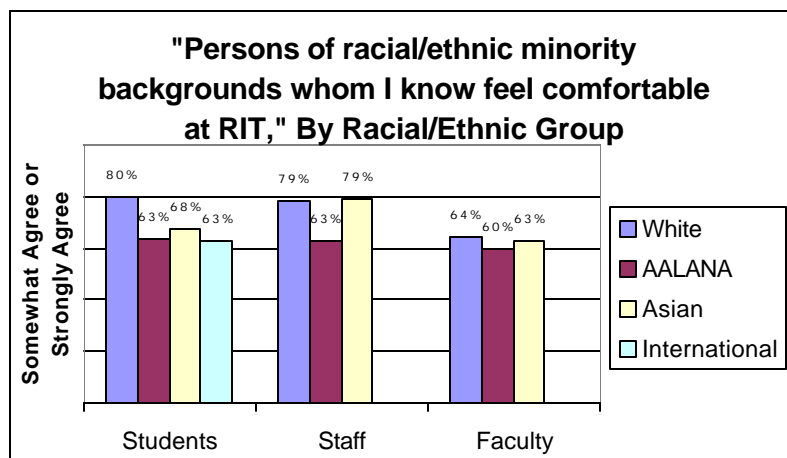
- ❖ The surveys provided a mixed assessment of the effectiveness of communication among deaf, hard-of-hearing and hearing communities at RIT. Between 40% and 45% of students and faculty, and just over half of all staff, believe effective communication exists, but large proportions also disagreed. Differences between races were relatively small for the most part.
- ❖ Almost two-thirds of all students, but only a third of faculty and 43% of staff, agreed that sufficient numbers of interpreters exist for the deaf and hard-of-hearing. White faculty and staff were especially likely to believe that not enough interpreters exist. Significant differences in perspective existed across colleges and divisions among staff and faculty, though NTID students did not differ from students in other colleges.
- ❖ Large proportions of staff and students, but just under half of faculty, said those campus groups should all learn at least basic ASL. Women were much more supportive than men in each survey (by 14% to 18% margins). AALANA faculty, staff and students were also most likely to support widespread use of ASL. Wide variations existed across colleges.
- ❖ Most students believe that faculty make sufficient effort to assist students who are deaf or hard-of-hearing. Faculty agreed, but at a lower level than the student level of agreement. NTID faculty were less likely than those in other colleges to agree.

Feeling Comfortable at RIT

Q: "Persons of racial/ethnic minority backgrounds whom I know feel comfortable at RIT."

Students, staff, and faculty were all asked whether persons of racial/ethnic minority backgrounds, women, and deaf or hard-of-hearing persons whom they know feel comfortable at RIT.

Three-quarters of students and staff (76% each), and 64% of faculty agree that persons of racial/ethnic minority backgrounds whom they know feel comfortable at RIT. Less than 10% of students and staff disagreed, compared to 12% of faculty.



Gender—Differences by gender were very small among staff and students, but male faculty were more likely than female faculty to agree (68% versus 55%).

Race/Ethnicity—Differences by race among faculty were small and within a range of 5 percentage points. Among staff, 79% of both white and Asian

staff agreed, compared to a lower proportion of AALANA staff (63%). Among students, AALANA, Asians, and International students agreed in proportions ranging from 63% to 68%, compared to a higher proportion of white students (80%).

College/Division—Staff in Information and Technology Services were less likely (62%) than staff overall to agree (76%). Faculty in Computing (76%) and in Engineering (76%) were more likely to agree than faculty overall (64%), while faculty in Liberal Arts were less likely to agree (53%).

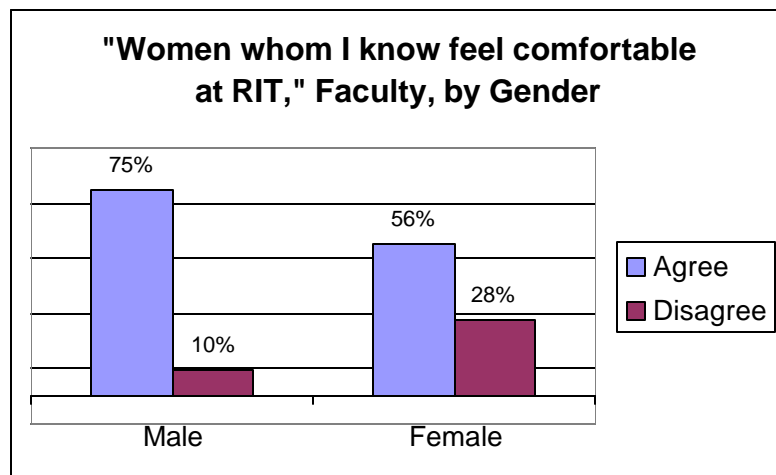
Q: "Women whom I know feel comfortable at RIT"

Two-thirds to more than three quarters of staff (79%), faculty (68%) and students (75%) agreed that women whom they know feel comfortable at RIT--similar to the proportions for persons of minority background. Rates of disagreement ranged from 16% for faculty to 10% for staff and students.

Gender—There was very little difference by gender among staff, and female students were more likely than male students to agree that women feel comfortable (79% versus 74%). However, female faculty were substantially less likely (56%) to agree than male faculty (75%).

Race/Ethnicity—Among all three surveyed groups, AALANA were least likely to agree that women feel comfortable at RIT, though most nonetheless still agree at high levels.

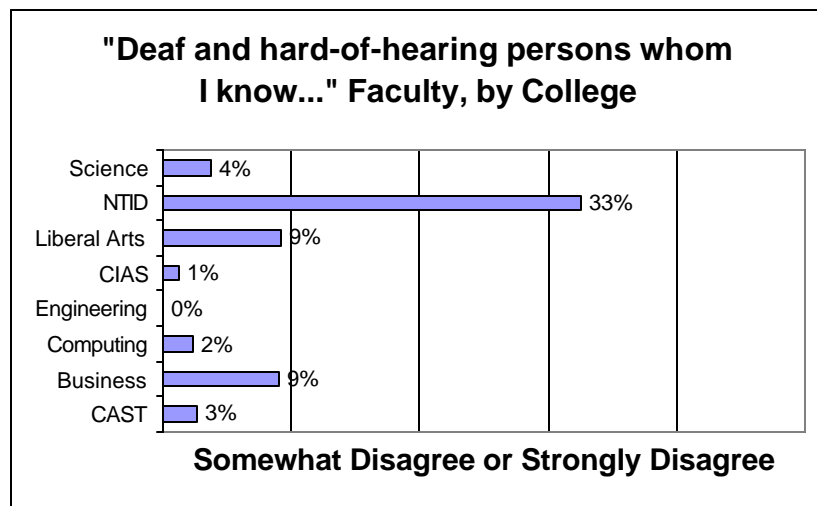
College/Division—Liberal Arts faculty were most likely to disagree that women feel comfortable at RIT (29%), compared to 16% of faculty overall.



Q: "Deaf and hard-of-hearing persons whom I know feel comfortable at RIT."

Three-quarters of all three groups agreed that deaf and hard-of-hearing persons they know feel comfortable at RIT; disagreement ranged from 5% among students to 11% among faculty.

Gender—Female students were slightly more likely than male students to agree (79% versus 73%), while male faculty were more likely than female faculty to agree (77% versus 64%).



Race/Ethnicity—Among staff, Asians were more likely (84%) to agree than whites (77%) or AALANA (67%) that deaf and hard-of-hearing persons whom they know feel comfortable at RIT. Among students, Asians were least likely to agree (65%) while whites were most likely (78%).

Among faculty, Asians were also least likely to agree (58%) while whites were most likely (74%).

College/Division—One-third of NTID faculty disagreed that deaf and hard-of-hearing persons whom they know feel comfortable at RIT (33%). Less than 5% of faculty in CAST, Computing, Engineering, CIAS, and Science disagreed. Differences among students by college were small, though it is of interest to note that 80% of NTID students agreed that deaf and hard-of-hearing persons whom they know feel comfortable at RIT. Ninety-one percent of staff in Development and Alumni agreed with the statement, compared to 65% of Student Affairs staff, and 75% of staff overall.

Summary of “Feeling Comfortable at RIT” Theme

- ❖ Three-quarters of students and staff, and almost two-thirds of faculty, agreed that racial/ethnic minorities they know feel comfortable at RIT. Large majorities of all racial/ethnic groups agreed in each survey, although higher proportions of whites said other minorities were comfortable than the minority respondents said speaking for themselves.
- ❖ Similar patterns existed for perceptions of women feeling comfortable, with high levels of perceived comfort. High levels of agreement existed across gender and racial/ethnic groups, except that female faculty were less likely to agree (56%) than male faculty (75%).
- ❖ Three-quarters of all three survey groups agreed that deaf and hard-of-hearing persons they know feel comfortable at RIT. NTID students agreed, but about a third of the NTID faculty disagreed with that assessment.

Mentoring

Q: “My academic advisor is concerned about my success as an individual.”

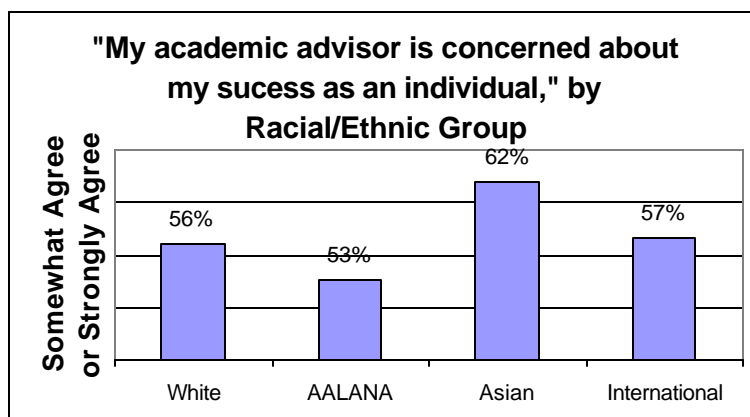
A number of questions surrounding mentoring, guidance, and academic advising were included in the surveys. Students were asked whether they feel their academic advisor is concerned about their success as an individual. *While slightly more than half of students agreed (56%)²³, 20% were neutral and one-quarter (24%) disagreed.*

²³ Sensitivity analysis indicates that while more than half of responding students agreed, a low estimate of total student population agreement is 49%.

Gender—Differences by gender were small.

Race/Ethnicity—Differences by race varied by up to 9 percentage points; Asian students were most likely to agree (62%), while AALANA were least likely to agree (53%).

College— Students in Business (42%) and NTID (45%) were least likely to agree that their academic advisor is concerned about them as an individual, while those in Liberal Arts were most likely to agree (77%).

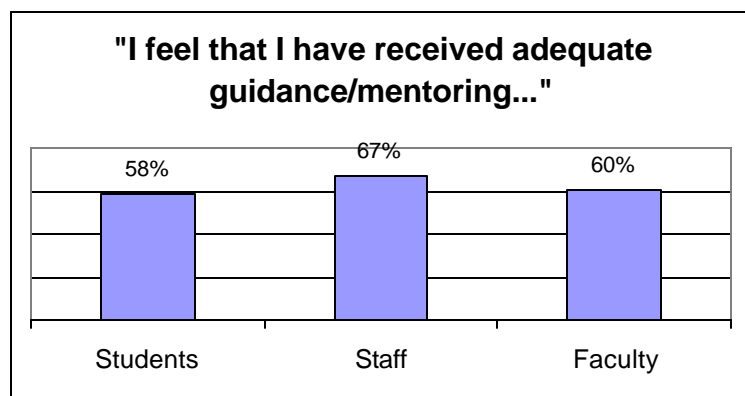


Q: "I feel that I have received adequate guidance/mentoring from faculty (other staff) [other faculty] on campus."

Most of those surveyed reported having received adequate guidance or mentoring while on campus. Two-thirds of staff (67%) feel they have received adequate guidance/mentoring from other staff on campus. Sixty percent of faculty feel they've received adequate guidance/mentoring from other faculty on campus, and 58% of students feel they have received adequate guidance from faculty.

Gender—There were no meaningful differences by gender.

Race/Ethnicity—Among staff, agreement ranged from 62% of Asians to 67% of white staff. Fifty-eight percent of AALANA faculty agreed compared to 59% of whites and 68% of Asians. More than half of students (58%) feel they've received adequate guidance/mentoring from faculty on campus, ranging from a low of 53%



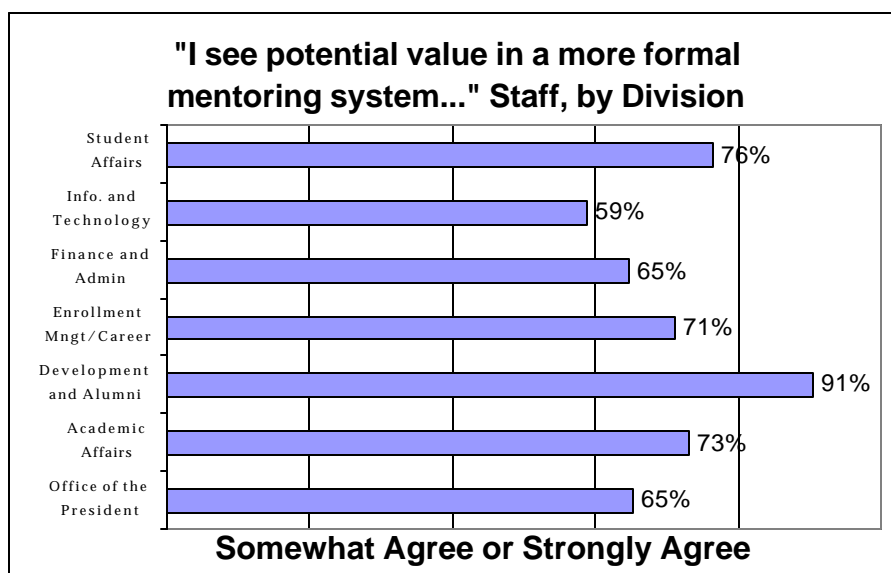
for AALANA students to a high of 60% for white students.

College/Division—Faculty in CIAS were least likely to agree they have received adequate guidance and mentoring (39%). Faculty in other colleges reported adequate guidance in about 55% or more of the cases. Staff in Development and Alumni (52%) and in Information and Technology (56%) were least likely to agree with the statement.

Q: “I see potential value in a more formal mentoring system for new staff [faculty].”

Staff and faculty were asked whether they see potential value in a more formal mentoring system for new staff and faculty (respectively). *Seventy percent of staff agreed overall, compared to 75% of faculty.*

Gender—Female faculty were more likely than male faculty to agree (83% versus 71%). Similarly, female staff (75%) were more likely than male staff (62%) to agree.



Alumni are most likely to agree (91%), while those in Information and Technology Services are least likely to agree (59%).

Race/Ethnicity—

Differences by race were small, though Asian faculty were less likely than faculty overall to agree (65% versus 75%).

College/Division—

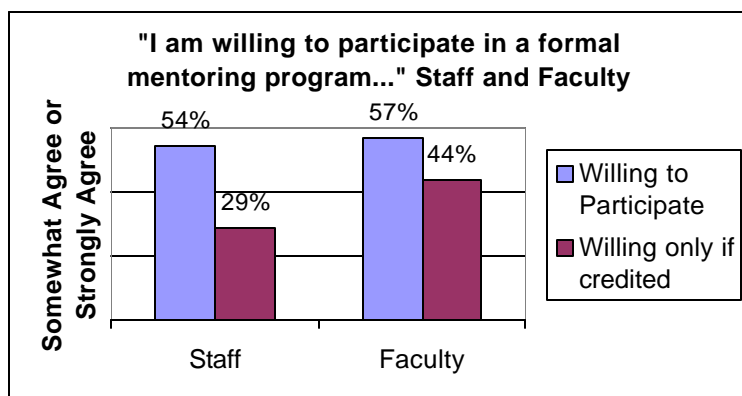
Faculty in NTID are more likely to agree (86%) than faculty overall (75%). Among staff, those in Development and

Q: "I am willing to participate in a formal mentoring program as a volunteer if asked, with no specific recognition or incentive."

Slightly more than half of faculty (57%) and staff (54%) agreed that they would be willing to participate in a formal mentoring program with no specific recognition or incentive.

Gender—Differences by gender were small among both faculty and staff.

Race—Among staff, Asians are most likely to participate (70%), compared to 63% of AALANA and 53% of whites.



College/Division—Staff in Development and Alumni are most willing to participate (72%), while those in the Office of the President (67%) and in Student Affairs (66%) are also more likely than staff overall (54%) to agree.

Q: "I am willing to participate as a mentor only if the time is credited to my formal performance appraisal."

Forty-four percent of faculty agreed that they are willing to participate as a mentor only if the time is credited to their formal performance appraisal, while 29% of staff agreed with this statement.

Gender—Female faculty (53%) were more likely than male faculty (39%) to agree they would participate only if the time were credited.

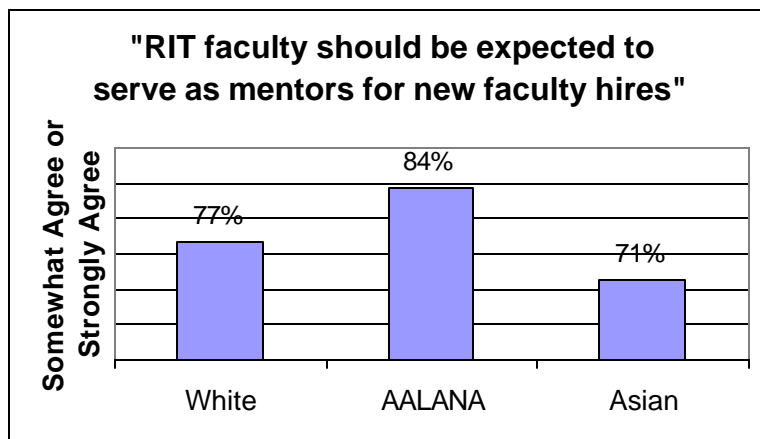
Race/Ethnicity—AALANA faculty (76%) were more likely than Asians (37%) or whites (41%) to agree they would participate only if the time were credited. Among staff, Asians were most likely to agree (50%), compared to 35% of AALANA and 28% of whites.

College/Division— Faculty at NTID were most likely to agree with this statement (54%), while those in Business (31%) and Engineering (29%) were least likely to agree.

Q: "RIT faculty should be expected to serve as mentors for new faculty hires."

Faculty were asked whether faculty should be expected to serve as mentors for new faculty hires. Three-quarters of faculty agreed (76%).

Gender—Differences by gender were small.



Race/Ethnicity—Eighty-four percent of AALANA faculty agreed, compared to 77% of white faculty and 71% of Asian faculty.

College—NTID faculty were most likely to agree (87%), compared to 76% of faculty overall.

Summary of "Mentoring" Theme

- ❖ More than half of all students said their academic advisor is concerned about their success, though a quarter disagreed.
- ❖ About 60% of students and faculty, and 2/3 of staff, feel they have received adequate guidance/mentoring from other faculty or staff on campus. About one-fifth of each group disagreed with that assessment. There were no significant differences across racial/ethnic groups among students, faculty or staff.
- ❖ More than 2/3 of staff, and 75% of faculty, agreed that there is value in a more formal mentoring system for new staff and faculty. Though support was across the board, women staff and faculty were more likely than men to advocate for this change.
- ❖ Three-quarters of all faculty said they should be expected to serve as mentors for new faculty hires. All gender, racial/ethnic and college subgroups agreed.
- ❖ More than half of all faculty and staff said they were willing to participate in a formal mentoring program without formal recognition or incentive. On the other hand, almost a third of staff and 44% of faculty were willing to participate only if the time is credited to their formal performance appraisal. Women and AALANA faculty were more likely than their colleagues to place such conditions on their involvement.

RIT Pride/Feeling Valued

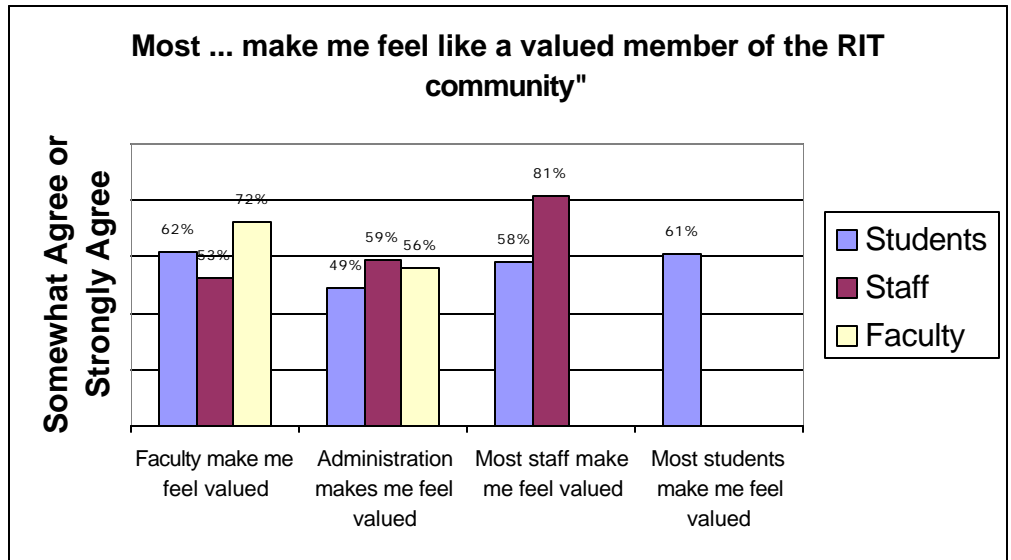
Students, staff, and faculty were asked a series of questions regarding their sense of being valued by others in the RIT community, and their pride about the University.

Q: “Most faculty make me feel like a valued member of the RIT community.”

Q: “Most members of the administration make me feel like a valued member of the RIT community.”

Q: “Most staff members make me feel like a valued member of the RIT community.”

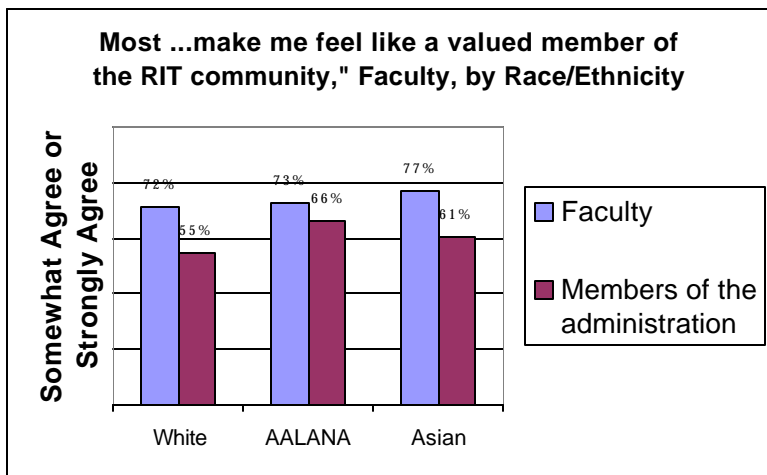
Q: “Most students make me feel like a valued member of the RIT community.”



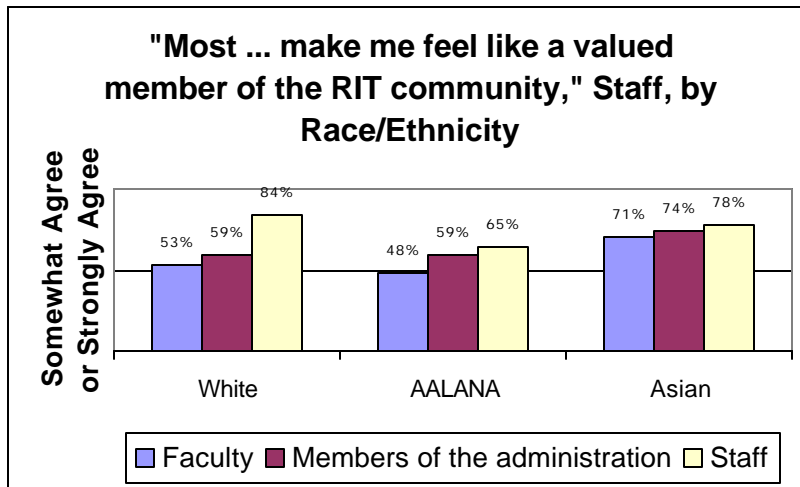
About 60% of students felt valued by faculty, staff, and other students, while 49%²⁴ felt valued by the administration. About half of staff felt valued by faculty (53%), 59% felt valued by the administration, and most (81%) felt valued by other staff. Nearly three-quarters of faculty (72%) felt valued by other faculty, while slightly more than half (56%) felt valued by the administration.

Gender—Gender differences were small.

Race/Ethnicity—Faculty of different races agreed in similar proportions that other faculty make them feel valued (72% to 77%), but AALANA faculty were more likely than other racial groups to disagree (20%) compared to 11% of white faculty and 5% of Asian faculty. White faculty were least likely to agree they feel valued by the administration (55%) compared to 61% of Asian faculty and 66% of AALANA faculty.



²⁴ Sensitivity analysis indicates that the proportion of all students that would have agreed they felt valued by the administration could be as high as 56%.



AALANA staff are least likely to agree that faculty make them feel valued (48%), compared to 53% of white staff and 71% of Asian staff. White and AALANA staff agree in the same proportions (59%) that the administration makes them feel valued (59%). Asian staff are more likely to feel valued by the administration (74%). Two-thirds or more of each staff

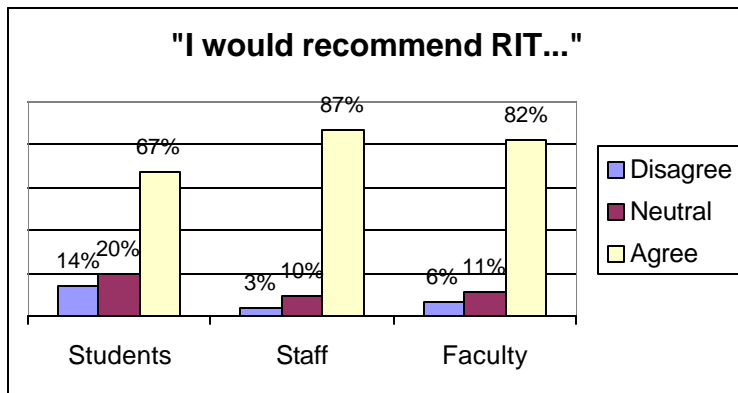
racial group agrees that they feel valued by other staff (65% of AALANA staff, 78% of Asians and 84% of white staff).

While 51% of AALANA students agreed that most students make them feel like a valued member of the RIT community, this compares to 52% of International students, 58% of Asian students, and 64% of white students.

College/Division—Students across colleges agreed that they felt valued by faculty in similar proportions. While half of students (49%) agreed that they feel valued by the administration, those in NTID were more likely to agree (65%) and those in CIAS were less likely (38%). Students in NTID were also most likely to feel valued by staff (72%) and by other students (71%). Faculty in Engineering are most likely to feel valued by other faculty (87%), compared to faculty overall (72%). Business and Engineering faculty are most likely to agree they feel valued by the administration (68% and 75%). While about half of staff feel valued by faculty (53%), those in Information and Technology services were less likely to agree (41%). Staff in different divisions agreed in similar proportions that they feel valued by the Administration, though those in the Office of the President were most likely to agree (85%) compared to staff overall (59%).

Q: “I would recommend RIT to prospective students (staff applicants) [prospective faculty members].”

Students were asked if they would recommend RIT to prospective students, staff were asked if they would recommend RIT to staff applicants, and faculty were asked if they would recommend RIT to prospective faculty members. In all three groups we see strong agreement. *Two-thirds of students agreed (67%), 82% of faculty agreed, and 87% of staff agreed.*



Gender—Differences by gender in all three groups are small.

Race/Ethnicity—Faculty of different races agreed at nearly the same rates (81% to 83%), while AALANA staff were less likely (74%) to agree than their Asian (80%) or white (89%) counterparts. Among students, white, AALANA and Asians agreed in similar

proportions (66% to 68%), while International students were less likely to agree (59%).

College/Division—There were no meaningful differences by college or division.

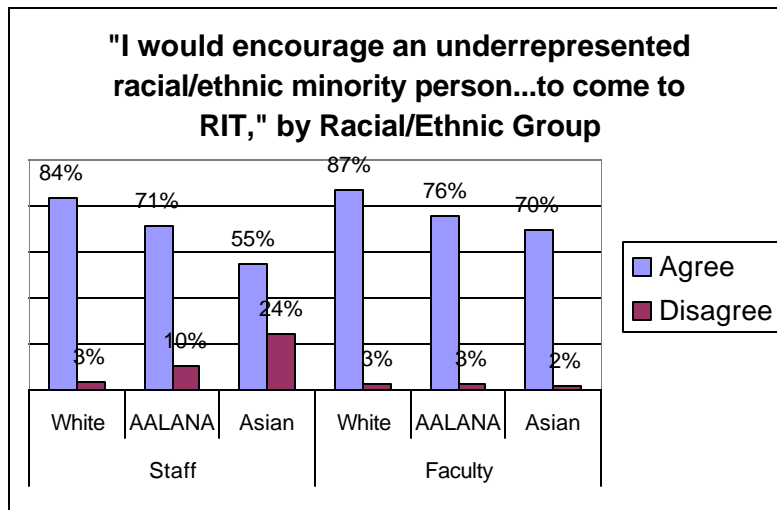
Q: “I would encourage an underrepresented racial/ethnic minority person being considered for a staff [faculty] position to come to RIT.”

Staff and faculty were asked if they would encourage an underrepresented racial/ethnic minority person being considered for a staff or faculty position to come to RIT. Responses were very similar to the previous question about recommending RIT to any prospective staff or faculty person. While 87% of staff agreed they would recommend RIT to a prospective staff person, 81% agreed that they would encourage an underrepresented minority person to come to RIT. Similarly, while 82% of faculty would recommend RIT to a prospective faculty member, 85% would encourage an underrepresented minority person to come to RIT.

Gender—Differences by gender were very small.

Race/Ethnicity—Differences by racial group were apparent; among faculty, while 87% of white faculty agreed, 76% of AALANA faculty and 70% of Asians agreed. However, rates of disagreement were below 3% in each group, and the remainder were neutral.

Among staff, 84% of whites, 71% of AALANA staff, and 55% of Asians agreed. Here we see more disagreement, ranging from 3% among whites to 24% among Asians.



College/Division—CIAS faculty were most likely to agree that they would encourage an underrepresented racial/ethnic minority person to come to RIT (97%), compared to 85% of faculty overall. Among

staff, those in the Office of the President were most likely to agree (93%) compared to 81% of staff overall.

Q: "I plan to graduate from RIT."

Students overwhelmingly agreed that they plan to graduate from RIT (91%), while 5% were neutral and 4% disagreed.

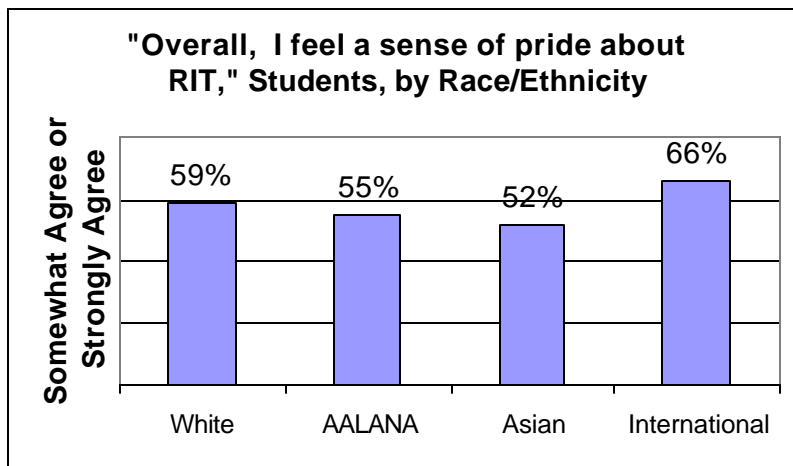
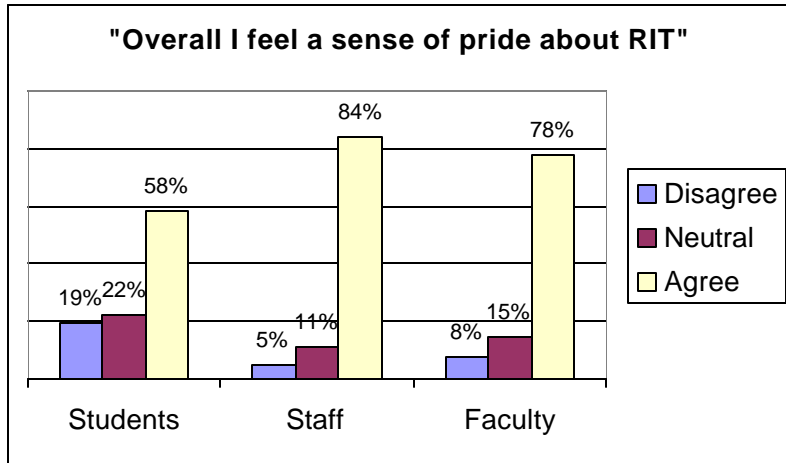
Gender—Agreement rates were the same among male and female students.

Race/Ethnicity—Differences by race ranged from a low of 85% among Asians to a high of 92% among both whites and AALANA.

College—Differences by college were small.

Q: "Overall, I feel a sense of pride about RIT."

All three surveyed groups were asked about their overall sense of pride about RIT. Staff were most likely to agree (84%), compared to 78% of faculty and 58% of students.



Gender—Difference by gender were small.

Race/Ethnicity—Among faculty, Asians were most likely to agree (87%), compared to 78% of white faculty and 72% of AALANA respondents. Among staff, whites were most likely to agree (85%), followed by Asians (82%) and AALANA (75%). International students were most likely to agree (66%), while whites (59%), AALANA (55%), and Asians (52%) were somewhat less likely to agree.

College/Division—Students in NTID are most likely to agree that they have a sense of pride about the University (68%) compared to 58% of students overall. Faculty in Engineering were more likely (90%) and those in Liberal Arts were less

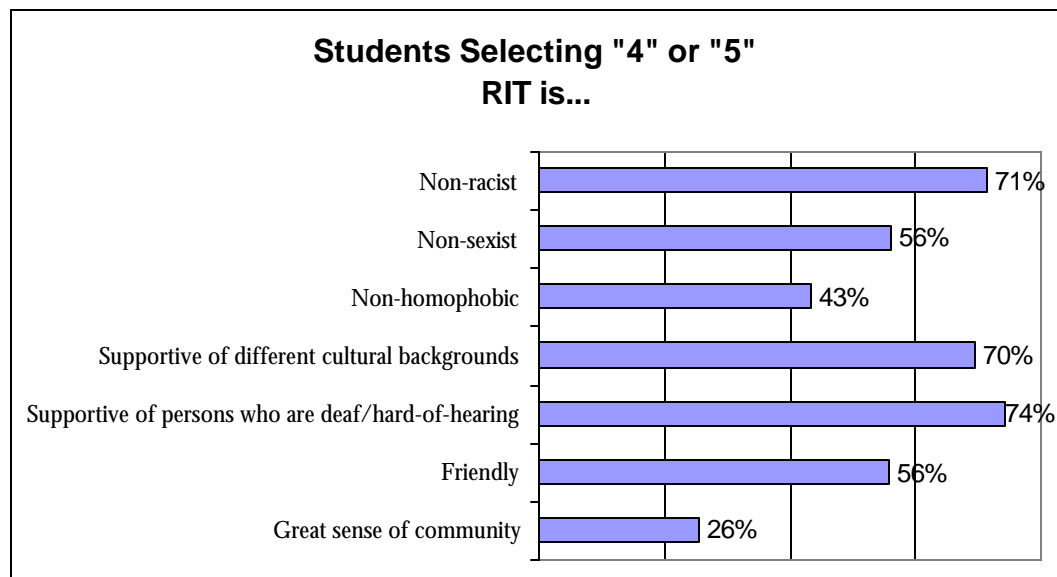
likely (62%) than faculty overall to have a sense of pride about RIT.

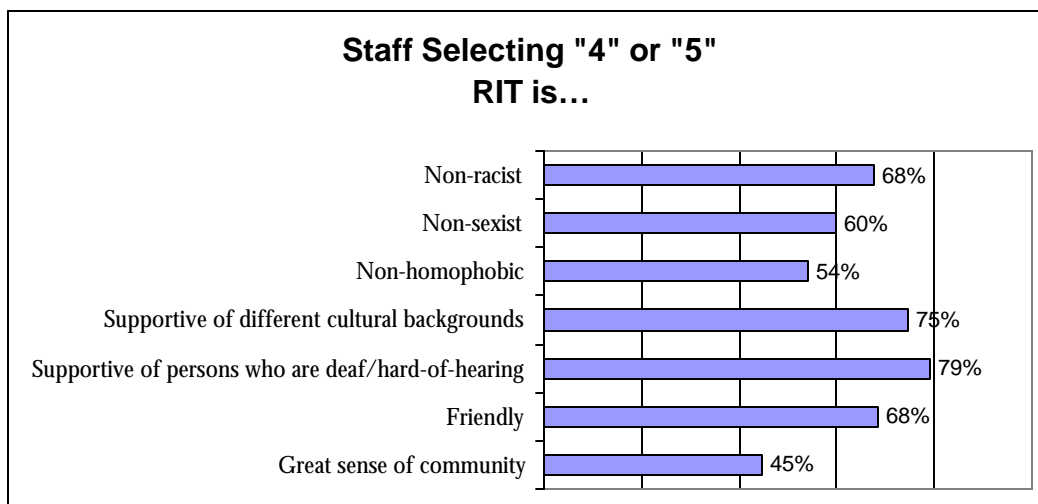
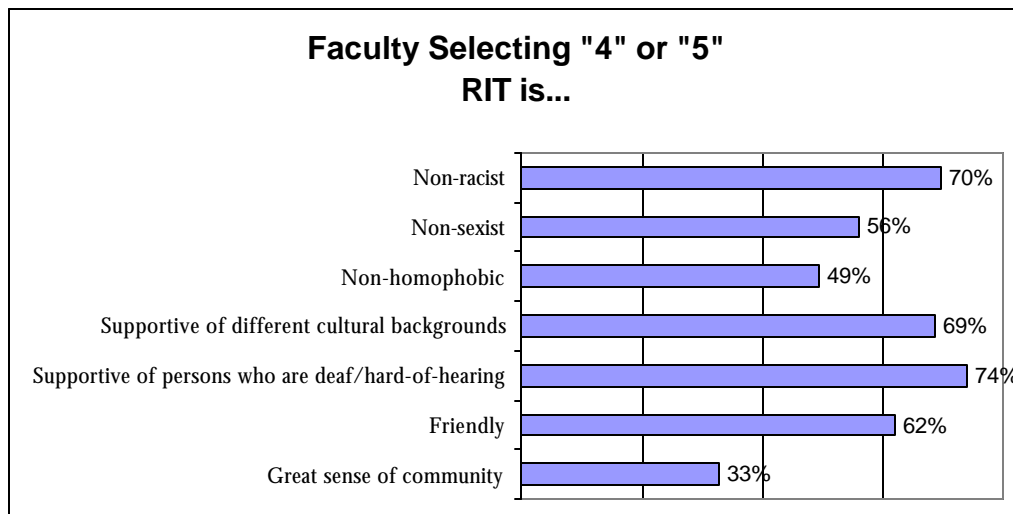
Summary of “RIT Pride/Feeling Valued” Theme

- ❖ The majority of students, faculty and staff reported that they feel valued by their peers and various constituent groups on campus. Value was generally perceived across gender and racial/ethnic groups, though AALANA staff reported feeling slightly less valued by faculty and other staff. Differences existed across colleges and divisions.
- ❖ Two-thirds of students, and more than 80% of faculty and staff, said they would recommend RIT to other prospects. Similar proportions of faculty and staff said they would also encourage an underrepresented racial/ethnic minority candidate to come to RIT. Most AALANA and Asian faculty and staff would encourage other minorities to come, though they would be somewhat less likely than white colleagues to do so.
- ❖ There is a high sense of pride about RIT among more than three-quarters of all staff and faculty; among students, the proportion expressing pride dropped to 58%. Levels of pride were fairly consistent across gender, racial/ethnic and college/division groups.

V. SUMMARY CLIMATE SCALE QUESTIONS

Near the end of each survey, respondents were asked to indicate their summary ratings of the current climate at RIT on seven dimensions. On each dimension, they were asked to assess the current climate on a 1-to-5 scale between two opposing statements. The overall summary results for students, faculty, and staff are presented below, and are discussed in more detail for each dimension in the remainder of this chapter.



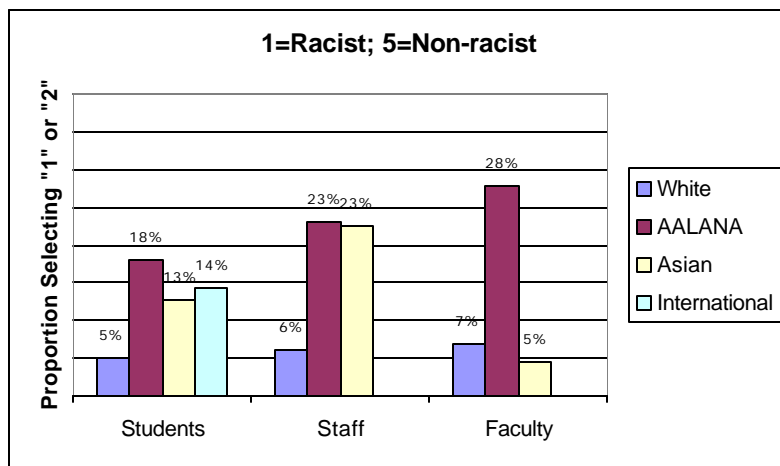


Racist/Non-racist (1=Racist; 5=Non-racist)

More than two-thirds of students, staff, and faculty indicated that RIT is non-racist. On a scale of 1 to 5, with a 1 being racist and a 5 being non-racist, 8% to 9% of students, staff, and faculty chose a 1 or 2, while 68% of staff, 71% of students, and 70% of faculty chose a 4 or 5.

Gender—Overall, most males and females portrayed RIT as non-racist, though with some differences. Female faculty were more likely than male faculty to select a 1 or 2 (13% versus 6%);

conversely, male faculty were more likely to indicate RIT is non-racist (77%) compared to female faculty (56%). Almost one-third of female faculty expressed uncertainty (31%) versus 17% of male faculty. Similarly, though by smaller margins, male staff were more likely than female staff to suggest that the RIT climate is non-racist (73% versus 65%, respectively). Male students were more likely than female students to portray the campus as non-racist (75% versus 65%), with more female students neutral (28% versus 18% of males).



Race/Ethnicity— AALANA faculty, staff and students were least likely to portray RIT as non-racist: just over half of AALANA faculty and students (54% and 52%, respectively) and less than half of staff (45%) selected a 4 or 5. More than one-quarter (28%) of AALANA faculty selected a 1 or 2, suggesting the University is racist; this

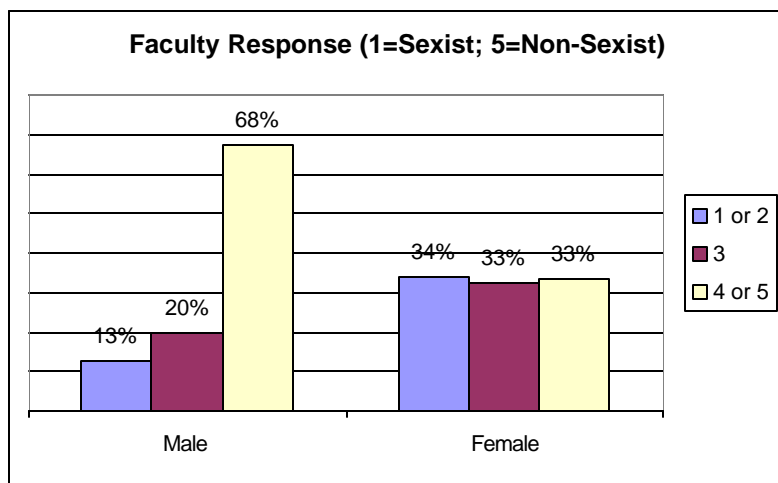
compares to 7% of white faculty and 5% of Asian faculty. Among students, AALANA were more likely to select a 1 or 2 (18%), compared to 14% of International students, 13% of Asian students, and 5% of white students. Nearly one-quarter of both AALANA staff and Asian staff selected a 1 or 2 (23%) compared to 6% of white staff.

College/Division— Faculty in Liberal Arts were most likely to select a 1 or 2 (20%) while those in Engineering were least likely (0%), with less than 5% also in CAST and Computing. More than one-third of the NTID faculty expressed uncertainty (value of 3). Differences by college among students and staff were relatively small. At least 65% of staff and students in each college or division indicated a 4 or 5 except staff in Student Affairs (58%) and students in NTID (60%).

Sexist/Non-sexist (1=Sexist; 5=Non-sexist)

Twenty percent of both faculty and students selected a 1 or 2 on the scale for sexism, compared to 15% of staff. Between 24% and 26% of each surveyed group selected a 3, and between 55% and 60% of each group selected a 4 or 5, indicating the University is non-sexist. Overall, across all surveyed groups, RIT is portrayed as somewhat more sexist than racist.

Gender—One-third of female faculty (34%) selected a 1 or 2, compared to 13% of male faculty. One-third of female faculty (33%) and 68% of male faculty selected a 4 or 5. Differences by gender among students and staff and were smaller, though in both groups females were more likely than males to select a 1 or 2. Just over half of the female staff (55%) and just under half of female students (47%) selected a 4 or 5 (non-sexist).



Race/Ethnicity—AALANA faculty were more likely (27%) than white faculty (20%) or Asian faculty (11%) to select a 1 or 2. Similarly, AALANA students were most likely to select a 1 or 2 (25%) compared to 20% of white students, 19% of Asian students, and 10% of International students. Asian staff were most likely to select a 1 or 2 (29%) compared to 22% of AALANA staff and 13% of white staff.

College/Division—Liberal Arts faculty were twice as likely as faculty overall to select a 1 or 2 (41% versus 20%). Engineering faculty (9%) were half as likely as faculty overall. Staff in Student Affairs were more likely than staff overall to select a 1 or 2 (24% versus 15%). Staff in the Office of the President were least likely to select a 4 or 5 (43% versus 60% overall). Differences by college among students were relatively small, though 39% of NTID students selected a 3 (compared to 24% of all students) and 47% indicated a 4 or 5 (56% overall).

Homophobic/Non-homophobic **(1=Homophobic; 5=Non-homophobic)**

Fourteen percent of staff, 19% of faculty, and 22% of students selected a 1 or 2 on this scale, suggesting they feel the climate at RIT tends towards being somewhat homophobic. About one-third of each group selected a neutral score of 3. *Just over half of staff (54%) and somewhat less than half of faculty (49%) and students (43%) selected a 4 or 5.*

Gender—Differences by gender among staff and students were relatively small, although females were more likely to select the middle range value of 3. Among faculty, females were twice as likely as males (28% versus 14%) to select a 1 or 2.

Race/Ethnicity—Differences by race among faculty and students were relatively small, other than almost half of International students selecting a 3. Among staff, Asians were most likely to select a 1 or 2 (24%), compared to 19% of AALANA and 14% of whites.

College/Division—Liberal Arts faculty were more than twice as likely as faculty overall to select a 1 or 2 (40% versus 19%). Faculty in Computing (8%) and in Engineering (2%) were less likely to select a 1 or 2. NTID students were less likely than students overall to select a 1 or 2 (13% versus 22%). Staff in Student Affairs were more likely than staff overall to select a 1 or 2 (30% versus 14%).

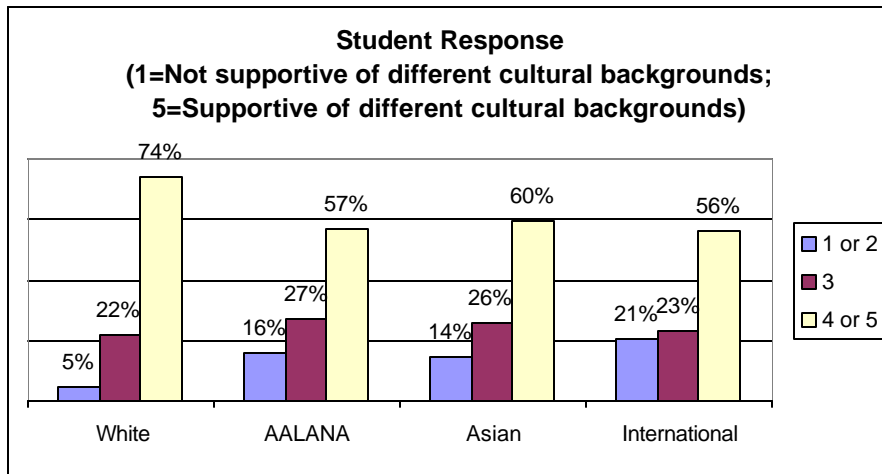
Not Supportive/ Supportive of Different Cultural Backgrounds

(1=Not supportive of different cultural backgrounds; 5=Supportive of different cultural backgrounds)

Ten percent of faculty, 8 percent of students, and 7 percent of staff selected a 1 or 2 on this scale. *The majority of respondents selected a 4 or 5, indicating they feel the RIT climate is supportive of different cultural backgrounds (69% of faculty, 70% of students, and 75% of staff).* These findings were virtually identical to the racist/non-racist dimension.

Gender—Male faculty were more likely than female faculty to select a 4 or 5, indicating the RIT climate is supportive of different cultural backgrounds (73% versus 60%). Differences by gender among students and staff were very small.

Race/Ethnicity—AALANA faculty were more likely (31%) than Asian (12%) or white faculty (8%) to select a 1 or 2. Among students, more than 55% in each racial/ethnic group chose a 4 or 5.



International students were most likely to select a 1 or 2 (21%), compared to 5% of white students. Among staff, 24% of Asians, 20% of AALANA and 5% of white staff selected a 1 or 2.

College/Division—

Liberal Arts faculty were more likely than faculty overall (20% versus 10%) to select a 1 or 2, compared with 3% or less of faculty in Engineering and Computing. Differences among students and staff were relatively small.

Not Supportive/ Supportive of Persons Who Are Deaf/Hard-of- Hearing

(1=Not supportive of persons who are deaf/hard-of-hearing;
5=Supportive of persons who are deaf/hard-of-hearing)

The vast majority of all groups selected a 4 or 5. Nearly three-quarters of both faculty and students selected a 4 or 5 (74%), indicating they believe the RIT climate is supportive of persons who are deaf/hard-of-hearing. Staff were slightly more likely to select a 4 or 5 (79%).

Gender—Differences by gender among staff and students were small. Male faculty were more likely than female faculty to choose a 4 or 5 (78% versus 65%).

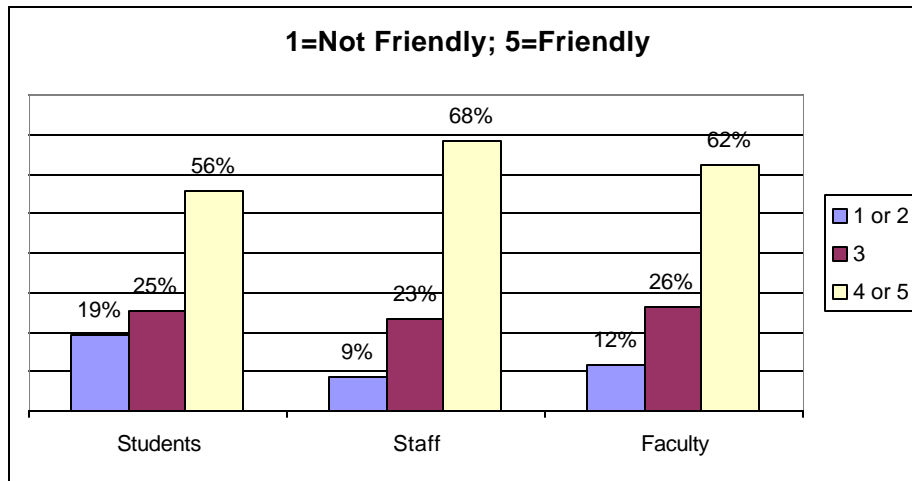
Race/Ethnicity—Asian faculty were most likely to select a 4 or 5 (79%) compared to 74% of whites and 66% of AALANA faculty. White staff were most likely to select a 4 or 5 (81%) compared to 67% of Asian staff and 66% of AALANA staff. Differences among students were relatively small.

College/Division—NTID faculty were least likely to select a 4 or 5 (46%), while Engineering faculty were most likely (95%). Differences among students and staff were relatively small.

Not Friendly/Friendly

(1=Not friendly; 5=Friendly)

More than two-thirds of staff (68%) selected a 4 or 5, indicating they believe the RIT climate is friendly. Sixty-two percent of faculty, and 56% of students selected a 4 or 5. *Almost 20% of students suggested the campus is not friendly (1 or 2).*



Gender—

Differences by gender were relatively small, except that 16% of female faculty members selected a 1 or 2 compared with 9% of males.

Race/Ethnicity—

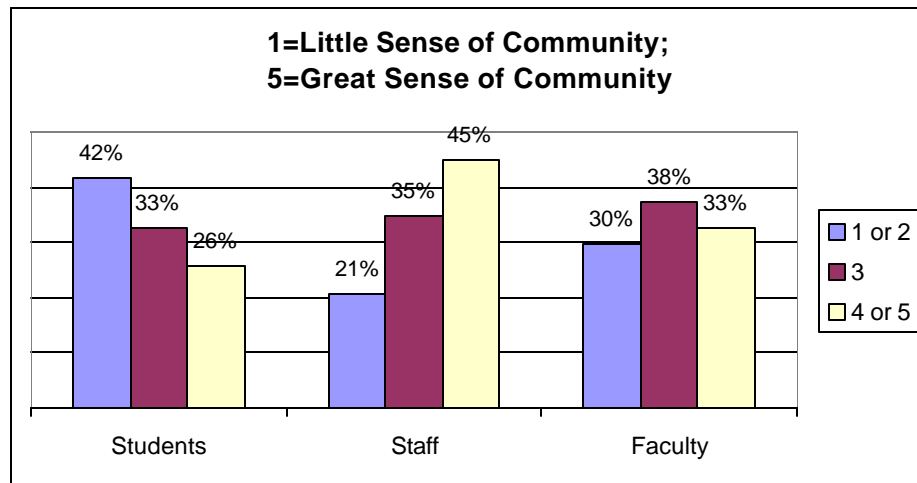
Asian faculty were most likely to select a 4 or 5 (76%) compared to 62% of white faculty, and slightly more than half of AALANA faculty (54%). One-fifth of AALANA faculty selected a 1 or 2 (not friendly). Asian staff were most likely to select a 4 or 5 (76%) compared to 69% of white staff and 59% of AALANA staff. Differences among students by race/ethnicity were small.

College/Division—Engineering and Business faculty were most likely to select a 4 or 5 (90% and 78%). CIAS faculty were least likely to select a 4 or 5 (48%). NTID students were most likely to select a 4 or 5 (68%), compared with fewer than half of students in CAST, CIAS, and Liberal Arts. Staff in Development and Alumni were most likely (79%) to select a 4 or 5 compared to staff overall (68%).

Little Sense of Community/Great Sense of Community

(1=Little sense of community; 5=Great sense of community)

Well under half of all surveyed groups selected a 4 or 5, indicating they believe the RIT climate provides little sense of community. Staff clearly indicated the greatest sense of community overall (45%), and students the least (26%), with faculty in between at 33%. By contrast, nearly one-third of faculty (30%), 42% of students, and 21% of staff selected a 1 or 2. A third or more of each group selected a 3.



Gender—Male faculty were more likely than female faculty to select a 4 or 5 (36% versus 27%). Differences by gender among students and staff were relatively small, though male students were somewhat more

likely to select a 1 or 2 than female students (44% versus 37%).

Race/Ethnicity—In neither of the surveys did a majority of any racial/ethnic group indicate that a great sense of community exists on campus. Asian faculty were most likely to select a 4 or 5 (44%) compared to 38% of AALANA and 32% of white faculty. AALANA faculty were most likely to select a 1 or 2 (35%). International students were most likely to select a 4 or 5 (35%), while white students were least likely (24%). Almost half (44%) of white students selected a 1 or 2. Differences among staff were relatively small.

College/Division—Faculty in Engineering (53%) and in Business (47%) were most likely to select a 4 or 5, while CIAS faculty were least likely (23%). NTID students were more likely to select a 4 or 5 than students overall (51% versus 26%). Staff in

Information and Technology Services were less likely than staff overall to select a 4 or 5 (30% versus 45%).

Summary of “RIT Climate Scale Questions”

- ❖ More than two-thirds of all students, faculty and staff indicated their belief that the RIT climate is non-racist. Fewer than 10% of each group suggested that the campus tends to be somewhat racist (scale value of 1 or 2). However, only about half of all AALANA respondents were likely to view the campus as being non-racist.
- ❖ Similar proportions of students, faculty and staff indicated that the climate is supportive of different cultural backgrounds. More than half of all racial/ethnic groups agreed.
- ❖ Between 55% and 60% of all students, faculty and staff indicated that the RIT climate is non-sexist, but between 15% and 20% of each group suggested the campus tends toward being sexist. Overall, RIT was portrayed by all groups as somewhat more sexist than racist, particularly by women faculty.
- ❖ Just over half of the staff, about half of the faculty, and just under half of the students suggested that the campus climate is non-homophobic. About a third of each group selected a neutral score of 3, and about one-fifth suggested the campus tends to be homophobic.
- ❖ Three-quarters or more of all students, faculty and staff indicated that the campus is supportive of persons who are deaf or hard-of-hearing.
- ❖ More than two-thirds of staff, 62% of faculty, and 56% of the students characterized the campus as friendly, though about one-fifth of the students said it is not friendly. AALANA faculty were least likely to view the campus as friendly (just over half).
- ❖ Well under half of all surveyed groups indicated that the campus provides a great sense of community. In particular, only a quarter of all students and a third of the faculty selected a 4 or 5. In no case did a majority of any racial/ethnic group say a great sense of community exists on campus. In each case, whites reported the least sense of community.

VI. RESULTS BY SURVEY GROUP

In this chapter we present a synopsis of results for each of the three main survey groups—students, staff, and faculty. No new information is presented in this chapter. It is simply organized in different ways than in the previous chapters, in order to summarize in one place the sense of what students, faculty and staff said about various topics. Responses to every question are not included here, but the overall sense of what faculty, staff and students said about each theme is captured in the following summary. In general, statements made for each group below were fairly consistent in the overall trends across gender, racial/ethnic and college subgroups unless specifically noted otherwise.

Students

General Diversity

- Three-quarters of students (73%) agreed that diversity is good for RIT and should be actively promoted, and two-thirds agreed that most of their fellow students genuinely support racial/ethnic diversity at RIT.

RIT Support for Diversity Initiatives

- Students were split on whether too much emphasis is placed on diversity: 29% agreed, 32% disagreed, and 39% were neutral. White students were most likely to agree.
- When asked whether RIT admissions practices are consistent with the goal of increasing the number of students of underrepresented racial/ethnic backgrounds, 42% of responding students agreed, while nearly half of all students were neutral. In addition, large numbers of students chose Not Applicable/Don't Know, suggesting that students are either somewhat unaware of admissions practices, or do not have strong feelings about this issue.
- Slightly more than one-half of students (55%) agreed that RIT has done a good job providing programs and activities that promote diversity. A high proportion of students selected the neutral response or the NA option, indicating

that perhaps some students (mostly white) feel unaware of the types of diversity-related programs and activities offered on campus.

Comfort with Others/Social Interactions

- Three quarters of students agreed (78%) that they feel comfortable going to see RIT faculty members, and 81% agreed they feel comfortable going to see RIT faculty members of a different racial/ethnic background.
- Most students (89%) agreed that they are comfortable with students of different racial/ethnic groups than their own, and 76% believe that most other students are comfortable with persons from different backgrounds.
- More than three-quarters of students (77%) agreed that in general, majority and racial/ethnic minority students get along well with each other, and nearly two-thirds agreed that they feel comfortable being in situations where they are the only person of their racial/ethnic group.
- Nonetheless, one-third of students believed their own social interactions were largely limited to persons of their own race/ethnicity, and 50% believed other people's social interactions were limited.

Faculty Expectations/Interactions

- Students overwhelmingly agreed that faculty have high expectations for all students (84%). When asked about lower expectations for underrepresented students, only 15% of students agreed.
- Three-quarters of students agreed (77%) that they have been treated fairly by faculty members.
- Sixty percent of students agreed that they have trouble learning from some faculty whose first language is not English. White students were most likely to report such difficulties.

Compatibility of Diversity Goal

- Three-quarters of students (75%) agreed that diversity and excellence are compatible goals.
- Two-thirds of the students agreed that both underrepresented students as well as majority students are academically well-prepared for college studies.
- However, less than half of all students agreed (45%) that it is acceptable to bring in students of underrepresented races/ethnicities based on different criteria, even if expectations for performance are the same as for others. White students were least likely to agree. One-quarter of students (26%) strongly disagreed.
- Students were split on the statements that promoting diversity leads to greater numbers of less qualified students and faculty; while more than one-third of students agreed, and about 40% disagreed. White students and males were most likely to agree, AALANA students to disagree.

Desire for Increased Diversity

- Less than one-third of students, including about 20% of white students, agreed that they would like to see more students from underrepresented racial/ethnic minority backgrounds in their classes. More than half of students were neutral in their response. Students differed considerably by college.
- More than one-quarter of students (29%) would like to see more faculty from underrepresented racial/ethnic backgrounds in their classes; 70% of AALANA students but only 21% of white students agreed. Female students were more likely than males to agree.
- Nearly half of student respondents (47%) agreed that they would like to see more female faculty in their classes. AALANA students were more likely than whites to agree (65% versus 44%).

- Twenty percent of students agreed that their education would be better if they could take more classes that include emphasis on multicultural diversity and understanding; 38% agreed that increased racial/ethnic diversity can strengthen RIT's academic programs (more than twice as many AALANA students as white students agreed).

Perceived Exclusion

- Fifty-eight percent of students disagreed that they sometimes see people excluded socially because of their race/ethnicity. About one-fifth agreed that they had seen people excluded. Whites were far less likely than the other racial/ethnic groups to have reported such exclusions.
- Approximately one-fourth of students agreed they know people who have been treated unfairly at RIT because of race/ethnicity. About one-third know of people who have been treated unfairly because they are deaf or hard-of-hearing or because of their gender. AALANA students were more likely to have made such statements.
- Forty percent of students agreed that they have read/heard/seen insensitive or negative comments at RIT about racial/ethnic minorities (39% of white students and 54% of AALANA).
- More than half of students disagreed that there are racial/ethnic tensions in the residence halls (54%), while 22% were neutral and 24% agreed. Among AALANA students, 46% agreed, compared with less than a third of other racial groups.
- Nearly two-thirds of students (64%) disagreed that they perceive racial/ethnic tensions in the classroom, while 15% agreed (including one-third of AALANA students).

Support Services on Campus

- Half of all students (51%) agreed that support services for persons of racial/ethnic minority backgrounds are sufficient, while 39% were neutral and 10% disagreed.

Further, 46% of students agreed that it is appropriate to provide special supports, while 27% disagreed. White students were most likely to view such services as sufficient, but least likely to say they are appropriate.

- More than half of responding students, including two-thirds or more of all non-white subgroups, agreed that they are aware of racial/ethnic student groups and services on campus, and 62% said they provide valuable support.

Efforts to Break Down Barriers

- Only 38% of all students said that they perceived an increase in efforts on campus to break down barriers between racial/ethnic groups.
- Most students (83%) agreed that improving physical surroundings on campus creates improved opportunities for increased interaction among students, staff, and faculty.
- Although more than two-thirds (69%) of students agreed there should be more efforts to bring racial/ethnic student groups together to encourage mixing, rather than separating students, only 41% of students agreed they should be strongly encouraged to attend cross-cultural workshops or events on campus. Females and AALANA students were more likely to favor such encouragement.
- Slightly more than one-third (37%) of students agreed that FYE orientation helps students adjust to college, including 52% of International students.
- More than half (56%) of responding students agreed FYE should do more to mix students across colleges and academic disciplines, and slightly less than half (45%) agreed FYE should do more to mix students across races/ethnicities (whites were least supportive).
- Somewhat less than half of students agreed that FYE includes enough emphasis on multicultural diversity (45%), while a high proportion were neutral (39%), and 16% disagreed.

Representation and a Voice in Decision-Making

- Less than half of students (46%) agreed that RIT does a good job seeking student opinions about how to make the campus a better place.
- Even fewer students agreed that RIT actively seeks and acts on student views when shaping diversity programs (38%); 40% of the students were neutral or uncertain.
- One-third of students agreed that Student Government is helpful in bringing students together and in creating a sense of community (37%), while 33% were neutral and 30% disagreed.

Performance Appraisals/Tenure

- Not applicable for students

Deaf/Hard-of-Hearing Issues

- Less than half of students agreed (42%) that they have observed effective communication among deaf, hard-of-hearing, and hearing people at RIT.
- Two-thirds of students agreed (64%) there is a sufficient number of interpreters for deaf and hard-of-hearing persons for classes, clubs, and campus events at RIT, compared to 32% of faculty, and 43% of staff.
- Sixty-one percent of students agreed that RIT staff, students, and faculty should learn at least the basics of ASL.
- Most students agreed (70%) that RIT faculty make enough effort to assist students who are deaf or hard-of-hearing.

Feeling Comfortable at RIT

- Three-quarters of students (76%) agreed that persons of racial/ethnic minority backgrounds whom they know,

women they know, and deaf and hard-of-hearing persons they know all feel comfortable at RIT.

Mentoring

- Slightly more than half of all responding students agreed (56%) that they feel their academic advisor is concerned about their success as an individual; 20% were neutral and one-quarter (24%) disagreed.
- Well over half of all students (58%) feel they have received adequate guidance from faculty.

RIT Pride/Feeling Valued

- About 60% of students felt valued by faculty, staff, and other students, while 49% felt valued by the administration
- Two-thirds of students agreed (67%) they would recommend RIT to prospective students.
- Somewhat more than half of students agreed that overall they have a sense of pride about RIT (58%).

Summary Climate Scale Questions

- A strong majority of students believe that the RIT climate is supportive of persons who are deaf or hard-of-hearing (74%), is non-racist (71%), and is supportive of different cultural backgrounds (70%). AALANA students were less likely to view RIT as non-racist (52%).
- Approximately half of students believe that the RIT climate is non-sexist (56%), friendly (56%), and non-homophobic (43%).
- One-quarter of students believe the RIT climate includes a great sense of community (26%).

Staff

General Diversity

- Eight-four percent of staff agreed that diversity is good for RIT and should be actively promoted, and 78% agreed that

most of their fellow staff genuinely support racial/ethnic diversity at RIT.

RIT Support for Diversity Initiatives

- Staff were split on whether too much emphasis is placed on diversity; 39% agreed while 38% disagreed. White and Asian staff were more likely than AALANA to agree.
- Sixty-one percent of staff agreed that RIT admissions practices are consistent with the goal of increasing the number of students of underrepresented racial/ethnic backgrounds, and two-thirds agreed that recruitment and hiring practices are consistent with the goal of increasing underrepresented staff. Whites and Asians were more likely than AALANA staff to agree.
- About half of staff (48%) agreed that RIT Administration pushes its minority hiring policies too forcefully. About half of white and Asian staff agreed compared with 18% of AALANA staff.
- When asked whether RIT has done a good job providing programs and activities that promote diversity, staff were most positive with three-quarters agreeing (74%).

Comfort With Others/Social Interactions

- While a little less than one-third of responding staff believed their own social interactions were limited largely to people of their own race/ethnicity, closer to one-half (43%) believed most people's social interactions were limited.
- Nearly all staff (93%) agreed that they are comfortable with students of different racial/ethnic groups than their own, and 72% agreed that they feel comfortable being in situations where they are the only person of their racial/ethnic group.

Compatibility of Diversity Goal

- Four in five staff (79%) agreed that diversity and excellence are compatible goals.
- However, one-third of staff (32%) agreed that promoting diversity leads to greater numbers of less qualified students; 46% disagreed (including 61% of AALANA staff).
- Forty-three percent of staff respondents disagreed that promoting diversity leads to the hiring of greater numbers of less qualified staff, while 19% were neutral and the remaining 39% agreed. Two-thirds of AALANA staff disagreed.
- Almost two-thirds of staff (63%) said they would not recommend hiring a qualified underrepresented racial/ethnic minority candidate unless that person were the most qualified candidate (including about two-thirds of whites and Asians, and 40% of AALANA staff).

Desire for Increased Diversity

- Sixty percent of staff agreed that racial/ethnic diversity can strengthen RIT's academic programs.

Perceived Exclusion

- Sixty percent of staff disagreed that they sometimes see people excluded socially because of their race/ethnicity. On the other hand, about one-fifth of staff said they had seen people excluded, including 44% of AALANA staff.
- Approximately one-fourth of staff agreed that they know of people who have been treated unfairly at RIT because of race/ethnicity. Just over one-third know of people who have been treated unfairly because they are deaf or hard-of-hearing, and about 40% agreed they know of people who have been treated unfairly because of their gender. AALANA staff were more likely to have made such statements.

- Thirty-eight percent of staff agreed that they have read, heard, or seen insensitive or negative comments at RIT about racial/ethnic minorities, while 49% disagreed. AALANA and Asian staff were most likely to have agreed with the statement (58% and 53% respectively, compared to 34% of white staff).

Support Services on Campus

- Half of staff agreed that support services are sufficient (49%), and more than half agreed that such services are appropriate (57%). Differences in agreement existed across divisions.
- Well over half of staff agreed that they understand the roles of the diversity offices on campus, and believe the offices have impact, while nearly one-quarter (22%) disagreed that they understood the offices' roles.
- While 78% of staff agreed RIT should give more welcoming support and attention to all new staff, only 30% agreed RIT should give special attention to underrepresented racial/ethnic minority hires (55% of AALANA staff compared with 25% of whites).

Efforts to Break Down Barriers

- Three-quarters of staff (74%) agreed that they perceive an increase in efforts on campus to break down barriers between racial/ethnic groups.
- More than half of staff (56%) agreed that they should be strongly encouraged to attend cross-cultural workshops or events on campus and almost 60% agreed that they see potential value in more training and orientation around issues of cultural diversity and related issues; 60% agreed that there should be mandatory training for supervisory and mid-management staff on these issues as well as on leadership and communication skills. AALANA staff were much more supportive than were white staff.

- Most staff agreed (87%) that improving physical surroundings on campus creates improved opportunities for increased interaction among students, staff, and faculty.

Representation and a Voice in Decision-Making

- Less than half of staff (43%) agreed that racial/ethnic minorities are represented adequately on committees. AALANA staff were much more likely than whites or Asians to disagree).
- More than half of staff (59%) agreed that female staff are adequately represented on important University committees, while 19% of staff disagreed. AALANA staff were least likely to agree.
- Half of staff agreed that RIT does a good job seeking staff opinions about how to make the campus a better place.
- Staff were more likely to agree than disagree that RIT actively seeks and acts on staff views when shaping diversity programs —42% agreed, 36% were neutral, and 23% disagreed.
- Among staff, 50% agreed that Staff Council is a strong voice, while 33% were neutral and 18% disagreed. Female staff were most likely to agree.
- Two-thirds of staff agreed (67%) that their opinions matter within their Department.

Performance Appraisals/ Tenure

- Nearly half of staff (46%) disagreed and 36% agreed that managers should be held responsible for meeting diversity hiring and retention goals as part of their formal performance appraisal. Most AALANA and Asian staff agree, compared with 30% of white staff.
- Nearly one-third of staff (29%) agreed that the current performance appraisal system is adequate in terms of

rewards for meeting objectives and improving efforts to support diversity; 35% disagreed and 37% were neutral.

- Most staff (71%) agreed that they are treated fairly in their annual performance appraisal process.
- Half of staff (53%) agreed that expressing controversial views can have negative consequences.
- More than one-third (36%) of staff agreed that expressing controversial views can have negative consequences for staff, especially if a minority, while an additional 36% disagreed. About 60% of AALANA staff agreed, compared with 32% of white staff.

Deaf/Hard-of-Hearing Issues

- Half of staff agreed (51%) and 32% disagreed that they have observed effective communication among deaf, hard-of-hearing, and hearing people at RIT.
- Forty-three percent of staff agreed that there is a sufficient number of interpreters for deaf and hard-of-hearing persons for classes, clubs, and campus events at RIT. Staff differed across divisions in level of agreement on this issue.
- Nearly three-quarters of staff (71%) agreed that RIT staff, students, and faculty should learn at least the basics of ASL.

Feeling Comfortable at RIT

- About three-quarters of staff agreed that persons of racial/ethnic minority backgrounds whom they know, women they know, and deaf and hard-of-hearing persons they know all feel comfortable at RIT.

Mentoring

- Two-thirds of staff (67%) feel they have received adequate guidance/mentoring from other staff on campus.

- Seventy percent of staff (especially women) agreed that they see potential value in a more formal mentoring system for new staff.
- Slightly more than half of staff (54%) agreed that they would be willing to participate in a formal mentoring program with no specific recognition or incentive, and 29% would participate only if the time were credited in their formal performance appraisal.

RIT Pride/Feeling Valued

- About half of staff felt valued by faculty (53%), 59% felt valued by the administration, and most (81%) felt valued by other staff. Asian staff generally felt slightly more valued than others.
- Most staff agreed (87%) that they would recommend RIT to staff applicants, and 81% agreed that they would encourage an underrepresented minority person to come to RIT.
- Most staff agreed that they have an overall sense of pride about RIT (84%).

Summary Climate Scale Questions

- Three-quarters or more of staff agreed that the RIT climate is supportive of persons who are deaf or hard-of-hearing (79%), and that RIT is supportive of different cultural backgrounds (75%).
- More than two-thirds of staff agreed that the RIT climate is friendly (68%) and non-racist (68%). Less than half the AALANA staff selected a 4 or 5 (non-racist).
- More than half of staff agreed that the RIT climate is non-sexist (60%) and non-homophobic (54%).
- Less than half of staff believe the RIT climate includes a great sense of community (45%).

Faculty

General Diversity

- Most faculty agreed that diversity is good for RIT and should be actively promoted (87%), and more than three-quarters (though just over half of AALANA faculty) agreed that most of their fellow faculty genuinely support racial/ethnic diversity at RIT.

RIT Support for Diversity Initiatives

- Despite broad support for the concept of diversity, 36% of all faculty agreed that RIT places too much emphasis on diversity, while 41% disagreed. Whites and Asians were more likely than AALANA faculty to agree. There were substantial differences across colleges.
- Nearly two-thirds of faculty agreed (64%) that RIT admissions practices are consistent with the goal of increasing the number of students of underrepresented racial/ethnic backgrounds, and 74% agreed that RIT recruitment and hiring practices are consistent with the goal of increasing faculty of underrepresented racial/ethnic backgrounds (but AALANA faculty were substantially less likely to agree).
- Half of faculty agreed (51%) that RIT Administration pushes its minority hiring policies too forcefully. Males were more likely than females to agree.
- Almost two-thirds of faculty agreed that RIT has done a good job providing programs and activities that promote diversity (63%).

Comfort With Others/Social Interactions

- Nearly all faculty respondents agreed (93%) that they are comfortable with students of different racial/ethnic groups than their own.
- More than three-quarters of faculty agreed (77%) that they feel comfortable being in situations where they are the only person of their racial/ethnic group.

- But just over half of all faculty said other people's social interactions were largely limited to persons of their own race/ethnicity, and 38% indicated that their own social interaction were so limited, (particularly among white faculty).

Faculty Expectations/Interactions

- Most faculty agreed that RIT faculty are fair to students regardless of racial/ethnic background (85%), with 57% strongly agreeing.
- Overall, faculty agreed that most faculty have high academic performance expectations for all students (86%). Less than one-quarter agreed that most faculty have lower expectations for underrepresented students (22%). AALANA faculty were twice as likely as whites and Asians (41% versus 21% and 22%, respectively) to believe most faculty have lower expectations for underrepresented students.

Compatibility of Diversity Goal

- More than three-quarters of faculty agreed (78%) that diversity and excellence are compatible goals, and 61% strongly agreed.
- Almost two-thirds of the faculty agreed (64%) that it is acceptable to bring in students of underrepresented races/ethnicities based on different criteria, as long as expectations for performance are the same as for others; 16% strongly disagreed.
- Yet slightly more than one-third of faculty agreed (37%) that promoting diversity leads to greater numbers of less qualified students. However, 42% of faculty disagreed (including 65% of AALANA faculty). Substantial differences existed across colleges.
- Similarly, almost half the faculty (47%) disagreed that promoting diversity leads to hiring of greater numbers of less qualified faculty, while 35% agreed.

- Slightly less than half of the faculty agreed that underrepresented students are well prepared for college studies (45%), and slightly more than half agreed that majority students are well prepared (56%). White faculty were least likely to agree with both statements.
- More than one-half of faculty (53%) said that they would not recommend hiring a qualified underrepresented racial/ethnic minority candidate unless that person were the most qualified candidate. Men (59%) were much more likely than women (40%) not to recommend such a candidate. Several colleges differed considerably on this issue.

Desire for Increased Diversity

- Two-thirds of faculty (62%) agreed that they would like to see more students from underrepresented racial/ethnic minority backgrounds in their classes; 5% disagreed.
- The same proportion of faculty (62%) would like to see more underrepresented faculty at RIT. Virtually identical proportions (63%) would like to see more female faculty at RIT
- Two-thirds of faculty agreed (65%) that increased racial/ethnic diversity can strengthen RIT's academic programs.
- More than half of faculty (56%) agreed that RIT should do more to attract Rochester area minority students to attend RIT, while 32% were neutral and 12% disagreed.

Perceived Exclusion

- More than two-thirds of faculty disagreed that they sometimes see people excluded socially because of their race/ethnicity. But half of AALANA faculty said they had seen such exclusions, versus only 22% of Asian and 20% of white faculty.

- Approximately one-fourth of faculty agreed that they know of people who have been treated unfairly at RIT because of race/ethnicity, About one-third of faculty know of people who have been treated unfairly because they are deaf or hard-of-hearing, and slightly more (41%) know of people who have been treated unfairly because of their gender. Women were especially likely to know of cases in each situation, compared with their male colleagues.
- Thirty-eight percent of faculty agreed that they have read, heard, or seen insensitive or negative comments at RIT about racial/ethnic minorities, while 49% disagreed. More than half (55%) of AALANA faculty agreed, compared with 38% of whites and 30% of Asians. Differences existed across several colleges.
- Most faculty disagreed (70%) that they perceive racial/ethnic tensions in the classroom, while 18% agreed.

Support Services on Campus

- Less than half of faculty agreed that support services are sufficient (42%), but were more likely to agree that such services are appropriate (68%).
- Sixty percent of the faculty agreed that they understood the roles of the Commission for Promoting Pluralism and the Assistant Provost for Diversity, and 57% agreed that the offices have impact.
- Faculty overwhelming agreed that RIT should give more attention and welcoming support to all faculty hires (80%), while half as many (40%) agreed that RIT should give special attention to racial/ethnic minority hires. Special attention was requested by 57% of AALANA faculty, 39% of whites and 38% of Asians.

Efforts to Break Down Barriers

- More than two-thirds of faculty agreed (68%) that they perceive an increase in efforts on campus to break down barriers between racial/ethnic groups.

- Less than half of faculty agreed (44%) that they should be strongly encouraged to attend cross-cultural workshops or events on campus, with significant differences between women (61% agreed) and men (36% agreed). Similarly, white faculty were less interested (43%) than other racial/ethnic groups.
- Similar patterns were indicated when faculty were asked if they see potential value in more training and orientation around issues of cultural diversity and related issues.
- Just under half (48%) of faculty agreed that there should be mandatory training for Deans and Department Chairs. Again, females and AALANA faculty were most likely to be supportive.
- Most faculty agreed (87%) that improving physical surroundings on campus creates improved opportunities for increased interaction among students, staff, and faculty.

Representation and a Voice in Decision-Making

- About one-third of faculty (35%) agreed that racial/ethnic minority faculty are represented adequately on important University committees. AALANA and female faculty were much less likely to agree.
- More than half of faculty (55%) agreed that female faculty are adequately represented on important University committees; 20% of faculty disagreed. Males, Asians, and white faculty were most likely to agree.
- One-third of faculty agreed that RIT does a good job seeking faculty opinions about how to make the campus a better place; forty-two percent of faculty disagreed.
- Faculty were split almost in thirds when asked whether RIT actively seeks and acts on faculty views when shaping diversity programs—30% agreed, 33% were neutral, and 36% disagreed.

- One-third of faculty agreed (35%) that Academic Senate is a strong voice, while 33% were neutral and 32% disagreed.
- Three-quarters of faculty agreed (77%) that they feel their opinions matter within their Department.

Performance Appraisals/Tenure

- Nearly half of faculty disagreed that Deans (45%) and Department Chairs (47%) should be held responsible for meeting diversity hiring and retention goals as part of their formal performance appraisal; 39% and 35%, respectively, agreed. AALANA faculty were much more likely than whites to agree.
- About one-third of faculty (35%) agreed that the current performance appraisal system is adequate in terms of rewards for meeting objectives and improving efforts to support diversity; 28% disagreed.
- Most faculty (76%) agreed that they are treated fairly in their annual performance appraisal process.
- Nearly half of faculty agreed that the tenure process is fair for all (46%), while 28% were neutral and 26% disagreed. More than half of the men agreed (52%) and 35% of the women faculty agreed. AALANA faculty were less likely to agree (33%).
- One-quarter (24%) of all faculty said that underrepresented minorities receive preferential treatment in the tenure process, while 45% disagreed. Only 7% agreed that minorities are discriminated against in the tenure process, while 62% disagreed.
- More than two-thirds of faculty agreed that expressing controversial views can have negative consequences, especially if not tenured (68%), while 12% were neutral and 20% disagreed.
- Less than one-third of faculty agreed that expressing controversial views can have negative consequences,

especially if the person is a racial/ethnic minority (29%), while 45% disagreed. AALANA faculty were twice as likely as whites (54% versus 26%) to agree.

Deaf/Hard-of-Hearing Issues

- Faculty were slightly positive regarding whether they have observed effective communication among deaf, hard-of-hearing, and hearing people at RIT; 44% agreed while 39% disagreed.
- Nearly one-third of faculty agreed (32%) that they feel there is a sufficient number of interpreters for deaf and hard-of-hearing persons for classes, clubs, and campus events at RIT (60% disagreed). There were significant differences in perceptions across colleges. AALANA faculty were most likely to disagree.
- Less than half of faculty agreed (48%) that RIT staff, students, and faculty should learn at least the basics of ASL. Most women (60%) and AALANA (71%) faculty agreed compared with less than half of men and non-AALANA colleagues.
- Fifty-nine percent of faculty agreed that RIT faculty make enough effort to assist students who are deaf or hard-of-hearing.

Feeling Comfortable at RIT

- About two-thirds of faculty agreed that persons of racial/ethnic minority backgrounds whom they know, and of women they know feel comfortable at RIT.
- Three-quarters of all faculty agreed that deaf and hard-of-hearing persons they know feel comfortable at RIT.

Mentoring

- Sixty percent of faculty feel they've received adequate guidance/mentoring from other faculty on campus.

- Three-quarters of faculty agreed that they see potential value in a more formal mentoring system for new staff and faculty.
- Faculty were asked whether faculty should be expected to serve as mentors for new faculty hires. Three-quarters agreed.
- More than half of faculty (57%) agreed that they would be willing to participate in a formal mentoring program with no specific recognition or incentive, and 44% agreed that they would be willing to participate as a mentor only if the time is credited to their formal performance appraisal. Women and AALANA faculty were more likely to agree to the latter.

RIT Pride/Feeling Valued

- Nearly three-quarters of faculty (72%) felt valued by other faculty, while slightly more than half (56%) felt valued by the administration. Differences existed across colleges.
- Eight-two percent of faculty agreed that they would recommend RIT to prospective faculty members, and 85% would encourage an underrepresented minority person to come to RIT.
- More than three-quarters of faculty agreed (78%) that they have an overall sense of pride about RIT.

Summary Climate Scale Questions

- Between two-thirds and three-quarters of faculty believe that the RIT climate is supportive of persons who are deaf or hard-of-hearing (74%), non-racist (70%) and supportive of different cultural backgrounds (69%). AALANA faculty were significantly more likely to disagree about the latter two dimensions.

- Slightly more than half of faculty believe the RIT climate is non-sexist (56%) and friendly (62%). Two-thirds of male faculty, and one-third of female faculty believe the campus is non-sexist.
- Less than half of faculty believe the RIT climate is non-homophobic (49%).
- Approximately one-third of faculty believe the RIT climate includes a great sense of community.

VII. RESULTS BY DEMOGRAPHICS

In this chapter we present a synopsis of results for each of three important demographic categorizations of survey respondents—gender, race/ethnicity, and college/division. No new information is presented in this chapter. It is simply organized in different ways than in the previous chapters, in order to summarize in one place the sense of what males and females, persons of different racial/ethnic backgrounds, and persons in different colleges in divisions said about various topics. Responses to every question are not included here, but the overall sense of what respondents said by gender, race/ethnicity, and college/division about each theme is captured in the following summary. In general, statements made for each group below were fairly consistent in the overall trends across students, staff, and faculty subgroups unless specifically noted otherwise.

Gender

General Diversity

- The vast majorities of both men and women in each survey agreed that diversity is good for RIT, although women were more likely than men in all three surveyed groups to strongly agree.
- Both males and females agreed in large proportions that most people they know at RIT genuinely support diversity.

RIT Support for Diversity Initiatives

- There were few significant differences between males and females concerning whether RIT places too much emphasis on racial/ethnic diversity. Both were split across all three surveys.
- Half or more of both males and females in each survey were either neutral or selected NA/Don't Know when asked whether RIT admissions practices are consistent with the goal of increasing the number of underrepresented minority students.
- Among staff and faculty, females were slightly more likely than males to agree that RIT recruitment and hiring practices are consistent with the goal of increasing the number of employees with underrepresented racial/ethnic backgrounds, by a margin of 5 to 6 percentage points.
- Among faculty, males were more likely than females to agree (57% versus 38%) that RIT pushes minority hiring practices too forcefully, while among staff the reverse was true, with males less likely than females to agree (43% versus 51%).

Comfort with Others/Social Interactions

- Male and female students responded to these questions almost identically when asked if they feel comfortable going to see RIT faculty members, including faculty members of a different racial/ethnic background.
- In all three surveyed groups, females were more likely than males to agree both that their own interactions, as well as most people's interactions, on campus are largely limited to persons of their own race/ethnicity. Differences were most pronounced when asked about "most people's" social interactions; 47% of male faculty agreed, compared to 61% of female faculty.
- Male students were somewhat more likely than female students to agree that majority and minority students get along well (79% versus 74%).

Faculty Expectations/Interactions

- Male faculty were more likely (89%) than female faculty (78%) to agree that most faculty they know at RIT are fair to all students regardless of students' racial/ethnic backgrounds, and more likely (61% versus 48%) to strongly agree
- There were only small differences by gender for the question about whether faculty have high expectations for all students.
- Male and female students responded very similarly to the statement "I have been treated fairly by faculty members."
- Both males and females reported similar problems learning from some faculty whose first language is not English.

Compatibility of Diversity Goal

- Both males and females overwhelmingly agreed that the goals of diversity and excellence are compatible, though across all three groups, females were more likely than males to agree, with a 16 percentage point difference between male and female faculty, an 11 percentage point difference for staff and a 7 point difference for students.
- Female students and faculty were somewhat more likely than their male counterparts to agree that it is OK to recruit underrepresented students based on different criteria as long as expectations of success are the same for all students on campus.
- Male respondents were more likely than females to agree that promoting diversity leads to greater numbers of less qualified students, particularly among faculty (43% to 25%) and among students (42% to 31%).
- As with student admissions, male faculty were more likely than females to agree that promoting diversity leads to greater numbers of less qualified faculty (41% versus 23%). Similarly, 38% of male students and 26% of females agreed that less qualified hires would result. No gender differences existed among staff.

- Female students and faculty were somewhat more likely than male students and faculty to agree both that most underrepresented students are well-prepared for college studies, and that most majority students are well-prepared.
- Male faculty were much more likely than female faculty to disagree (59% versus 40%) that they would recommend hiring a qualified underrepresented candidate if the person were not the most qualified. Among staff, there were no meaningful differences.

Desire for Increased Diversity

- Women were approximately ten percentage points more likely than men to agree among both students and faculty that they would like to see more underrepresented racial/ethnic students in their classes.
- Female students were more likely than male students to want to see more underrepresented faculty (38% versus 25%) at RIT. Female faculty were also much more likely than males to agree (73% versus 57%).
- Interestingly, male students were one percentage point more likely than female students to agree they would like to see more female faculty. Among faculty, the proportion of males that agree is virtually the same as those wishing for more racial/ethnic faculty (57% and 56%). Among female faculty, the proportion agreeing they would like to see more female faculty is about five percentage points higher than the proportion agreeing they would like to see more underrepresented minorities (78% and 73%).
- Female students were more likely than male students to agree (27% versus 16%) that their education would be better if they could take classes that include emphasis on multicultural diversity.
- Women were more likely than men to agree among students and faculty that increased diversity can strengthen RIT's academic programs (about 8% more among students and 12%

more among faculty). Among staff there was almost no difference by gender.

- Female faculty were somewhat more likely than males to agree (61% versus 54%) that RIT should do more to attract Rochester-area minority students to RIT.

Perceived exclusion

- Male faculty were less likely than females to agree (18% versus 28%) that they sometimes see people excluded on campus because of their race/ethnicity. No gender differences occurred among staff or students.
- In all cases, females were more likely than males to agree that they know of people who have been treated unfairly. The differences were particularly pronounced among faculty. Two thirds of female faculty (64%) agreed that they knew of people who had been treated unfairly at RIT because of gender, compared to 29% of male faculty. Similarly, almost twice as many female as male faculty knew of people who had been treated unfairly because they are deaf or hard-of hearing (46% versus 24%). Also, 31% of women knew of people treated unfairly due to their racial/ethnic ethnicity, compared to 19% of men. Though not quite as dramatic, the male-female patterns were the same for staff and students as well.
- Female faculty were 10 percentage points more likely than male faculty to agree that they have observed insensitive or negative comments at RIT about racial/ethnic minorities (45% versus 35%), but male staff were more likely than female staff to agree (42% versus 35%). There were almost no gender differences among student responses.
- Female students were somewhat more likely than male students to agree (28% versus 23%) that they sometimes perceive racial/ethnic tensions in the residence halls. Male faculty were more likely than female faculty to disagree that they perceive tensions in the classroom (76% versus 57%).

Support Services on Campus

- Female faculty were less likely than male faculty to agree that special support services for underrepresented faculty are sufficient (32% versus 47%), and were more likely to agree that services are appropriate (73% versus 66%). Female staff were more likely than male staff to agree that services for underrepresented staff are sufficient (52% versus 45%) and were also more likely to agree they are appropriate (59% versus 54%). Female students were more likely than male students to agree that it is appropriate to provide such supports for underrepresented students (51% versus 44%), although there were no differences in perceived sufficiency.
- Female staff and faculty were both especially strong advocates of added attention to new hires in terms of welcome, orientation, and support.
- Female students were somewhat more likely than male students to agree that they are aware of student groups (59% versus 52%), and were much more likely to agree that the clubs provide valuable support to students (72% versus 57%).

Efforts to Break Down Barriers

- Women in each of the three surveyed groups were more likely to agree than men that they perceive an increase in efforts to break down barriers between racial/ethnic groups.
- Female faculty were more likely than males to agree that faculty should be strongly encouraged to attend cross-cultural workshops or events (61% versus 36%). Similarly, female students (50%) were more likely to agree than male students (36%), and female staff (60%) were more likely than male staff (50%) to agree.
- Female faculty were much more likely to agree (57%) than male faculty (39%) that they see potential value in more training for faculty around issues of diversity and sensitivity, etc. Female staff were somewhat more likely than male staff to agree (6 percentage point difference).

- Female faculty were more likely than males to agree (63% versus 40%) that there should be mandatory training for Deans regarding diversity, leadership, communication skills, etc. Similarly, female staff were more likely than male staff to agree (65% versus 55%) concerning division heads.
- Three-quarters (74%) of female students agreed that there should be more efforts to bring racial/ethnic student groups together, compared to 66% of male students.
- There were no substantial differences between genders concerning the FYE orientation, except that males were slightly more likely than females to agree that FYE includes enough emphasis on multicultural diversity.

Representation and a Voice in Decision-Making

- Female faculty were much less likely than male faculty to agree (24% versus 41%) that minority staff are adequately represented on University committees. Female staff, however, were more likely than male staff to agree (45% versus 39%).
- 64% of male faculty agreed that female faculty are adequately represented on important University committees, compared to 37% of female faculty. Similarly, 70% of male staff agreed that female staff are adequately represented, compared to 51% of female staff.
- There was no gender difference when asked if RIT does a good job seeking student/staff/faculty opinions about how to make the campus a better place.
- Female students were somewhat more likely than male students to agree that RIT actively seeks and acts on students' views in shaping diversity programs (42% versus 36%).
- Female faculty were more likely than male faculty to agree that Academic Senate is a strong voice for change and strengthening RIT (47% versus 29%). Female staff were also more likely than male staff to agree that Staff Council is a strong voice (54% versus 43%).

- Female students were somewhat more likely than male students to agree that Student Government is helpful in bringing students together (41% versus 35%).

Performance Appraisals /Tenure

- Female faculty were more likely to agree (45%) than male faculty (36%) that Deans should be held responsible for meeting faculty diversity hiring and retention goals.
- Similarly, female faculty were more likely to agree (42%) than males (31%) that Department Chairs should be held responsible for meeting faculty diversity hiring and retention goals.
- Male faculty were substantially more likely than female faculty to agree (40% versus 26%) that the performance appraisal system is adequate. Male staff were slightly more likely than female staff to agree (32% versus 26%).
- There were no substantial differences by gender concerning whether the person is treated fairly in the annual performance appraisal process.
- Female faculty were less likely than male faculty to agree that the tenure process is fair for all (35% versus 52%) .
- Males were more likely than females to agree that minorities receive preferential treatment in the tenure process (27% versus 16%), and were less likely than females to believe that minorities are discriminated against (5% versus 13%).
- There were no meaningful differences by gender for either staff or faculty concerning the perception of whether expressing controversial views can have negative consequences.
- Female faculty were eight percentage points more likely than males to agree that expressing controversial views can have negative consequences, especially if a person is a racial/ethnic minority. Staff differences by gender were very small.

Deaf/Hard-of-Hearing Issues

- Male faculty were more likely than female faculty to agree that there is effective communication between deaf, hard-of-hearing, and hearing people at RIT (48% versus 37%). Differences by gender among staff and students were very small.
- Males were slightly more likely than females in all three surveyed groups to agree that there are a sufficient number of interpreters on campus.
- Women in each group were more likely than males by between 14 and 18 percentage points to agree that persons at RIT should learn ASL: 70% of all female students, 76% of female staff, and 60% of female faculty all advocated for learning ASL.
- Among both students and faculty, males were somewhat more likely than females to agree that faculty make enough effort to assist deaf or hard-of-hearing students.

Feeling Comfortable at RIT

- Male faculty were more likely than female faculty to agree that persons of racial/ethnic minority backgrounds whom they know feel comfortable at RIT (68% versus 55%).
- There was very little difference by gender among staff, and female students were more likely than male students to agree that women whom they know feel comfortable on campus (79% versus 74%). However, female faculty were substantially less likely (56%) to agree than male faculty (75%).
- Female students were slightly more likely than male students to agree that deaf or hard-of-hearing people whom they know feel comfortable at RIT (79% versus 73%), while male faculty were more likely than female faculty to agree (77% versus 64%).

Mentoring

- There were no substantial gender differences concerning mentoring and personal attention from faculty advisors.
- Female faculty were more likely than male faculty to agree that they see potential value in a more formal mentoring system for new faculty (83% versus 71%). Similarly, female staff (75%) were more likely than males (62%) to agree that they see value in a more formal mentoring system for new staff.
- Differences by gender were small among both faculty and staff regarding willingness to participate in a formal mentoring program as a volunteer.
- Female faculty (53%) were more likely than males (39%) to agree they would participate in a formal mentoring system only if the time were credited to their formal performance appraisal.

RIT pride/feeling valued

- Gender differences were small in the extent to which people responded feeling valued, that they would recommend RIT to prospective students/staff/faculty, or would encourage underrepresented minority persons being considered for a staff or faculty position to come to RIT.
- Differences by gender were small in reported sense of pride about RIT.

Summary Scale questions

- Racist/non-racist—Female faculty were more likely than male faculty to suggest the University tends towards being racist (13% versus 6%); conversely, male faculty were more likely to indicate RIT is non-racist (77%) compared to female faculty (56%). Similarly, though by smaller margins, male staff were more likely than female staff to suggest that the RIT climate is non-racist (73% versus 65%, respectively). Male students were more likely than female students to portray the campus as non-racist (75% versus 65%), with more female students neutral (28% versus 18% of males).

- Sexist/non-sexist—One-third of female faculty (34%) indicated the campus tends toward being sexist, compared to 13% of male faculty. Conversely, one-third of female faculty (33%) and 68% of male faculty indicated the campus is non-sexist (4 or 5 on the scale). Differences by gender among students and staff were smaller, though in both groups females were more likely than males to select a 1 or 2 (sexist). Just over half of the female staff (55%) and just under half of female students (47%) selected a 4 or 5 (non-sexist).
- Homophobic/non-homophobic—Differences by gender among staff and students were relatively small. Among faculty, females were twice as likely as males (28% versus 14%) to select a 1 or 2 (homophobic).
- Not supportive/supportive of cultural backgrounds—Male faculty were more likely than female faculty to select a 4 or 5, indicating the RIT climate is supportive of different cultural backgrounds (73% versus 60%). Differences by gender among students and staff were very small.
- Not supportive/supportive of persons who are deaf/hard-of-hearing—Differences by gender among staff and students were small. Male faculty were more likely than female faculty to choose a 4 or 5 (supportive) (78% versus 65%).
- Not Friendly/friendly—Differences by gender were relatively small, except that 16% of female faculty members selected a 1 or 2 (not friendly) compared with 9% of males.
- Little sense/great sense of community— Male faculty were more likely than female faculty to select a 4 or 5 (great sense of community) (36% versus 27%). Differences by gender among students and staff were relatively small, though male students were somewhat more likely to select a 1 or 2 (little sense of community) than female students (44% versus 37%).

Race/Ethnicity

General Diversity

- Overall, students, staff, and faculty appear to support diversity across all racial/ethnic groups. Among students, AALANA,

Asian, and International students agreed that diversity is good for RIT at a rate of 87%, while 69% of white students agreed. Among staff, Asians were most likely to agree, but all groups were at 80% agreement or higher. Among faculty, almost 90% of all racial groups were in agreement.

- Among both faculty and staff, AALANA employees were less likely than either white or Asian respondents to agree that most faculty/staff they know genuinely support racial/ethnic diversity at RIT (by 11 to 29 percentage points), and were more likely to strongly disagree. Among students, racial differences were less pronounced. Between 20% and 30% of the students in each racial group were neutral.

RIT Support for Diversity Initiatives

- Among students, whites were nearly twice as likely to agree (33%) as Asian or International students (both 18%) or AALANA students (13%) that RIT places too much emphasis on diversity. Among staff, both white (42%) and Asian staff (35%) were much more likely than AALANA staff (16%) to agree. Faculty followed a similar pattern to staff, though without as strong a difference among groups. Conversely, AALANA students, faculty, and staff were more likely to strongly disagree than the other racial groups in the survey.
- AALANA respondents are somewhat less likely to agree that admissions practices are consistent with the goal of increasing underrepresented students than other racial groups, especially among staff and faculty. Among students, non-white respondents agreed in similar proportions (36% to 38%), while whites were more likely to agree (44%). Among staff and faculty, whites and Asians were both more likely than AALANA employees to agree.
- AALANA employees were less likely than whites or Asians to agree that hiring practices are consistent with the goal of increasing employees of underrepresented backgrounds. Among faculty, 34% of AALANA faculty disagreed, compared to 10% of whites and 2% of Asians. Among staff,

approximately one-quarter of both AALANA and Asian employees disagreed, compared to 7% of whites.

- About half of white staff (53%), Asian staff (49%), and white faculty (52%) agreed that RIT pushes minority hiring practices too forcefully. AALANA faculty were less likely to agree (32%), and AALANA staff were much less likely to agree (18%). More than half of both AALANA staff and faculty disagreed with the statement.
- Overall, half or more of each racial group agreed that RIT has done a good job providing programs and activities that promote diversity, but among staff and faculty, whites and Asians agreed in higher proportions than among AALANA respondents.

Comfort with Others/Social Interactions

- More than two-thirds of students in all racial groups agreed that they are comfortable going to see faculty. Interestingly, when asked whether they are comfortable with faculty of different racial backgrounds than their own, students in all four racial/ethnic groups were even more likely to agree than when the question was asked without a racial reference.
- High levels of agreement that “I am comfortable with students of different racial/ethnic groups than my own” were reported across all racial/ethnic groups in each survey.
- Between 59% and 82% of students in each racial group agreed that majority and minority students get along well with each other, and between 56% and 79% agreed that most students they know are comfortable with students of different racial groups than their own.
- Differences among racial/ethnic groups existed but were small in magnitude concerning being comfortable in situations where a person is the only person of their own racial/ethnic group.

Faculty expectations / interactions

- AALANA faculty were less likely to agree (62%) than white (88%) or Asian faculty (81%) that most faculty they know are fair to all students regardless of students' racial/ethnic backgrounds.
- Nearly three-quarters or more of students and faculty in each racial group agreed that faculty have high academic expectations for all students (72% to 87%). When asked about lower expectations for underrepresented students, 41% of AALANA faculty agreed compared to 21% of white and 22% of Asian faculty. Among students, International students (25%) and AALANA (20%) were more likely than white (14%) or Asian students (10%) to agree.
- White students reported the greatest difficulty learning from some faculty whose first language is not English. While 66% of white students agreed that they have trouble learning in this situation, 52% of Asian students, 45% of AALANA students, and nearly half (31%) of International students agreed.

Compatibility of Diversity Goal

- Racial differences were very small among faculty, with between 78% and 81% of all racial/ethnic groups agreeing that if RIT strives for diversity it doesn't mean it has to compromise the goal of excellence. Among staff, the range was between 70% and 83%; among students, the range was from 73% to 86%.
- Among students, AALANA and International students were most likely to agree that it's OK to admit students of underrepresented races/ethnicities based on different criteria, as long as expectations of success are the same for all (65% and 68%), while only 39% of white students agreed. Conversely, among faculty, white faculty were the most likely to agree (66%).
- Among all three groups, AALANA were most likely to disagree that promoting diversity leads to the admission of greater numbers of less qualified students. Among students,

AALANA were twice as likely as whites to disagree (66% versus 33%).

- White students and faculty were most likely to agree that promoting diversity leads to the hiring of greater numbers of less qualified faculty (40% and 36%), while AALANA students and faculty were least likely to agree (14% and 22%). Two-thirds of AALANA staff, students, and faculty disagreed, as did most Asian faculty and staff, and most International students.
- White faculty were less likely than AALANA and Asian faculty to agree that underrepresented students are well prepared for college classes. They were also slightly less likely than Asian and AALANA faculty to believe majority students were well prepared either.
- About half of both white and AALANA faculty were opposed to hiring anyone but the most qualified person. Asian faculty were the most opposed (58%). Among staff, two-thirds of both whites and Asians disagreed, compared with 40% of AALANA staff, and 43% of both whites and Asians strongly objected, compared with 24% of AALANA staff.

Desire for Increased Diversity

- AALANA faculty were somewhat more likely than white or Asian faculty to agree that they would like to see more underrepresented students in their classes. White students were much less likely to agree that they would like to see more faculty from underrepresented backgrounds teaching classes (22%) than Asian or International students (both 49%) or AALANA students (71%).
- More than two-thirds of AALANA students (70%) agreed that they would like to see more underrepresented faculty in their classes, compared to 49% of International students, 40% of Asian students, and 21% of white students. Similar proportions of faculty of different races/ethnicities (between 62% and 72%) agreed they would like to see more underrepresented faculty teaching at RIT.

- AALANA students were most likely to agree that they would like to see more female faculty on campus (65%), and white students were least likely (44%). But that 44% doubles the support white students evidenced for additional racial/ethnic minority students or faculty in the classroom. Similarly, AALANA faculty were most likely to agree (73%) compared to their white and Asian colleagues (both 64%).
- Among all three surveyed groups, AALANA respondents were substantially more likely than other racial/ethnic groups to agree that they would like their ranks to grow. Nearly three-quarters of AALANA faculty agreed (71%). Almost two out of three AALANA students (64%) and staff (66%) somewhat or strongly agreed, compared with about 10% of white students, faculty, and staff; 62% of white students were neutral. In short, most AALANA faculty, staff, and students wish to see expansion of their critical mass, whereas few whites are eager for their ranks to grow.
- White students were much more likely to disagree (56%) than Asians (33%), International students (24%), or AALANA students (23%) that their education would be better if they could take more classes that include emphasis on multicultural diversity and understanding. Even among non-white students, there was no groundswell of support for expanded multicultural classes: 39% support among AALANA students, 37% among International students, and 24% among Asian respondents.
- Among all three surveyed groups, AALANA respondents were most likely to agree that increased racial/ethnic diversity can strengthen RIT's academic programs, with over three-quarters of AALANA staff and faculty, and two-thirds of AALANA students agreeing. Most white staff and faculty were supportive, but only a third of white students.
- AALANA faculty were somewhat more likely to agree that RIT should do more to attract Rochester-area minority students (70%) compared to Asian faculty (56%) and white faculty (55%).

Perceived Exclusion

- AALANA faculty and staff were much more likely than their colleagues to agree that they sometimes see people excluded socially on campus because of their race/ethnicity. While 49% of AALANA faculty agreed, only 22% of Asian faculty and 20% of white faculty agreed. Similarly, 44% of AALANA staff agreed compared to 31% of Asian staff and 17% of white staff. Among students, AALANA, Asian, and International students agreed in similar proportions (from 36% to 40%), while 17% of white students agreed.
- In all three groups, AALANA respondents were most likely to agree that they know of people who have been treated unfairly because of their race/ethnicity, including 58% of AALANA staff, 44% of AALANA faculty, and 50% of AALANA students. In addition, 47% of AALANA faculty know of people treated unfairly because of their gender.
- AALANA respondents were most likely to agree that they have observed negative comments at RIT about racial/ethnic minorities. More than one-half of AALANA staff, students, and faculty agreed compared to more than one-third of whites and between one-third and one-half of Asians.
- AALANA students were much more likely to agree (46%) than their white (20%), Asian (28%), or International (31%) colleagues that they perceive tensions in the residence halls. Between 21% and 32% of students in all racial groups strongly disagreed. While 15% of students overall agreed that they sometimes perceive racial/ethnic tensions in the classroom, AALANA students were much more likely to agree (32%) than their International (20%), Asian (18%), or white (12%) counterparts. Similarly, AALANA faculty were more likely (32%) to agree than their white (17%) or Asian (12%) counterparts.

Support Services on Campus

- More than half of white students agreed that support services for students of racial/ethnic minority backgrounds are

sufficient (56%), compared to 46% of AALANA students, and 37% to 38% of International and Asian students, respectively. Two-thirds of AALANA students (68%) and 70% of International students agreed that the supports are appropriate, compared to 51% of Asian students and 41% of white students. Among staff, slightly more than one-half of whites, two-thirds of AALANA, and three-quarters of Asians agreed that support services are appropriate. AALANA faculty were twice as likely as white faculty to disagree that services are sufficient (40% versus 19%). However, white and AALANA faculty agreed in similar proportions that the services are appropriate (69% and 73%), compared to 57% of Asian faculty.

- Among faculty, whites were most likely to agree that they understand the roles of the diversity offices (62%) compared to 58% of AALANA and 48% of Asian faculty. White faculty were also most likely to agree that the offices have impact (59%) compared to 54% of AALANA and 52% of Asian faculty. Among staff, Asians were most likely to agree that they understand the roles of the offices (68%) compared to 57% of whites, and 54% of AALANA. More than half of staff of all races agreed that the offices have impact.
- Among faculty, more than 70% of whites, AALANA, and Asians agreed that RIT should give more attention to all hires. However, 57% of AALANA, 39% of whites, and 38% of Asian faculty agreed that minorities should be given special attention. Among staff, while 71% to 79% of all racial groups agreed that RIT should give more attention to all new staff hires, AALANA staff were more than twice as likely (55%) as white staff (25%) to agree that underrepresented minorities should be given special attention; 36% of Asian staff agreed.
- 81% of AALANA students, two-thirds of both International and Asian students, and 49% of white students agreed that they are aware of student groups and services. Further, 62% of students believe these clubs provide valuable support to students. AALANA were most likely to agree that they provide valuable support (81%), compared to 63% and 64% of Asian and International students, and 59% of white students.

Efforts to Break Down Barriers

- Among students, AALANA respondents were most likely to agree that they perceive an increase in efforts to break down barriers (48%) compared to 43% of International students, 39% of Asian students, and 37% of white students. Among faculty, about two-thirds of all racial groups agreed.
- AALANA in each group were most likely to agree that students/staff/faculty should be encouraged to attend cross-cultural workshops or events, with 69% of AALANA students (and 68% of International students), 61% of AALANA faculty, and 76% of AALANA staff agreeing. White faculty and staff indicated less interest (43% and 34%, respectively).
- AALANA staff and faculty were more likely to agree that they see value in more training/orientation around issues of cultural diversity, etc., compared to their white and Asian counterparts, though more than half of all staff racial groups expressed support.
- White, AALANA, and Asian staff expressed support for mandatory training for supervisory and mid-management staff regarding diversity, etc. Among faculty, only about a third of the Asian faculty, and just under half of the whites, were supportive of such training for Deans and Department chairs. In both surveys, AALANA staff and faculty were much more likely than those in other racial groups to agree in general, and especially to strongly agree.
- AALANA and International students were most likely to agree there should be more efforts to bring racial/ethnic student groups together to encourage mixing, rather than separating students (85% and 82%, respectively), compared to 76% of Asian students and 64% of white students.
- Across all groups, about three-quarters or more of all racial/ethnic groups expressed support for improved physical surroundings.

- More than half of International students agreed (52%) that FYE orientation helps students adjust to college, compared to 46% of AALANA, 41% of Asians, and 33% of white students.
- While 71% of AALANA students agreed that FYE should mix students more across colleges, 69% of International students agreed compared to 60% of Asian students and 52% of white students. Similarly, 71% of AALANA students agreed that FYE should focus more on mixing students across races/ethnicities, compared to between 39% and 66% of students in other racial groups.
- White students were most likely to agree (48%) that FYE includes enough emphasis on multicultural diversity, compared to 43% of Asian students, 38% of International students, and 35% of AALANA students. About 40% of all racial groups were neutral.

Representation and a Voice in Decision-Making

- AALANA staff and faculty were considerably less likely than their colleagues to agree that minority staff or faculty are adequately represented on important University committees.
- Asian staff were most likely to agree that women are adequately represented on important University committees (72%), compared to 60% of white staff, and 46% of AALANA staff. Among faculty, whites and Asians agreed in similar proportions (57% and 53%), while 31% of AALANA agreed. For direct comparison purposes, 26% of AALANA staff indicated that minorities are adequately represented on committees, and 46% said women are; among AALANA faculty, those percentages were 22% and 31%.
- RIT does a good job seeking student/staff/faculty opinions about how to make the campus a better place--differences by race were relatively small among students and faculty. However among staff, differences by race were more pronounced. Forty-eight percent of white staff agreed that RIT does a good job seeking staff opinions, compared to 51% of AALANA staff, and 61% of Asian staff.

- RIT actively seeks and acts on student/staff/faculty views in shaping diversity programs on campus--differences by race were small among white, AALANA, and Asian students (36% to 39%), while 47% of International students agreed that RIT actively seeks and acts on student's views. Faculty differences by race were small. Among staff, whites were least likely to agree (40%), compared to 49% of AALANA and 57% of Asian staff.
- When asked whether Academic Senate is a strong voice for change and strengthening RIT, differences in agreement by race among faculty were relatively small, ranging from 35% of whites agreeing to 43% of AALANA. Among staff, whites were also less likely to agree that Staff Council is a strong voice (49%) compared to 53% of AALANA and 67% of Asians.
- There was general agreement among the majority of respondents in all racial groups that their opinions matter in their Department.
- AALANA students were more likely to agree that Student Government is helpful in bringing students together (52%) than International students (41%), Asian students (39%) or white students (35%).

Performance Appraisals/Tenure

- Overall, AALANA faculty and staff were more likely to agree that Deans and Managers should be held responsible for meeting diversity hiring and retention goals. Almost two-thirds (64%) of all AALANA faculty agree that Deans should be held responsible, compared with 36% of whites and just under half the Asian faculty. Similarly, among staff, 71% of AALANA respondents thought managers should be held responsible, compared with 56% of the Asian staff and 30% of white staff.
- AALANA and Asian faculty were more likely to agree that Department chairs should be held responsible for meeting faculty diversity hiring and retention goals (61% and 58%) than their white colleagues (31%).

- AALANA faculty were less likely to agree (23%) than their white (36%) or Asian (39%) counterparts that the performance appraisal system currently in place is adequate in terms of providing rewards for meeting objectives. Among staff, whites were least likely to agree (27%) compared to AALANA (32%) or Asian staff (40%).
- Among staff, whites were most likely to agree (73%) that they are treated fairly in the performance appraisal process, compared to 63% of AALANA and 57% of Asian staff. Among faculty whites were also most likely to agree (78%) compared to 60% of Asians and 53% of AALANA.
- One-third of AALANA faculty agree that the tenure process is fair for all, compared to 48% of white faculty and 50% of Asian faculty.
- One-quarter of white faculty believe that minorities receive preferential treatment in the tenure process, compared to 18% of AALANA and 10% of Asian faculty; 42% of AALANA strongly disagree compared to 28% of Asians and 19% of whites. One-fifth of AALANA faculty agree that underrepresented minorities are discriminated against in the tenure process (20%) compared to 7% of whites and 3% of Asians.
- AALANA faculty were more likely to agree (80%) than white (67%) or Asian faculty (59%) that expressing controversial views can have negative consequences. White and AALANA staff agreed in similar proportions (54% and 50%), while Asian staff were less likely to agree (41%).
- AALANA faculty were more than twice as likely as white faculty to agree that expressing controversial views can have negative consequences, especially if person is a racial/ethnic minority (54% versus 26%), while 35% of Asian faculty agreed. Six out of ten AALANA staff agreed (59%) compared to 46% of Asian staff and 32% of white staff.

Deaf/Hard-of-Hearing Issues

- Staff in different racial groups agreed in similar proportions that there is effective communication among deaf, hard-of-hearing, and hearing people at RIT, ranging from 48% to 51%. AALANA faculty were most likely to agree that there is effective communication between persons of different hearing status (59%), compared to Asian faculty (43%) and white faculty (42%). Among students, whites, AALANA, and Asians agreed in nearly identical proportions (39% to 40%), while International students were more likely to agree (55%).
- Racial differences among students were small, but white staff were much more likely than other staff to disagree that there are a sufficient number of interpreters (47%, compared to 25% of AALANA staff and 14% of Asian staff). Among faculty the racial difference was most pronounced; 65% of white faculty disagreed compared to 38% of AALANA faculty and 27% of Asian faculty. That is, white faculty and staff are less likely than non-whites to believe there are sufficient numbers of interpreters available.
- AALANA respondents were most likely in all three surveyed groups to agree that members of the RIT community should learn at least the basics of ASL. Differences by race were most pronounced among faculty, with 71% of AALANA faculty agreeing, compared to 48% of white faculty and 28% of Asian faculty (a high proportion of Asian faculty were neutral).
- RIT faculty make enough effort to assist students who are deaf or hard-of-hearing--differences by race were small among students, but were more pronounced among faculty; 57% of white faculty agreed, compared to 64% of AALANA faculty and 82% of Asian faculty.

Feeling Comfortable at RIT

- Persons of racial/ethnic minority backgrounds whom I know feel comfortable at RIT—there was relatively high agreement across all racial groups in each survey.

- Among all three surveyed groups, AALANA were least likely to agree that women feel comfortable at RIT, though most nonetheless still agreed at high levels.

Mentoring

- Among staff, agreement that they feel they have received adequate guidance/mentoring ranged from 62% of Asians to 67% of white staff. Fifty-eight percent of AALANA faculty agreed compared to 59% of whites and 68% of Asians. More than half of students (58%) feel they've received adequate guidance/mentoring from faculty on campus, ranging from a low of 53% for AALANA students to a high of 60% for white students.
- AALANA faculty (76%) were more likely than Asians (37%) or whites (41%) to agree they would participate in a formal mentoring program only if the time were credited. Among staff, Asians were most likely to agree (50%), compared to 35% of AALANA and 28% of whites.

RIT Pride/Feeling Valued

- Faculty of different races agreed in similar proportions that other faculty make them feel valued (72% to 77%), but AALANA faculty were more likely than other racial groups to disagree (20%) compared to 11% of white faculty and 5% of Asian faculty. AALANA staff are least likely to agree that faculty make them feel valued (48%), compared to 53% of white staff and 71% of Asian staff.
- Faculty, staff, and students of different races agreed at similar rates that they would recommend RIT to future prospects, and would also encourage underrepresented racial/ethnic minority persons to come to RIT in similar proportions.
- Among faculty, Asians were most likely to agree that overall they feel a sense of pride about RIT (87%), compared to 78% of white faculty and 72% of AALANA respondents. Among staff, whites were most likely to agree (85%), followed by Asians (82%) and AALANA (75%). International students were most likely to agree (66%), while whites (59%),

AALANA (55%), and Asians (52%) were somewhat less likely to agree.

Summary Scale Questions

- **Racist/non-racist**—More than one-quarter (28%) of AALANA faculty selected a 1 or 2, suggesting the University tends towards being racist; this compares to 7% of white faculty and 5% of Asian faculty. Among students, AALANA were most likely to select a 1 or 2 (18%), compared to 14% of International students, 13% of Asian students, and 5% of white students. Nearly one-quarter of both AALANA staff and Asian staff selected a 1 or 2 (23%) compared to 6% of white staff.
- **Sexist/non-sexist**—AALANA faculty were more likely (27%) than white faculty (20%) or Asian faculty (11%) to select a 1 or 2. Similarly, AALANA students were most likely to select a 1 or 2 (25%) compared to 20% of white students, 19% of Asian students, and 10% of International students. Asian staff were most likely to select a 1 or 2 (29%) compared to 22% of AALANA staff and 13% of white staff.
- **Homophobic/non-homophobic**—No substantial differences by race appeared.
- **Not supportive/supportive of different cultural backgrounds**—AALANA faculty were more likely (31%) than Asian (12%) or white faculty (8%) to select a 1 or 2 (not supportive). Among students, more than 55% in each racial/ethnic group chose a 4 or 5 (supportive). International students were most likely to select a 1 or 2 (21%), compared to 5% of white students. Among staff, 24% of Asians, 20% of AALANA and 5% of white staff selected a 1 or 2.
- **Not supportive/supportive of persons who are deaf or hard-of-hearing**—Asian faculty were most likely to select a 4 or 5 (supportive) (79%) compared to 74% of whites and 66% of AALANA faculty. White staff were most likely to select a 4 or 5 (81%) compared to 67% of Asian staff and 66% of

AALANA staff. Differences among students were relatively small.

- Not friendly/friendly—Asian faculty were most likely to select a 4 or 5 (76%) compared to 62% of white faculty, and slightly more than half of AALANA faculty (54%). One-fifth of AALANA faculty selected a 1 or 2 (not friendly). Asian staff were most likely to select a 4 or 5 (76%) compared to 69% of white staff and 59% of AALANA staff. Differences among students by race/ethnicity were small.
- Little sense/great sense of community— Asian faculty were most likely to select a 4 or 5 (great sense of community) (44%) compared to 38% of AALANA and 32% of white faculty. AALANA faculty were most likely to select a 1 or 2 (35%). International students were most likely to select a 4 or 5 (35%), while white students were least likely (24%). Almost half (44%) of white students selected a 1 or 2. Differences among staff were relatively small.

College/Division

General Diversity

- Students, faculty, and staff in all colleges and divisions are supportive in large proportions of the value of diversity. In no college or division did support dip below 69%.
- At least 70% of faculty and staff respondents in all colleges and divisions agreed that most faculty/staff they know genuinely support diversity. Typically, between 60% and two-thirds of the students in each college agreed, with about 20% to 30% of the students in each college neutral.

RIT Support for Diversity Initiatives

- More than half of faculty in Computing (60%) and about half of those in Science and Engineering agreed that RIT places too much emphasis on racial/ethnic diversity. Business (19%) and Liberal Arts (21%) faculty were least likely to agree. While 39% of staff agreed overall, Development and Alumni staff were much less likely to agree (13%). Among students, there

were few differences across colleges, with 35% to 40% consistently indicating they were neutral on this subject.

- Half of faculty (51%) agree that RIT administration pushes its minority hiring policies too forcefully, including at least 40% of the faculty members in each college. Proportions range as high as 78% of the Computing faculty, and 66% of College of Science faculty.
- NTID students were more likely than students overall to agree that RIT has done a good job providing programs and activities that promote diversity (76% versus 55%). At the other end of the spectrum, about 45% of CIAS students agreed with that statement. Among staff, those in the Development and Alumni division were more likely than all staff to agree (93% versus 74%), but in general, at least 2/3 of staff in all divisions agreed with this statement. Among faculty at least 55% of those in all colleges indicated that the University has done a good job in this area.

Comfort with Others/Social Interactions

- “I am comfortable with students of different racial/ethnic groups than my own”—there were high levels of comfort reported across all colleges and divisions in each survey.
- At least two-thirds of the faculty and staff in each college and division (with the exception of 60% in one division) agreed that at RIT they feel comfortable being in situations where they are the only person of their race/ethnicity.

Faculty Expectations/Interactions

- In general, there were few differences of practical significance across colleges in this area.

Compatibility of Diversity Goal

- Strong support for the compatibility of both the goals of diversity and excellence was demonstrated by faculty, students, and staff across all colleges and divisions.

- While 37% of all faculty agreed that promoting diversity leads to the admission of greater numbers of less qualified students, more than half of the faculty in Computing and Engineering agreed (52% and 51%).
- While one-third (35%) of faculty agreed that promoting diversity leads to greater numbers of less qualified faculty, those in CIAS (48%) and Computing (56%) were more than 10 percentage points more likely to agree than faculty overall, with the Colleges of Business and Liberal Arts much less likely to agree. Among staff, those in Development and Alumni and in Student Affairs were much less likely than staff overall to agree with this statement (21% and 26%, versus 39% overall).
- Slightly less than one-half of all faculty (45%) agreed that most underrepresented students are academically well prepared, while those in Liberal Arts (56%) and in CIAS (63%) were more likely to agree, and those in NTID were 13 percentage points less than faculty overall to agree (32%).
- Engineering faculty were most likely to say (70%) that they would recommend hiring a qualified underrepresented minority in their department only if the person were the most qualified candidate, and almost 60% of the faculty in three other colleges said the same thing, while those in NTID and Business were least likely to make that statement (43% and 45%, respectively). Among staff, those in Development and Alumni (73%) and those in Information and Technology Services (74%) were most likely to make this statement.

Desire for Increased Diversity

- Students in NTID (59%) and Liberal Arts (48%) were most likely to agree that they would like to see more students from underrepresented racial/ethnic backgrounds in their classes. Students in Computing, Engineering, Business, and Science were least likely to agree (from 21% to 27%). Faculty in CIAS were most likely to agree they'd like to see more underrepresented students (79%), while Computing faculty were least likely (50%).

- Students in Liberal Arts (47%) and NTID (60%) were most likely to agree they would like to see more underrepresented faculty in their classes, compared to 29% of students overall. Although most faculty wish to see more faculty from underrepresented racial/ethnic backgrounds teaching at RIT, the proportions were small (about half) in the colleges of Business, Computing, and Engineering.
- Students in Liberal Arts (52%) and NTID (61%) were more likely than students overall (38%) to agree that increased racial/ethnic diversity can strengthen RIT's academic programs. Faculty in Business were most likely to agree (76%) while Engineering faculty were least likely to agree (44%).
- Faculty in Computing were less likely (40%) than faculty overall to agree that RIT should reach out to attract more minority Rochester area students. Just under half of the CAST faculty agreed. At least 55% of the faculty in all the other colleges agreed with this idea.

Perceived Exclusion

- While one-quarter (23%) of faculty overall know of people who have been treated unfairly at RIT because of their race/ethnicity, those in Science (11%) and Computing (6%) were less likely and those in Liberal Arts (32%) and NTID (36%) were more likely to agree. Regarding people being treated unfairly because of their gender, 19% of those in Engineering agreed, compared to much higher numbers among NTID (50%), and Liberal Arts (56%). Faculty in NTID were most likely (66%) to agree that they know of people who have been treated unfairly because they are deaf or hard-of-hearing, while those in CIAS (7%) and Business (5%) were least likely to agree.
- Among students, those in NTID were more likely (40%) than all students (22%) to agree that they know of people treated unfairly at RIT because of their race/ethnicity. Those at NTID were also more likely (64%) than students overall (34%) to agree that they know of people who have been treated unfairly at RIT because they are deaf or hard-of-hearing.

Among staff, those in the Office of the President and Student Affairs were most likely of all Departments to agree that they know people who have been treated unfairly at RIT because of race/ethnicity, gender, and because they are deaf or hard-of-hearing. Staff in Information and Technology Services were least likely to have known persons treated unfairly because of their race/ethnicity (11%). Those in Development and Alumni were least likely to agree they know people treated unfairly because of gender (15%), and also because they are deaf or hard-of-hearing (9%).

- Thirty-eight percent of faculty agreed that they have read/heard/seen insensitive or negative comments at RIT about racial/ethnic minorities; NTID faculty were most likely to agree (55%) while those in Computing (23%) and Engineering (18%) were least likely. Staff in Development and Alumni (10%) were least likely to agree that they have observed insensitive comments, while staff in the Office of the President (50%) were most likely.

Support Services on Campus

- Staff in the Office of the President were much more likely than staff overall to agree that support services for underrepresented minorities are sufficient (82% versus 49%), while staff in Information and Technology Services were less likely (33%) to agree that services are sufficient, but also less likely (41%) to view them as appropriate. Staff in Student Affairs (72%), Development and Alumni (70%) and Enrollment Management and Career Services (69%) were more likely than staff overall (57%) to agree that it is appropriate to provide such services. Among faculty, those in CIAS are less likely (30%) than faculty overall (55%) to agree that services are sufficient. Faculty in Business and Engineering were most likely to view them as sufficient, and Business faculty also were most likely to view them as appropriate.
- Although 40% of all faculty believed special attention should be given to underrepresented minority hires, about 55% of the faculty in Business and NTID thought such attention was

appropriate, compared to 27% of those in Computing and 25% of those in CAST.

Efforts to Break Down Barriers

- Students in Liberal Arts (61%) and NTID (58%) are more likely than students overall (41%) to agree that RIT students should be strongly encouraged to attend cross-cultural events. While 27% of faculty disagreed that RIT faculty should be strongly encouraged to attend cross-cultural events, those in Business (37%) and Computing (41%) were especially likely to disagree.
- Faculty in NTID (61%) were more likely than faculty overall (48%) to agree that there should be mandatory training for Deans and Department Chairs. Faculty in Science (32%), Computing (35%) and Engineering (36%) were less likely to agree.
- Liberal Arts students were more likely to agree than students overall that FYE should do more to mix students by colleges and disciplines (76% versus 56%). Similarly, students in Liberal Arts (62%) and NTID (65%) were more likely than students overall (45%) to agree that FYE should do more to mix students across race/ethnicity.

Representation and a Voice in Decision-Making

- Faculty in CIAS (42%), Liberal Arts (37%), and NTID (32%) were most likely to disagree that racial/ethnic minority faculty are adequately represented on important University committees.
- Faculty in Liberal Arts were more likely to disagree (33%) that female faculty are adequately represented on University committees than faculty overall (20%), while faculty in Computing are less likely (5%).
- While 35% of faculty overall agreed that RIT does a good job seeking faculty opinions about how to make the campus a better place, those in CIAS (15%) were less likely to agree, and those in Business and NTID were more likely to agree (44%

and 45%, respectively), with all other colleges ranging in between.

- Students in NTID (65%) and Liberal Arts (50%) were more likely to agree than students overall (38%) that RIT actively seeks and acts on students views in shaping diversity programs. Faculty in NTID (45%) and Business (52%) were more likely to agree, and those in Computing were less likely to agree (14%) that RIT actively seeks and acts on faculty views, than faculty overall.
- Faculty in Science were most likely to disagree that Academic Senate is a strong voice for change (50%), compared to 32% overall. Information and Technology staff were less likely to agree that Staff Council is a strong voice (35% versus 50% overall).
- Differences among faculty were small, regarding whether their opinions matter in discussions within their department. About two-thirds or more of the faculty in each college indicated that their opinions mattered within their respective departments. Among staff, those in Student Affairs (78%) and in the Office of the President (82%) were more likely than staff overall (67%) to agree.

Performance Appraisals/Tenure

- Faculty in Computing (13%) and in Science (25%) were less likely, and those in Business (51%) and in NTID (58%) were more likely to agree that Deans should be held responsible for meeting faculty diversity hiring and retention goals.
- Engineering and Science faculty were most likely (45% and 43%, respectively) to agree that the performance system is adequate, while CIAS faculty were least likely to agree (21%). Other than Engineering and Science, fewer than 40% of the faculty in each college agreed with this statement of adequacy of the system. Staff in the Office of the President were least likely to agree with the statement (15%). Less than one-third of staff in each Division agreed the performance system is adequate.

- Slightly more than half of faculty in CAST (59%) and Engineering (56%) agreed that the tenure process is fair for all, while those in CIAS (38%) and Liberal Arts (40%) were least likely to agree.
- Faculty in CAST (38%) and in Computing (40%) were more likely than faculty overall (24%) to agree that minorities receive preferential treatment in the tenure process. While 7% of faculty overall agreed that minorities are discriminated against in the tenure process, 19% of faculty in Liberal Arts agreed.
- Faculty in CAST (16%) and Computing (14%) were less likely to agree than faculty overall (29%) that expressing controversial views can have negative consequences, especially if person is a racial/ethnic minority. Differences by Division among staff were not meaningful.

Deaf/Hard-of-Hearing Issues

- Students in NTID were most likely to agree that there is effective communication among deaf, hard-of-hearing, and hearing people at RIT (61%). Conversely, NTID faculty were least likely to agree (24%). Close to 60% of faculty in CAST, Business, Computing, and Engineering agreed that there is effective communication. Staff in the Office of the President (67%) were somewhat more likely than staff overall (51%) to agree that there is effective communication, while staff in Student Affairs were less likely (41%).
- Nearly three-quarters of faculty in Liberal Arts (72%) and in NTID (74%) disagreed that there is a sufficient number of interpreters for deaf and hard-of-hearing persons available on campus. By contrast, large majorities of faculty in Engineering and Business indicated that there are sufficient numbers. Among staff, those in Academic Affairs (56%), Student Affairs (61%), and the Office of the President (66%) were most likely to disagree that there are enough interpreters for the deaf and hard-of-hearing at RIT.
- Ninety percent of NTID students agreed that RIT staff, students, and faculty should learn at least the basics of ASL,

with 73% strongly agreeing. Students in Science (72%) and Liberal Arts (68%) were also more likely than students overall to agree. Similarly, 83% of NTID faculty agreed with this statement. Faculty in CIAS were least likely to agree (16%). Staff in the Office of the President (89%) and Student Affairs (85%) were more likely than staff overall to agree (71%) that the RIT community should learn at least the basics of ASL.

- Thirty-one percent of NTID faculty agreed that RIT faculty make enough effort to assist students who are deaf or hard-of-hearing. This compares to 80% of Engineering faculty, and 77% of those in both Business and CIAS, who believe enough effort is made.

Feeling Comfortable at RIT

- One-third of NTID faculty disagreed that deaf and hard-of-hearing persons whom they know feel comfortable at RIT (33%). Less than 5% of faculty in CAST, Computing, Engineering, CIAS, and Science disagreed. Differences among students by college were small, though it is of interest to note that 80% of NTID students agreed that deaf and hard-of-hearing persons whom they know feel comfortable at RIT. Ninety-one percent of staff in Development and Alumni agreed with the statement, compared to 65% of Student Affairs staff, and 75% of staff overall.

Mentoring

- Faculty in NTID are more likely to agree (86%) than faculty overall (75%) that they see potential value in a more formal mentoring system for new faculty. Among staff, those in Development and Alumni are most likely to agree (91%), while those in Information and Technology Services are least likely to agree (59%) that they see potential value in a more formal mentoring system for new staff.
- Faculty at NTID were most likely to agree that they would only participate in a mentor if the time is credited to their formal performance appraisal (54%), while those in Business (31%) and Engineering (29%) were least likely to agree.

RIT Pride/Feeling Valued

- Generally across colleges there were consistent levels of University pride and of willingness to recommend RIT to others, including underrepresented racial/ethnic minority persons.

Summary Climate Scale Questions

- **Racist/Non-racist**—Faculty in Liberal Arts were most likely to select a 1 or 2 (racist) (20%) while those in Engineering were least likely (0%), with less than 5% also in CAST and Computing. More than one-third of the NTID faculty expressed uncertainty (value of 3). Differences by college among students and staff were relatively small. At least 65% of staff and students in each college or division indicated a 4 or 5 (non-racist) except staff in Student Affairs (58%) and students in NTID (60%).
- **Sexist/Non-sexist**—Liberal Arts faculty were twice as likely as faculty overall to select a 1 or 2 (sexist) (41% versus 20%). Engineering faculty (9%) were half as likely as faculty overall. Staff in Student Affairs were more likely than staff overall to select a 1 or 2 (24% versus 15%). Staff in the Office of the President were least likely to select a 4 or 5 (non-racist) (43% versus 60% overall). Differences by college among students were relatively small.
- **Homophobic/Non-homophobic**—Liberal Arts faculty were more than twice as likely as faculty overall to select a 1 or 2 (homophobic) (40% versus 19%). Faculty in Computing (8%) and in Engineering (2%) were less likely to select a 1 or 2.
- **Not supportive/Supportive of different cultural backgrounds**—Liberal Arts faculty were more likely than faculty overall (20% versus 10%) to select a 1 or 2 (not supportive), compared with 3% or less of faculty in Engineering and Computing. Differences among students and staff were relatively small.
- **Not friendly/friendly**—Engineering and Business faculty were most likely to select a 4 or 5 (friendly) (90% and 78%). CIAS

faculty were least likely to select a 4 or 5 (48%). NTID students were most likely to select a 4 or 5 (68%), compared with fewer than half of students in CAST, CIAS, and Liberal Arts. Staff in Development and Alumni were most likely (79%) to select a 4 or 5 compared to staff overall (68%).

- Little Sense/Great Sense of Community—Faculty in Engineering (53%) and in Business (47%) were most likely to select a 4 or 5 (great sense), while CIAS faculty were least likely (23%). NTID students were more likely to select a 4 or 5 than students overall (51% versus 26%). Staff in Information and Technology Services were less likely than staff overall to select a 4 or 5 (30% versus 45%).

VIII. FOCUS GROUP AND ADDITIONAL SURVEY COMMENTS

In addition to the quantifiable survey data findings presented in the previous chapters, additional valuable data were obtained via focus group discussions and additional “open-ended” comments added to the surveys by a number of students, faculty and staff. While the latter data are of a more qualitative nature, and in that sense carry less weight than the more quantitative proportions of respondents who answered questions in certain ways in the surveys, the focus groups and additional survey comments add in-depth perspective and understanding that often goes beyond the perspectives that can be obtained from a simple response to a single question in a survey. Thus there is value to reviewing the previous survey findings in conjunction with the perspectives obtained from the focus groups and additional survey comments. This is particularly true, given that the focus group discussions involved 35 different groups and more than 300 different individuals representative of major faculty, staff and student campus constituency groups—and that about a third of all survey respondents took the time to include additional comments at the end of their surveys.

Since most of the additional survey comments were very similar to the types of comments and issues raised in the focus groups, both sets of comments are combined in this chapter, in the interest of avoiding redundancy. In order to be included in this summary, comments and ideas must have surfaced in at least 10% of the focus groups or additional survey comments. In most cases, CGR has grouped and paraphrased the comments, rather than using direct quotes, but the language used is based on the ways in which the comments were framed by the focus group participants and survey respondents. Some direct quotes are included where they are particularly descriptive in conveying the intended thought. The comments are presented as the perceptions of those making the statements, without any attempt by CGR to ascertain their accuracy.

The summarized comments are grouped separately by students, faculty and staff, and within those overall groupings, they are further grouped into the primary themes that surfaced within each respondent group. The themes varied across student, faculty and staff groups, though some issues surfaced consistently across groups. Also, the themes for the most part were similar to the survey question themes that were used to present the analyses in the previous chapters, but they are not identical.

Student In-Depth Comments

The following summary comments are based on 11 student focus groups plus open-ended comments from about 35% of all students who completed surveys.

Perceived Expanded Diversity

- ❖ Most student focus groups and a number of the individual comments indicated the perception that RIT has been becoming more diverse in recent years in terms of race/ethnicity, culture and gender dimensions. This was almost universally viewed in the comments as being a positive development.
- ❖ Some qualifications were placed on the statements reflecting an overall sense of improvement, with several comments suggesting that this general trend was not consistent across all colleges or academic majors, especially in some of the science/technology areas. Others added that the campus is, on balance, becoming more diverse in terms of its international and Asian populations, but “still has a ways to go” in terms of African-Americans and Latino-Americans.
- ❖ In particular, several members of minority groups (primarily African-Americans and Latino-Americans, but also some international and Asian students) reflected on how isolated they often felt being “the only person who looks like me” in the classroom. Black and Latino students were most likely to offer such comments related to the more technical classes, and some women offered similar comments. Several comments reflected the desirability of having “a critical mass of similar students” as being important both in individual classes as well as on campus overall.
- ❖ Similarly, the view was expressed by many that there also needs to be a critical mass of faculty from different backgrounds, especially in the science, engineering and other technical disciplines. Students did not express this perception in the context of feeling that they could only learn from faculty of similar backgrounds

(most related comments explicitly rejected that notion), but rather in the context of “the need to change the culture by bringing in different perspectives” and “more willingness of faculty to interact more regularly with all students.”

*Good Academic
Environment, Poor
Sense of Community*

- ❖ In several focus group and in about 20% of the additional student survey comments, diversity and inclusiveness were frequently defined by students in terms much broader than in just racial/ethnic/cultural terms. They were also likely to talk in terms of such issues as gender, hearing/deaf/hard-of-hearing composition, sexual orientation, and the need in general to encourage more diverse opinions and ways of thinking about various issues.
- ❖ Most focus groups and most comments addressing this issue characterized RIT as a place where students receive a very good to excellent education, especially in the technical disciplines, with good faculty and students. It is viewed by most as far less focused on encouraging interpersonal relations or friendships, or on encouraging learning about different cultures and experiences. The culture, not by design, but as a product of its focus and the types of students it tends to attract, tends to implicitly “settle for” a form of student isolation based on an overriding focus on career and academic pursuits, rather than a more “well-rounded focus on the development of the whole person.” In some cases, the focus of the university is viewed as attracting less social students, and then little is done to try to create a social environment to develop that side of their personality.
- ❖ Nearly all the groups indicated that there is a strong tendency of racial/ethnic groups to mostly stay together and “keep to themselves.” The perception seemed to be that students for the most part are comfortable hanging out with people from different backgrounds, but that they do not seek out opportunities to do so.
- ❖ Diversity and inclusiveness need to be addressed in the larger context of the overall campus climate and environment. There was an overall perception expressed in virtually every group of a sense of lack of community on campus, including a general sense that the campus has a “feel of being cold and unfriendly and not very welcoming overall.” Several groups talked about how academically and career-focused many are on campus, sometimes to the perceived detriment of an equal concern about personal relationships. This also included concerns about how well various

groups communicate with each other, and the extent to which connections are often not made between various different groups on campus, such as across colleges and academic disciplines, between faculty and students, etc., as well as across different racial/ethnic/cultural groups. Indeed, the prevailing view in nearly every group was that the primary problem on campus is not so much the lack of connections across racial/ethnic groups, but rather the “general lack of connectedness and community in general on campus. If we can fix that bigger problem, the issues of racial isolation will mostly go away.”

- ❖ Related to that issue is the perceived lack of school spirit, “with nothing to unite us.” Some spoke of the absence of a football team as a unifying force, but nearly all spoke of the sense overall of an isolated, disconnected sense of campus life, with most of the students’ and faculty’s focus around the colleges and academic disciplines, with little tying these separate disciplines together into any type of unifying campus-wide connections.
 - ❖ Several students spoke of the need for more social life on campus which focuses on breaking down barriers between groups of students, between faculty and students, and between academic disciplines.
 - ❖ Several groups discussed the need for more campus-wide events that cut across barriers and bring various segments of the campus community; cited were the leadership of the Student Government in creating events such as Tiger Jam, Super Bowl campus-wide parties, and other events designed to be fun and to reach out to all segments of the campus, both students and employees.
- Perceived Racism*
- ❖ There was little reference to overt racism or deliberate exclusion of groups on campus.
 - ❖ There was, however, considerable reference in about a third of the groups, to a more subtle form of racism, with people making “not deliberate, but still bad-taste jokes,” and examples cited of faculty advising students to switch majors to “safer, less technical areas, instead of encouraging us to succeed in areas where there aren’t many of us now.”
 - ❖ References were made in two groups, and in a few of the additional survey comments, to isolated comments about minority students “seeming to be targeted by campus safety,” though

positive references were also made to positive directions in hiring more minority officers and leadership in this functional area.

Faculty Issues

- ❖ While most students in the survey gave faculty generally high marks on various dimensions, concerns were raised in three or four of the focus groups and a number of the additional survey comments about the perceived “aloof, unfriendly, distant” nature of some faculty, particularly in some of the more technical colleges and disciplines. Faculty in several departments were viewed as being very friendly and in “making conscious efforts to reach out to students and make them feel comfortable, so we know it can be done on this campus,” whereas other departments were viewed as just the opposite, “making little or no such efforts, or making the effort in theory but having the professors not really participate or stand on the sidelines even if events are held.” Several students spoke of the need to make conscious efforts to change the cultures within and between departments.
- ❖ Communications were perceived as distant and ineffective within several colleges between faculty and students, and even more problematic between the different colleges, exacerbating the perceived problems with the missing sense of community on campus.
- ❖ Some students spoke of the need for better faculty training or orientation or focus on better communication and understanding around intercultural and interpersonal issues, and related to improved respect for students of various different backgrounds. Several discussions focused on the perceptions by students that they were not sufficiently respected by faculty (though about 60% of the students reported feeling valued by faculty in the survey, without major differences between racial/ethnic groups or across students in the various colleges).
- ❖ Students in three of the focus groups indicated that they did not view faculty as being “approachable, especially in several of the more technical areas,” and that they wished they could have more frequent contacts on a regular basis with faculty members, including their advisors. Many faculty members were perceived to be uncomfortable discussing any racial issues, either around cultural issues in classroom discussions (including contributions of people from different backgrounds to progress in various

disciplines or in historical contexts), or around perceptions of different expectations about students from different backgrounds.

- ❖ Some comments also said faculty could help mix students across racial/ethnic lines on student projects, but “they tend not to do that, preferring to let us make our own choices.” Several said it would be helpful to have faculty force the issue in some cases “to help encourage mixing across comfortable traditional lines.”
- ❖ Several students in focus groups and in survey comments noted language barriers with some faculty members (an issue which was documented in the student survey), and some indicated that it “often gets exacerbated by the professor being sensitive and unapproachable about the matter and being unwilling to discuss it” (though one student spoke of a case where a faculty member had been sympathetic and brought in an assistant to help interpret any misunderstandings or questions that arose).

Student Orientation

- ❖ Student orientation is viewed as having improved in recent years, although large numbers of students avoid many of the events, “unfortunately including some of the good ones and well-meaning ones, like the President’s reception. Maybe over the years, the word will get out that these events can be helpful.” Students seem to appreciate that at least the effort is being made to do a better job of trying to welcome students to the campus.
- ❖ The biggest concern about the approach to orientation is that it is perceived to be focused around the students’ college or academic major/discipline, with little effort made to expose students to other students from different parts of the university. This in turn can lead to unintended isolation by gender and race/ethnicity, particularly in disciplines which are mostly white male-dominated. Most students encouraged future orientation efforts to seek out ways to broaden the exposure of students during this period, including exposure to more cross-cultural events “before they get locked into their regular school year patterns.”

Importance of Common Community Spaces

- ❖ About half of the groups and many of the comments made explicit reference to the importance of creating more opportunities on campus for common meeting places, “where students from different backgrounds, and faculty and students can more easily hang out informally.” The new field house received several positive mentions, and in general, students noted the need for more community space, open during longer hours, to provide easy

places to congregate, “especially since there is so little centralized, on-campus housing.” These spaces were viewed as especially important, given the large number of commuting students, and given the fact that the campus is relatively isolated from the city and from other off-campus places to congregate.

Student Clubs and Support Groups

- ❖ Nearly all the focus groups emphasized the important role Northstar and the numerous student clubs and support groups play on campus as means of bringing groups together, of helping “provide students with a sense of identity, comfort and support,” of providing academic support, and of helping educate students about various cultural backgrounds. Some view these groups as “the key to campus life for many students.” However, almost all the discussions also bemoaned the concern that those strengths were also accompanied by the fact that most of the clubs/groups can “have the effect of also contributing to student isolation, because most have not been successful in reaching out and involving many other students outside their primary target group of students.” They recognize the difficulty in attracting other students, but think more efforts are needed to try to bring groups together, “though you can’t force or mandate it.”
- ❖ The efforts of Student Government, One World, Global Union and others were mentioned as working to bring these groups together. The consensus seemed to be that the student clubs need to find a way to continue to provide needed supports for the traditional students they were designed to help while at the same time more intentionally finding ways to reach and involve and educate other students as well, as a way of helping break down barriers between students.

University Focus on Value of Diversity

- ❖ Several comments urged the University to take a more active, aggressive role in encouraging not just expanded numbers of diverse students and employees on campus, but to promote the value of diverse perspectives in various ways on campus, through promoting more cross-discipline activities, more diversity events (perhaps making some mandatory), emphasizing (mandating?) the importance of faculty and staff involvement in Diversity Day and related activities, encouraging faculty to include cross-cultural discussions where appropriate in classroom discussions, etc.
- ❖ Related to some of the earlier comments, students urged RIT to provide increasing emphasis on interaction between colleges and

faculty and students from different disciplines as means of creating more opportunities for people from different backgrounds to interact and to begin to understand each other and to appreciate what the different backgrounds can contribute to each other. This is viewed by those students as helping both to expand students' understanding of each other, as well as creating a heightened sense of community on campus, by breaking down some of the barriers that currently isolate people and institutional parts of the campus. These students emphasized that this would not undermine the importance of the individual disciplines, but would at the same time strengthen the common ground between the disciplines, contribute to the sense of the larger community on campus, and help promote more well-rounded students and graduates of the institution.

Dorm Life

- ❖ In the few focus groups where this issue surfaced, there was a general sense that students from various backgrounds were generally made to feel welcome, and the living environment was generally viewed as comfortable across racial/ethnic groups.
- ❖ On the other hand, comments from two groups suggested that, to the extent possible there should always be at least two if not more students from racial minority groups residing on each floor, to provide support and some level of critical mass.

Hearing/Non-Hearing Issues

- ❖ As with issues of race, the perception is that there is little overt discrimination against non-hearing students on campus, but there are subtle forms of discrimination, and clear indications that deaf and hard-of-hearing students believe that relatively few hearing students go out of their way to communicate with them unless the non-hearing students take the initiative. The perception is that there are significant communication gaps between hearing and non-hearing students on campus. Non-hearing students indicated the need for expanded two-way efforts at communications, and acknowledged that NTID Student Congress may need to take more leadership in reaching out to the RIT Student Government group to “build bridges between the two campuses” and begin to discuss ways of making that happen through more joint events at both NTID and RIT.
- ❖ The need for expanded use of sign language at RIT was emphasized in two groups, as was the need for expanded use of interpreters to enable deaf and hard-of-hearing students to be able

to participate in more classes as well as various social settings and extra-curricular activities.

- Student/Staff Issues* ❖ Two focus groups mentioned the need for more opportunities for students to meet in dialog with members of the administration, faculty and trustees to share respective views and improve communication between the different campus groups. There is currently a perception among a number of students that relatively little happens if they express a complaint or concern to a Dean or Division head; the perception is that most concerns are routinely ignored. The perception is that any concerns that have potential racial implications are not ignored on racial grounds, but just “because of bad administrative practices that we should be able to correct.”
- ❖ Examples were cited by some students of not receiving sufficient support from Student Life staff around issues related to RAs in the dorms. Better communications were believed to be needed, “which should allow us to resolve such issues in the future.”

Staff In-Depth Comments

The following summary comments are based on 11 staff and administration focus groups/interviews plus additional comments from about 33% of all staff who completed surveys.

- Appropriate Definition and Focus of RIT Diversity Initiative* ❖ Nearly all the focus groups and many of the staff who provided additional comments at the end of the survey raised questions about how broadly or narrowly RIT should focus its diversity initiatives. Most of the comments focused on the perception that the primary focus on AALANA students, faculty and staff is in general too narrow, especially considering that even within that definition, staff are perceived to be receiving less emphasis than faculty and staff.
- ❖ Most of the comments focused on the need for substantial attention to also be given to gender issues, including perceived under-representation in various academic disciplines, and the need to give more attention to expanding staff and faculty leadership and promotional opportunities for women throughout the university. Other comments focused on the need to also give more attention to diversity issues related to deaf and hard-of-hearing students and employees.
- ❖ Nonetheless, there was recognition accompanying many if not most of those comments that from a practical perspective, it was

probably necessary to provide at least primary focus on the AALANA issue, given the need for so much “catch-up,” even to bring a critical mass of AALANA students and employees to campus in many fields in the first place, let alone consider promotional opportunities for them. There was a clear recognition that significant attention needs to be given to broader diversity issues, especially those related to women, and that to some extent the University can undertake some “both-and” efforts related to both AALANA and women’s issues, but most agreed that to the extent that primary attention and resources had to ultimately be given to one area or the other, from a strategic perspective most agreed that AALANA issues would need to take precedence “until RIT comes closer to reaching critical mass with more visibility than now exists among faculty or the student body.”

- ❖ On the other hand, several comments cautioned that the University needs to be careful to not overlook issues related to the growing Asian and international populations on campus, especially with regard to issues with regard to potential language barriers related to the international students and faculty with English as a second language. Others also cautioned that RIT has become an institution with a “large international population but no international flavor.”

*Expanding Diversity
While Maintaining High
Quality Hires and
Student Admissions*

- ❖ Most comments focused on the perception of administration and staff that racial/ethnic minority student admissions and employee hires were increasing without compromising the quality goals of the institution. Others commented that while there has been significant improvement in the numbers in the most recent years, there is still a long way to go to reach overall goals at all levels of the University, especially within some of the more technical academic disciplines, as well as at various staff and administrative levels, including both top and middle level administrative and supervisory positions.
- ❖ Particular reference was made in some groups to the perceived progress in the consideration and hiring of people with different backgrounds, including non-traditional paths to being hired in some positions. Some noted that the University was becoming more effective in finding some minority candidates who might not have been considered in the past, but who had the ability to

perform well in the jobs for which they were being considered, even though their backgrounds were not necessarily ones that would typically have been considered for the positions in the past. That is by no means a typical situation, but that scenario appears to have occurred frequently enough that several comments reflected a growing level of comfort with the possibility of finding qualified candidates from a variety of different backgrounds. Several comments focused on the need for Human Resources to become more of a resource to various search committees in helping them think about ways of being more creative in finding and assessing increasing numbers of such candidates in the future.

- ❖ Some areas are still viewed as difficult to find qualified minority candidates, either because the pool of potential candidates remains small, even if alternate backgrounds/paths are considered, or because available candidates can often be recruited by the private sector for much higher salaries than the University is able to pay.
- ❖ Particularly in such situations, cautions were noted in several groups about the need for the institution to be careful “not to force diversity hiring down our throats when there simply are not good candidates available.” These comments reflected an overall level of comfort with giving strong emphasis to race as a factor in the hiring and promotion processes, but with an equal concern about having such considerations “override ability and lead to selecting an inferior candidate who will cause more problems in the long run.” Other comments expressed the dilemma of what should be done when qualifications are clearly unequal after a careful search process: “It’s fine to say if all factors are relatively equal, give the benefit to the minority candidate, but what if the factors are not equal? Do you hire the best, or give preference to the diversity goal? What are we supposed to do in that situation?” Similar dilemmas were reflected in some of the splits in answers to some of the questions in the surveys.
- ❖ At least half the focus groups, and a number of the additional survey comments, focused on the need for RIT to focus at least as much attention on improving the overall climate and sense of community on campus as on improving the number of AALANA hires and student admissions. Indeed, several of the comments were similar to this one: “It’s great to improve our recruitment numbers, but the key is what happens when they get here, and if

*Focus on Improving
Campus Climate*

we don't improve the overall environment for everyone, we won't keep those we recruit, and in the long run the initial recruitment numbers will fall off as well."

- ❖ Some said that in some ways the "easiest part is to increase our numbers initially and to focus on that part of the equation; the much harder and more complex part is to create an environment that people will want to continue to be part of. That will take more patience, but has to happen if we are to be fully successful in this effort."
- ❖ Several spoke of the issue as not just increasing diversity in the sense of increasing the numbers and proportions of minority employees and students, but as creating an environment in which diversity is truly valued, including the exchange of diverse ideas, and where the types of discussions that occur within the University are different, with different perspectives brought to bear on issues, as a result of the diversity initiatives. This perspective clearly emphasized the need for the institution to seek to change attitudes and behaviors and seek to create a more tolerant, open environment in which differences in backgrounds and points of view are widely "tolerated and even celebrated and encouraged."
- ❖ Such a climate of encouragement of the "value and not just the numbers of diversity" would contribute to an enhanced quality of life and improved sense of community and welcoming that would in turn make the campus a place people would want to be part of, and where "we as an institution would be recruited by many candidates, rather than the other way around." The perspective represented by such comments is that improving the overall quality of life and sense of community across the campus for everyone, and not just focusing on improvements for racial/ethnic minority individuals, would be the most important development over the long run that could make it possible for RIT to meet its diversity goals.
- ❖ As part of such an improved climate, people in several groups noted that improvements would be seen in expanded pay and promotional opportunities for minority employees, overall attitudes on campus would be improved, and people would be friendlier to each other, regardless of their backgrounds.

Needed Supports for Students

- ❖ In order to continue to attract and retain AALANA students, a number of factors must be in place, according to several focus group comments. Some of those factors or supports pertain primarily to minority students, but a number pertain to improving the overall campus environment.
- ❖ Among the supports and improvements to the overall campus climate that were most frequently mentioned were the introduction of the First Year Enrichment coach/early warning monitoring system designed to help determine if a student needs special attention early in his/her first semester on campus; the need for an overall more welcoming and friendly environment for all students; improved facilities and expanded common “gathering” spaces to facilitate people congregating and hanging out together; and the expansion of “fun, social events that bring all segments of the campus community together on a more frequent basis and that help instill a sense of community and school spirit.” Staff added that the latter implies that at least some of those events should be ones where significant numbers of staff and faculty would also attend and fully participate and engage with students.
- ❖ Emphasis was also placed by several on the need for broader academic supports to be in place for all students in need of them. Several mentioned the strong academic support provided for AALANA students through Northstar, and at least some wondered if those resources could also be made available to other students as well. Others noted that ways need to be found to not only help minority students adjust to campus life and to become integrated in a predominantly white student culture, but also to help the many white students who come from rural, mostly white environments to adjust to a campus with significant numbers of AALANA, Asian and international students and faculty. Orientation efforts that can help create heightened comfort levels for all students, regardless of backgrounds, could be helpful in creating the improved sense of community that most seem to agree is essential for long-term diversity goals to be met.
- ❖ Many comments were supportive of the wide variety of support groups and student clubs that exist on campus, but added the perceived need for those groups and clubs to find ways to become more than “insular support and social groups only catering to

selected students” and to further enhance their roles by working together, through Student Government, to offer more programs and events targeted to larger segments of the campus community.

- ❖ Several comments focused on the perceived need for more courses, workshops and events focused on diversity and different cultures. “The trick is to find ways to make these educational offerings fun, and not a chore that no one will attend.” Some suggested building on what the food services unit experimented with recently, offering different ethnic foods and information about the appropriate ethnic culture during a particular week. Using the model of ethnic foods to attract people to performances or other presentations pertaining to particular cultures was mentioned by various staff as a model that could attract students and entertain and educate them at the same time, with the ultimate goals of further breaking down barriers between different groups on campus.
- ❖ Faculty were also encouraged to think more intentionally about mixing students across different racial/ethnic backgrounds when creating teams to work on student projects, as a means of bringing students together who might not otherwise link up with each other.
- ❖ Some staff spoke of the need to expand the awareness of the Ombudsman office among students, many of whom are perceived to have limited or no knowledge of the office and of how it can be helpful to them.
- ❖ In order to provide supports for minority staff and faculty, particularly those who may feel isolated as the only person of their race/ethnicity in their department or division, staff may need help in finding networks of people from similar backgrounds in other areas of the institution with whom they can connect and share experiences and seek guidance. Beyond that, several staff suggested the need for the University to offer the same types of support for minority individuals that it provides at the “big picture” level for advocacy for pluralism and diversity. That is, several high level positions have been created to help RIT focus on enhancing diversity throughout the University, but none of those entities have as part of their responsibilities the ability to advocate for individual minority staff or faculty who may need help in working through a grievance or problem of some sort. As

Staff Supports

noted in the next section, the Human Resources function as presently functioning is not viewed as providing such supports, so several staff suggested that the University should consider creating such an advocacy/ombudsman function to act on behalf of minority faculty and staff.

Strengthened Human Resources Function

- ❖ As noted, Human Resources was not viewed by most staff as being an effective advocate for minority staff or faculty. The perception is that minority employees coming before them with grievances have not typically believed that their interests have been fully addressed by the HR staff, and that often they are referred back to their supervisor to resolve the issue (the person viewed as part of the problem to begin with in many cases). Most staff indicated that they did not think the perceived problems with HR had any racial overtones, as much as just needing more effective advocacy/intervention in general. HR is viewed as needing to be more supportive of complaints that come before them, and as needing to address these issues in confidence. It may be that the notion of a designated advocacy/ombudsman function within the HR office could help provide the needed focus and attention in the future.
- ❖ Several comments noted the need for HR to focus more attention on the creation of an improved staff development function within the University, tied to the development of a standardized, improved performance appraisal system that would apply to both faculty and staff at all levels. Such appraisal and staff development systems are seen as being integral to the need to ultimately be able to hold employees more accountable for helping to create improved campus climate environments and focus on diversity within their respective spheres of influence, working on goals established on an annual basis in conjunction with the person to whom they report. Several staff mentioned their hope that HR will be charged with creating such systems for their value in their own right, as well as to help create a mechanism to hold people throughout RIT accountable for helping to change the culture in the direction of a more diverse environment and an enhanced sense of a welcoming, friendly, tolerant community.
- ❖ HR is also viewed as playing a key role in building on what they have apparently already begun to do, as noted above—of helping search committees interpret credentials and find candidates with

different backgrounds who could meet the requirements of positions being offered by the University. Several people expressed the hope that HR, working through the Hiring Manager and perhaps other staff, could be even more of a resource in this regard in the future.

*Accountability for
Diversity Goals*

- ❖ The development of a strengthened, consistent performance appraisal system, as noted, should include factors that hold faculty and staff accountable for what they do to help the University move toward a more diverse and inclusive environment. How individuals at all levels, from the top down, help change the culture and model such changed behavior would be included in the appraisal system, which would in turn be tied to the annual compensation decisions made about each person in a position to impact on the institution's climate. As such, the system would include faculty with tenure status who some have felt could not be held accountable for affecting the climate and culture by such a system. As some said, "Faculty can't be let off the hook just because of tenure; they have to be held accountable for their behavior and their impact on changing the climate of RIT and within their respective departments. Their performance review and pay should reflect their contributions."
- ❖ Such a system should also reflect any added burdens on minority faculty that result from their having to spend extra time on committees or in responding to requests for advice from peers that result "from the fact that their numbers are small and the resulting demands on their time high."
- ❖ Several staff commented on the fact that there is a need for significant increases in the numbers of minority staff in middle management positions. Administration and staff at levels responsible for making that happen should be held accountable by the performance appraisal system.

*Mandate Diversity
Training/Orientation*

- ❖ Several suggested that in the future, all new supervisory and management staff, and all key faculty leadership positions, should be required to go through training and orientation as a prerequisite to being appointed to the position. Such training should include such focus areas as management skills, conflict resolution, team building, diversity, sensitivity training, organizational change, etc. Promotions would be contingent on having been exposed to such orientation. Those making such suggestions say it must be

mandated if the University is serious about implementing the changes needed to assure a more diverse, inclusive and community-oriented climate.

- ❖ Beyond such training for supervisors, managers, department heads, Deans, top administrators, etc., it was also suggested that ultimately all new hires, faculty and staff, should be exposed to a limited version of such training, focused on diversity, communications skills, leadership, interpersonal relationships, etc. With changes in the environment and new expectations of the changing culture, such training would be built in as part of the startup orientation expected of all new employees, with HR monitoring the process. With large numbers of new faculty expected in the next few years, this would provide extensive opportunity to effect change in the culture by hiring and training new members of the faculty in the expected attitudes, behavior, relationships expected with students and other faculty, etc. Such changes in expectations should in turn create more visible evidence of the different type of community new prospective recruits would see and experience when brought to campus.
- ❖ As several staff and administrators noted, faculty in particular, as well as staff who have regular contact with students, need to be more responsive to and interactive with students, rather than “in effect ignoring them, as too many tend to do too often.” This includes the need to better understand particular types of behavior and cultural differences associated with some students from different backgrounds, “so that faculty and staff don’t draw inappropriate conclusions simply because they weren’t aware of what to expect.” Similarly, changing nature of staff in certain areas may lead to the need for different supervisory behavior keyed to better understanding of different staff behavior. Faculty and staff, and supervisors and managers, all need to have better understandings of changes in the environment and in behavior and cultural norms associated with changing profiles of students and employees from different backgrounds. “For example, behavior that may have been appropriate for motivating students or staff in the past may not work with people from different cultures. We all need to understand those differences so we can act accordingly.” The types of recommended training and orientation of new hires and of newly-promoted supervisory and management staff and

faculty should help assure that such changes are understood and accommodated in the future.

*Mentoring and
Modeling Behavior*

- ❖ About a third of the focus groups talked about the need for more focus on establishing more formal mentoring systems to create role models and model appropriate behavior for new faculty and staff. The emphasis was clearly “not on blacks being assigned to blacks, for example, but on having mentors in general assigned to all new hires, regardless of race, to help them adjust to their new environment and changes in expectations on campus.” Frequently under current circumstances the understanding is that such mentoring often happens informally for white faculty, but “less intentionally or systematically for minorities or women. That needs to change.”

*Efforts to Expand
Local Applicant Pipeline*

- ❖ Considerable discussion occurred in about a quarter of the focus groups concerning efforts to expand the potential pool of local students interested in various science and technical fields in which racial/ethnic minorities have been historically underrepresented. Various RIT efforts in this regard were acknowledged, and several staff and administrators emphasized the need for the University to continue and expand such efforts to encourage local minority students in high school to come to campus to be exposed to the school and the academic disciplines. Others emphasized the need to also encourage undergraduates in technical fields to continue on in graduate school, with the intent of returning to teach. On the other hand, some doubters questioned whether it is realistic for RIT to continue to invest resources in such endeavors, given the relatively low probability of success and the reality that even if students are enticed into one of the new disciplines, there is no guarantee that they will matriculate at RIT. The question of whether over the long haul involvement in such “expanded pipeline” efforts represents a good investment of institutional resources needs continuing discussion as part of the debate about how to increase diversity in areas where the existing pool of candidates has historically been small.

*Diversity of RIT
Leadership*

- ❖ Several focus group and survey comments were made about the need for University leadership to model diversity behavior more effectively. In particular, trustees talked about the need for them to become more diverse than is currently the case. Staff Council also focused on the need for managers to encourage more

minority staff to run for elected positions on Staff Council, so that body can become more reflective of all of those it represents. And several groups noted that top level administrators and Deans tend to be primarily white, and suggested that “as openings occur in the future, they should be held as accountable for expanding diversity as are those below them.”

Sign Language

- ❖ In the RIT and NTID environment, several persons noted the need for faculty and staff to make more extensive use of sign language to facilitate communications with deaf students and staff on campus. Several suggested that all on campus should be “at least strongly encouraged, if not mandated” to receive at least basic training in ASL. “This would send an important signal to NTID and the deaf community, as well as going a long way to improving communications between significant numbers of people on campus.”

Barriers Between Colleges

- ❖ A number of comments and focus group discussions noted the strengths of RIT’s colleges and how much of campus life revolves around them. Some saw this as an overall strength, but also noted that this had the accompanying negative consequence of “unwittingly leading to isolation and a lack of community across campus.” Several people talked about the need to break down the barriers between colleges by encouraging more events and opportunities to get people from different academic disciplines together, either formally or informally, but in more planned ways.
- ❖ In addition, several comments focused on the need for the colleges to become “less like silos and more seamless” in enabling students to make transitions between majors. Particular concerns were raised about the fact that many faculty in certain disciplines were perceived to be “not very helpful to students” in understanding their options and/or in encouraging them to explore other options outside their current major. Some urged attention to exploring ways of strengthening the academic advising function to make students more fully aware of their options, and to provide them with better advice as they consider their choices.
- ❖ A few suggestions were made to expand degree requirements in the future to include some type of course in cross-cultural understandings for all students.

Diversity Support Functions

- ❖ Some confusion was expressed in two of the focus groups and some of the additional staff survey comments about the roles of

various administrative staff functions in support of diversity. Some expressed uncertainty as to exactly what the expectations were of each function, of how their success and impact were measured, and of how they interacted and complemented the roles of each other. (Survey findings, on the other hand, suggested that at least in general, respondents indicated they understood the roles and impacts of the different functions.)

- ❖ Comments were made about the initial Diversity Day and what was perceived to be “too narrow a focus on AALANA issues, but even accepting that, there seemed to be little involvement of AALANA faculty or staff on campus in the process. Why weren’t they more involved in the planning and actual event in more visible ways?”

Need for Commitment to Long Process of Change

❖ Several comments were made concerning the commitment of the President to the goal of expanding diversity on campus, and most people praised him for the strong focus and “sincere belief in the goal.” The expressed concern was that this is not a goal, in all of its complexity, that can be easily reached in a short period of time. Administrators and staff expressed the hope that there will be a commitment to a careful process of developing the necessary strategies and policies needed to make the goal a reality, with particular attention to the changes in campus climate “behind the numbers” that will ultimately determine whether the culture really changes. The concern was expressed that people with a variety of perspectives need to be heard and need to be brought along in the process of effecting change, and that support for the changes needs to be built throughout the campus, including within the different colleges and divisions, at all levels. “Discussions need to be honest, and people can’t be afraid to express their concerns.” The concerns raised in the comments were that the “needed process of building support and obtaining buy-in and commitment” across the board will be short-changed in the interest of quick actions that may show short-term visible progress, but may miss the chance to accomplish fundamental long-term change in the institutional culture that in the long term will be more important than short-term expansion of numbers.

Faculty In-Depth Comments

The following summary comments are based on a dozen focus groups involving faculty and Deans, plus additional comments from about 35% of all completed faculty surveys.

- Appropriate Definition and Focus of RIT Diversity Initiative* ❖ Most of the focus groups and at least 20% of the additional voluntary survey comments emphasized that the current institutional focus on AALANA hires, admissions and retentions represents a relatively narrow aspect of diversity at RIT. Most indicated that the focus is “too narrow,” and that equal attention should be given to at least gender issues, while some others also mentioned the need to focus attention on diversity and inclusion issues related to the deaf and hard-of-hearing population on campus. A smaller number suggested that attention needs to be given to issues related to Asians and/or the international students and employees (with some particular attention to language issues related to international faculty members and some perceived discrimination/backlash by some on campus against international students).
- ❖ However, some of those who raised the question of whether the focus was too narrow also acknowledged that there may be strategic reasons why the university’s resources have to be concentrated, and that because the AALANA population has been historically underrepresented on campus, it may be a matter of “social justice” to focus attention on that population at this time. But those offering such perspectives put AALANA in the following context: “Yes we need to place priority attention on AALANA, but we also need to address gender issues at the same time. The question is how, and to what extent?” And related comments were along the following lines: “We realize that we need to emphasize AALANA, but we need to make sure that we don’t minimize the broader nature of diversity and other aspects of our diverse campus in the process.”
- ❖ There were also a handful of comments saying variations of, “As long as we’re counting, why don’t we also count people we bring here from the Caribbean, Jamaica and Africa, etc.? They are equally diverse and represent different cultures and as such expand our cultural horizons, so why shouldn’t we be celebrating their being here as well (and providing them any supports we would also offer to AALANA individuals)?”
- Broad Focus on Improving Campus Climate* ❖ Nearly all the focus groups and many of the comments emphasized that diversity goes far beyond the numbers of new recruits, admissions and retentions, and that the real indication of a successful diversity initiative must incorporate progress toward

creating a more inclusive, integrated community in which “diverse perspectives, experiences and ideas are encouraged, accepted and valued as much as or more than the numbers behind them.”

- ❖ A few comments were along the following lines: “I prefer the focus to be on a welcoming environment and on integration and inclusion rather than on diversity.”
- ❖ Several talked about the measure of true diversity as emphasizing a climate and sense of community in which people from various backgrounds value and trust each other, “respecting differences in the experiences and ideas that each brings to the community and the resulting interrelationships.”
- ❖ One group talked about the need to “value diversity within diversity,” such that people from the same racial/ethnic groups would not be expected to think alike, and would be encouraged to share their different viewpoints.
- ❖ Others spoke of diversity and inclusion as reflecting a broad sense of community dominated by a caring environment in which racial/ethnic issues become “subordinate to a greater concern for individuals regardless of cultural background.”
- ❖ Several comments noted that thinking more broadly about these concepts of diversity, and how to make them a reality, is in many ways harder to make happen than a more narrow focus on expanding numbers, and may take longer to accomplish. But those comments also suggested that addressing both the concepts and the numbers together is essential, and that the increased numbers without accompanying implementation of the concepts and change in campus climate would not be true diversity—and probably would be fleeting anyway, without addressing the context in which the short-term numerical increases occurred.
- ❖ Related comments about improving diversity in the context of improving the sense of community and the overall climate on campus focused on the need for a “culture change to occur, and for the tone to be set, at all levels throughout the institution,” from top administrators through Vice Presidents and Deans through Department Chairs and Division Directors and middle management and supervisory levels, affecting staff and faculty in all units of the University.

*Balancing Diversity
Goals with High
Standards/Excellence*

- ❖ As in most of the staff focus groups, faculty group discussions included differing opinions concerning how well the University has been able to balance the goals of expanded diversity and excellence/highest quality hires and student admissions. The consensus of the various comments appears to be that on balance a higher level of diversity has been able to be accomplished to date with little or no perceived reduction in overall quality, though there may be some disagreement in a few cases from individual colleges or departments concerning individual students. A few isolated examples were also cited as “jury is still out” hires at the faculty level, but overall the sense appears to be that quality has been maintained as diversity has increased.
- ❖ Several faculty expressed concerns that too much emphasis has been placed on expanding diversity, especially in technical areas where the potential pool of minority candidates is known to be small. In these areas, there is concern that some excellent potential hires may have been lost or delayed due to the hiring process. In some of these areas, faculty report that either the candidates are very hard to find, or if found, RIT is typically unable to afford to hire them in the first place, given the competition, or if it is able to successfully recruit them, they often follow the dollars to a better position within a few years of their coming to RIT.
- ❖ Faculty comments indicated that no “token hires should be made just to meet a goal, because in the long run the decision catches up with us and with the selected candidate who falls short.” Having said that, however, several discussions concluded that it has been possible to find ways of identifying qualified candidates who may have different, non-traditional backgrounds that qualify them for the position—backgrounds that probably would not have been considered in other circumstances. The consensus seems to be that the focus on diversity has forced hiring committees to become more creative in seeking ways to meet the twin goals, and that progress has been made in finding candidates with different, but acceptable, paths to meeting the quality standards set by the committees. Comments indicated that, under the new guidelines, committees still only make offers to candidates, minority or otherwise, for whom they believe tenure is a realistic expectation.

Supports Needed for Faculty and Students

- ❖ Although Human Resources has typically not been an integral part of most faculty search processes, several comments suggested that HR should become a more active partner in future processes, working with the committees to help them determine acceptable alternative career and experience paths and to suggest ways of searching non-traditional contacts to find qualified candidates. Several also noted the need for HR over time to help develop consistent performance appraisal procedures that include effective ways of rewarding people who have been successful in meeting and addressing diversity goals and sensitivities.
- ❖ While generally supporting the notion of opportunistic hires, several faculty expressed the concern that in some cases the hire does not teach a full load while completing a degree, thereby creating additional teaching loads for existing faculty, coupled with the concern that the hire may go elsewhere before the University has received a satisfactory return on its investment in the person.
- ❖ As additional AALANA faculty hires are made, faculty expressed the need for strong supports to be in place to help ease the transition into the new job, particularly for those hires who come out of non-traditional backgrounds. Supports deemed to be important are strong mentoring, related staff development planning and consultation, and strong welcoming and support from other faculty in the college. Most faculty indicated that such support should be generic, provided for all new hires, who need careful nurturing and guidance. Several faculty noted that they try in their respective departments to pay a high level of attention to all new hires. Others acknowledged that the level of mentoring provided varies by department, often depending on the availability and willingness of senior faculty to help.
- ❖ Most faculty emphasized the need for a strong quality mentoring program for all new hires. Several indicated that it was appropriate to provide incentives for those who agree to participate, and to provide credit in a faculty members' work plan for the year to count as credit just as if the time had been spent in teaching or research.
- ❖ Faculty added that as some students are brought in with different, or in some cases lower, qualifications, the University has an obligation to provide strong academic supports to help with the transition. The supports noted most often were tutoring, faculty

advising and the recently-developed early warning system, which seems in its initial stages to be having the desired effect of providing early flagging of students who may be in trouble, and helping them get on the right track before disaster occurs. This is in place for both AALANA and non-AALANA students, which is deemed by faculty to be very important.

Breaking Down Barriers

- ❖ The importance of faculty advising, and providing sufficient time to consult with students who need support, was raised as a critical issue by several faculty, who questioned how realistic it is to assume they can do a good job of advising if they have 50-100 students for whom they may be responsible. This resource issue may be an important one for RIT to face, as the number of students continues to increase, particularly if more of the students are likely to need various levels of academic support.
- ❖ Faculty consensus appears to be that most students, and even most faculty, tend to be somewhat isolated and tend to keep to comfortable social groups, either within racial/ethnic groupings, and/or within their departments or colleges. The sense is that these are conscious choices, or at least ones based on relatively available options, but are not based on conscious decisions to exclude people from other groups. Indeed the faculty in most groups spoke of what they perceived to be increased tolerance for diversity among more students, with growing evidence of cross-racial friendships.
- ❖ However, there continue to be few indications of major cross-institution opportunities to bring groups of people together beyond their social groups, clubs, etc. As other focus groups noted, there are a number of very positive, highly-regarded support groups and clubs for students on campus, but their pluses are at least partly offset by the fact that they can also help unwittingly to contribute to separation of groups. Several faculty noted the need to find ways to encourage these groups to partner together to create more campus-wide events. Others went further, suggesting that the University may wish to withhold or reduce sponsorship of some of the groups, in order to more aggressively encourage consolidation and blending together of efforts.
- ❖ Perhaps even bigger sources of barriers, in the eyes of many faculty, are the “college silos.” Frequently little action occurs between either faculty or students between departments within a

college, let alone between colleges. Other than committees and entities such as Academic Senate, many faculty members noted there were few opportunities to regularly socialize or get together professionally with other faculty outside their academic discipline, and with students, the same is often perceived to be the case, other than through residence halls. Most faculty focus group discussions indicated the desirability of more “cross-college collegiality” and increased opportunities to explore differences and common ground between faculty from different academic areas. The level of isolation within colleges is viewed as detrimental to many students, and to the social and professional development of many faculty as well.

*“Majority” Faculty
Concerns*

- ❖ Although some faculty were angry at the investment in the new field house, most seemed comfortable with the physical changes on campus that have taken place and are being designed to break down barriers and create more comfortable places for students and faculty to mix in informal settings.
- ❖ For the most part, non-minority faculty expressed concerns about the growing number of new students, without sufficient resources to meet their academic support needs. They particularly expressed concerns that there would be insufficient student mentoring/academic advising time to meet student needs.
- ❖ Most faculty expressed concerns about perceived poor communications between the faculty and the RIT administration. The perception most frequently voiced was that the administration tends to do mostly what it wants to do, and that it does not consult sufficiently with faculty or other constituent groups on campus.
- ❖ Many faculty were especially concerned about the “paradigm shift” from heavy focus on teaching to an increased focus on research and emphasis on bringing in research grant dollars. Many were concerned that this would further dilute teaching emphasis, would lead to more undergraduate students being taught by graduate assistants rather than faculty, would undermine the importance and reality of effective mentoring occurring for new faculty members, would make it even harder for most faculty to connect with students, and would create even more isolation within colleges over time.

Minority Faculty Concerns

- ❖ Minority faculty (mostly AALANA) expressed concerns that too often they get caught on either end of a continuum: they are held to higher expectations than their colleagues (“we can’t just be average like some others can”), or they are held to a lower standard. Either way, they are uncomfortable and said that they only want “to be held to the same standards as others on a level playing field.”
- ❖ Several expressed concerns that they do not yet have a critical mass on campus and therefore wind up being burned out with multiple committees and other assignments, in addition to their academic loads. Because there are still relatively few AALANA faculty, they wind up consulting with each other, thereby taking valuable time of both parties. They say it is not that they cannot or don’t want to consult with white faculty; they often do. But on some matters, the difference in base of experiences is such that it only makes sense to speak with someone more likely to identify with the common experiences.
- ❖ AALANA faculty emphasized that they want to be hired for what they are and not as tokens or role models for AALANA students. They prefer to be thought of as role models in general for all students, and not just for other minorities.

Efforts to Expand Local Applicant Pipeline

- ❖ Faculty were generally supportive of the local efforts to attempt to reach out to minority students in the Rochester area to help entice them to campus and to pursue technical career directions. Even if this is a long-term effort to expand the pipeline, it is viewed as being worth the effort by most who raised the issue.
- ❖ Faculty also responded positively to efforts to try to single out promising undergraduate minority students on campus and help them obtain their graduate degrees in the hopes they will return to teach at RIT. Even though some concern was expressed about “in-breeding,” most seemed to think that concern was outweighed by the potential values of the initiative.

Diversity of RIT Leadership

- ❖ Faculty expressed concern about the mostly white nature of the RIT administrative leadership at a time when it is aggressively promoting diversity. Several complained about the administration holding others to a higher standard than that to which they hold others. Several also noted the need for Trustees to make the effort to become more diverse in their makeup as well.

*Communications
Between Hearing and
Non-Hearing
Populations*

- ❖ The symbolic value of Dr. Simone’s learning to speak sign language was noted by several faculty members as an important way of saying to non-hearing students, faculty and staff that “you are important.”
- ❖ Other than that effort, most faculty agreed that the non-hearing students “are probably the most segregated students on campus.” They are viewed as needing considerable support services beyond what they currently are able to access.
- ❖ There is a concern that there are not enough interpreters to meet the needs of all classes for non-hearing students, let alone the needs for such supports in social and extra-curricular settings.
- ❖ Sign language, despite the efforts of the President, are viewed as insufficient, and many believe that training in, and use of ASL, should be at least strongly encouraged if not even required among all those who come in regular contact with non-hearing students.

Summary of Focus Group and Survey Comment Themes

- ❖ Considerable emphasis was placed on the need for RIT to think of an expanded focus on diversity and inclusion—beyond just racial-ethnic, to also include gender, hearing/non-hearing, and sexual orientation. Many understood the strategic value of focusing on AALANA students and employees, but felt that that shouldn’t be the only focus: it needs to be “both-and” rather than “either-or.”
- ❖ Many comments noted the perceived poor sense of community on campus, with a heavy academic and career focus, and less emphasis on social aspects. This often leads to a sense of isolation. This lack of community and basic friendliness is perceived as contributing more to isolation and exclusion than racial isolation/exclusion per se. Comments indicated the need to break down barriers across colleges and academic/professional disciplines, across faculty/students, separate student clubs and support groups, etc.
- ❖ A number of comments and focus group discussions cautioned the administration to be careful not to create unrealistic expectations for hiring in areas where there is a very small pool of minority and/or women candidates. Comments suggested, “Don’t penalize us for things beyond our control.” At the same time, many noted the need to consider alternative paths to success, including non-traditional criteria and experiences as long as they add up to likely success. Comments noted the need to think more creatively about admissions and hiring/recruitment processes.

Summary, continued →

Summary of Focus Group and Survey Comment Themes, continued

- ❖ Considerable staff support, and less so among faculty, was expressed for expanded supervisory training around diversity and related issues (communications, cross-cultural understanding, management skills, conflict resolution, team building, sensitivity training, etc.).
- ❖ A number of faculty members expressed concerns that they are asked to do too much, thereby detracting from teaching and student contacts, without having enough substantive input into the changes that are needed. This is perceived as especially problematic at a time when more supports are needed for a growing and more diverse student body.
- ❖ Many expressed a need for more diverse leadership at all levels of the University, from the top with Trustees and administration, through mid-level management, governance groups, and key campus committees.

IX. SUMMARY OBSERVATIONS, CONCLUSIONS, OPPORTUNITIES AND SUGGESTIONS FOR RIT CONSIDERATION

In this concluding chapter, CGR has pulled together some overall observations and broad conclusions from the Climate study, as well as some opportunities/suggestions for RIT's consideration.

Overall Observations and Conclusions

- ❖ Strong overall support was expressed by faculty, staff and students for the concept of diversity on campus, its value to RIT, and the value of actively promoting the concept. All surveyed groups reported high levels of comfort interacting with people on campus from racial/ethnic groups different from their own, and more than three-quarters of all students agreed that majority and racial/ethnic minority students get along well.
- ❖ Yet, about half of all students, faculty and staff perceived that most people's social interactions on campus are largely limited to those of their own racial/ethnic group. And, about half of both staff and faculty indicated that, despite strong overall support for the concept of diversity, they believe the RIT administration pushes its minority hiring policies too forcefully. Thus there is strong philosophical support for diversity initiatives on campus, but not universal backing for the specific policies and strategies in support of the concept.
- ❖ Similarly, although three-quarters or more of students, faculty and staff say that striving for diversity is compatible with and does not compromise RIT's goal of excellence, less than half of all students (and only about 40% of the white students) supported admitting any underrepresented racial/ethnic students (i.e., AALANA students) based on different criteria, even if expectations of ultimate success were the same as for all students (although almost two-thirds of faculty supported such approaches). A third or more of all students, staff and faculty indicated that promoting diversity leads to the admission of greater numbers of less qualified students, and to the hiring of greater numbers of less qualified faculty and staff. Moreover, almost two-thirds of staff and more than half of the faculty indicated that they were not willing to recommend hiring a qualified racial/ethnic minority

candidate unless the person were also the most qualified candidate. Again, philosophically there is strong support for the compatibility of the twin goals of diversity and excellence/high performance standards on campus, but significant proportions of various key campus constituency groups indicate their belief that in practice, some compromising has occurred, and many are not happy with specific approaches which may be used to increase diversity.

- ❖ Although more than 60% of all faculty are supportive of having more students and faculty from underrepresented racial/ethnic backgrounds in classrooms at RIT, less than a third of all students (and only about a fifth of white students) support such increases. Students are more supportive of increasing the number of women faculty on campus, but even there, only 47% of all students agreed, compared with more than 60% of faculty.
- ❖ In general, students (and in particular, white students) appear to be less supportive than faculty or staff of the desire for RIT to become more diverse, or of the need for active intervention on the part of RIT in effecting change in the climate of diversity and inclusion on campus. Not surprisingly, AALANA students are much more aggressive proponents of change.
- ❖ In general, AALANA faculty, staff and students are more likely, and whites less, to report having observed or experienced discrimination, and to support a variety of initiatives to enhance diversity and break down racial/ethnic/intercultural barriers on campus.
- ❖ In general, female students, faculty and staff are more likely than men to report having observed or experienced discrimination, and to support various new diversity and inclusion-related initiatives.
- ❖ There were significant differences in student and faculty survey responses across colleges (and to a lesser extent between staff divisions) on a number of issues concerning perceptions about the RIT climate, and support and perceived need for various initiatives. At the risk of overgeneralizing, faculty and students in the more scientific and high-technology colleges were less likely than were those in other colleges to report being treated unfairly or to suggest evidence of discrimination, and less likely to be supportive of agendas in support of expanded diversity, inclusion and climate change.

- ❖ Diversity and inclusiveness were frequently defined in terms much broader than in just racial/ethnic/cultural terms. Considerable support (and in many cases, perceived need) was expressed for addressing gender issues (and to some extent for also addressing Asian and international student and hearing/non-hearing communications concerns) as well as racial/ethnic diversity and inclusion issues.
- ❖ There is a clear consensus among all surveyed groups that the campus does not provide a strong sense of community. Faculty and especially students were most likely to report the absence of a perceived sense of community. Overwhelming support exists from all groups on campus for the value of improving physical surroundings and comfortable spaces on campus to create increased interaction opportunities.
- ❖ There are numerous support groups and student clubs on campus to help provide social opportunities and a sense of community, but these same valuable resources can also inadvertently contribute to a sense of isolation, with little cross-fertilization between groups. Similarly, the need for more mixing of students and faculty across colleges was noted as a means of breaking down barriers between groups on campus.
- ❖ Faculty and staff both expressed strong support for paying more attention to ways of welcoming and providing support for all new hires, and for a more formal mentoring system for all new faculty and staff.
- ❖ Most students, faculty and staff question whether RIT does as good a job as it should in seeking out opinions and advice from various constituency groups concerning how to make improvements on campus, and in particular concerning soliciting and acting on issues related to diversity on campus.
- ❖ There is a great deal of pride about RIT among more than three-quarters of all staff and faculty; most students also feel pride in the institution, though the proportion drops to 58%. Two-thirds of the students, and more than 80% of faculty and staff, would recommend RIT to other prospects. Thus there is a reservoir of goodwill toward RIT among the vast majority of the University's constituency groups.

- ❖ Finally, it should be noted that even though there are numerous “favorable” findings from each survey, with majorities and even substantial majorities in support of various concepts and initiatives, sizable minorities of the respondents on most items expressed less positive perspectives. The University will need to decide how much focus it wishes to place on reaching out to, and perhaps changing the perspective of, such subsets of faculty, staff and students. RIT will need to decide what levels of “favorable” and “less favorable” response rates it wishes to strive for in the future, in terms of improvement over the current baseline profiles. Because of differences in methodology and in most of the questions asked in the surveys, compared to other universities that have undertaken climate studies, there are few norms, or national guidelines or comparable benchmarks for RIT to use in comparing its performance. As a result, it will need to engage in a thoughtful process of defining what it considers to be the strategic directions it wishes to explore and the changes it wishes to implement, and then to set targets for improvement that seem realistic and acceptable in terms of the questions most likely to be affected by those strategic initiatives.

Opportunities and Suggestions for RIT Consideration

Although CGR was asked not to provide extensive recommendations at the close of this project—as RIT will establish processes to consider the findings from our report and develop its own recommendations and strategic initiatives in response—we were asked to provide some overall suggestions concerning opportunities which we believe RIT can take advantage of as it develops its responses to our findings and to the overall observations and implications noted above. The policies, strategies, detailed approaches and next steps are of course up to the University and its various constituent groups to determine, but CGR believes that the broad concepts and opportunities discussed briefly below can be helpful in building a foundation for the types of changes needed to make RIT a more diverse and inclusive campus in the future.

- ❖ ***Diversity and inclusiveness at RIT need to be addressed in the larger context of the overall campus climate and environment. That is, many of the issues related to becoming more diverse and inclusive will be addressed if the University is able to develop a greater sense of community,***

becoming more friendly and welcoming and supportive of all people on campus, regardless of their racial/ethnic, gender, academic discipline, or hearing/non-hearing identities. Issues of increasing diversity, inclusiveness and cross-cultural understanding cannot easily happen in isolation, without focusing on improving the overall campus-wide climate and creating a more welcoming and supportive environment overall.

- ❖ While it is important to focus on increasing the numbers of underrepresented racial/ethnic minority students and employees on campus—in order to create a comfortable critical mass of such individuals—it is just as important, though perhaps harder, to ***create an environment in which sharing of diverse ideas, experiences and backgrounds is actively supported, encouraged and celebrated as a value.*** Focusing on such quality-of-life climate issues may take longer and be harder to measure than placing primary emphasis on increasing numbers, but ***in the long run it is what will make it possible to sustain a truly diverse and inclusive campus, and to help assure that greater numbers of minority students, faculty and staff will be attracted initially to the campus, and will be motivated to stay.***
- ❖ The First Year Enrichment orientation initiative offers a key place to begin to create such an improved inclusive climate and sense of community. Much of the emphasis to date in this important FYE effort has been on bringing new students together into groups within colleges and departments, rather than trying to mix students across colleges and backgrounds. Since some colleges and departments are not very diverse racially/ethnically, or by gender, having a primary focus on bringing students together at the college or departmental level can have the unintended effect of not only isolating students by academic discipline, but also in many cases creating de facto a sense of racial/ethnic, and perhaps gender, isolation as well. ***Modifying the excellent foundation of the FYE initiative by supporting the conscious mixing from the first day on campus of people in groups across college/departmental, racial/ethnic, and faculty/staff/student lines can have significant implications for creating a greater sense of diversity and community across campus in the future.***

- ❖ Along similar lines, ***RIT may wish to consider consciously creating a more critical mass of racial/ethnic minority students in dorms and apartments throughout campus, in order to reduce the sense of isolation currently experienced by some students*** (e.g., a single African-American student residing on a floor of mostly white students).
- ❖ ***Emphasis should also be placed on striving to increase the numbers of racial/ethnic minority students, faculty and staff throughout all aspects of campus life, so representation increases over time in classrooms, on committees, in campus leadership positions at all levels.***
- ❖ ***RIT should continue to focus on creating more comfortable physical spaces, both large and small, where people from various sectors of campus life and backgrounds can congregate*** and mix informally to help break down barriers between groups. Similarly, ***ways should be explored to consciously bring people together throughout the academic year in various settings and events across colleges, racial/ethnic groups, student/faculty/staff groups, and student support groups and social clubs to further reduce isolation and help create a sense of community across campus.***
- ❖ ***Ways should be explored to strengthen formal mentoring, FYE and other broad efforts to welcome and support all new faculty, staff and students on campus***—not just singling out racial/ethnic minority newcomers for attention.
- ❖ ***More focus should be placed on training and orientation of all in leadership/supervisory positions among faculty, staff and administration*** concerning understanding cross-cultural differences, improved communications, resolving differences in sensitive ways, etc.
- ❖ In order to minimize the types of resistance to such efforts that surfaced in the survey and focus groups, it would make sense to treat such training/orientation sessions as opportunities, rather than threats or suggestions that the sessions are for “punitive reasons.” ***By placing the focus on the changing environment and makeup of the student body, faculty and staff, emphasis can be placed on the opportunity for those going through the training/orientation to anticipate and understand the***

changes; consider how the changes will affect behavior, teaching and learning styles, and expectations; consider how to break down and understand stereotypes; and be prepared to address changes sensitively and thoughtfully.

- ❖ *Consideration should be given to creating a formal ombudsperson office or some related office of support for minority staff and faculty to address complaints and issues related to discrimination, perceived lack of support, and various concerns not addressed adequately through the normal chain of command.* The University has created several offices to support the “big picture” policy and strategic aspects of enhancing diversity on campus, but these offices do not address complaints or concerns affecting individuals, and such an office may prove to be an important support mechanism that may be of considerable value in helping to convince prospective hires that the institution is serious about meeting needs of minority staff and faculty, and in helping resolve issues in ways that help improve long-term retention rates.
- ❖ Several issues were raised in the findings concerning the need to improve communications on campus—between faculty and students, between racial/ethnic groups, between administration and staff/faculty/student groups. Various ways of addressing these communications issues should be considered. *Two particular issues that were raised by substantial numbers of those surveyed, and that may need particular attention, were increased focus on basic training in American Sign Language among all campus groups, and the need to address issues of perceived communications problems involving students and faculty with English as a second language.*
- ❖ Because of significant differences in perceptions of campus climate and related issues between faculty and students in different colleges, *particular efforts should be made to bring faculty and students across academic disciplines together in various settings to explore differences as well as common ground and opportunities between them.*
- ❖ *There appears to be a need to strengthen the performance appraisal and staff development functions as applied across campus.* These should perhaps become expanded responsibilities

of the Human Resources function. The tenure system also needs to be strengthened and made more consistent across academic disciplines.

- ❖ ***Ways should be considered to have the Human Resources function become a stronger support mechanism in partnership with staff and faculty hiring processes***—through helping search committees explore new approaches, new sources for identifying potential candidates, new criteria, and alternative paths to success without compromising quality standards.
- ❖ ***RIT may wish to consider bringing in outside consultation to help various constituency groups sort through conflicting viewpoints about diversity issues, find common ground, and strategize about ideal solutions, policies and action steps.***
- ❖ ***Consideration should be given to establishing a cross-cultural understanding course for all RIT students, regardless of academic major.***
- ❖ ***While primary attention may strategically continue to be devoted to addressing AALANA-related diversity issues, RIT may also wish to consider ways it can simultaneously address other forms of diversity issues as well.*** It may be that the suggested quality-of-life focus on inclusion and sense of community will help address diversity in the broader context.
- ❖ ***Students need to have access to strong faculty/student advising, which not only provides strong support within colleges and departments, but which also provides thoughtful cross-discipline advice for students*** who may wish to consider changing majors and who therefore need someone with a broad perspective to help sort out options. Strong academic supports such as faculty advising and early warning systems need to be in place for all students.
- ❖ ***RIT needs to engage in a thoughtful process of expanding its diversity and inclusion initiatives, involving all constituency groups in a process to effect change in a deliberate way that encourages all perspectives to be listened to and considered without fear of being ridiculed or put down.*** Many in the study process to date have expressed the concern that decisions will be made from a top-down perspective, without adequate deliberation or consideration of all perspectives. The ultimate solutions may

take considerable time to craft and to obtain needed buy-in support from all key constituency groups. Yet ***such a thoughtful process, while time-consuming, should ultimately ensure decisions that have widespread support and that result in a changed climate and sense of community that truly supports and encourages expanded diversity and inclusion throughout all segments of the RIT campus.***

INDEX OF SURVEY QUESTIONS

	<u>Survey Question Number</u>			<u>Page in Report</u>
	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	
Note: (staff text) [faculty text]				
Diversity is good for RIT and should be actively promoted by students, staff, faculty, and administration.	1	1	1	p. 25
Most students (staff) [faculty] I know genuinely support racial/ethnic diversity at RIT.	2	2	2	p. 26
RIT places too much emphasis on racial/ethnic diversity.	3	3	3	p. 28
I feel comfortable going to see RIT faculty members .	4a			p. 36
I feel comfortable going to see an RIT faculty member of a different racial/ethnic background than me .	4b			p. 36
My social interactions on this campus are largely limited to persons of my own race/ethnicity.	5a	4a	4a	p. 36
Most people's social interactions on this campus are largely limited to persons of their own race/ethnicity.	5b	4b	4b	p. 36
In general, majority and racial/ethnic minority students get along well with each other.	6			p. 39
I am comfortable with students of different racial/ethnic groups than my own.	7a	5	5	p. 38
Most students I know are comfortable with students of different racial/ethnic groups than their own.	7b			p. 39
At RIT, I am comfortable being in situations where I am the only person of my racial/ethnic group.	8	6	6	p. 40
Most faculty I know at RIT are fair to all students regardless of students' racial/ethnic backgrounds.			7	p. 41
Promoting diversity leads to the admission of greater numbers of less qualified students .	9a	7a	8a	p. 46
Promoting diversity leads to the hiring of greater numbers of less qualified faculty (staff) [faculty] members .	9b	7b	8b	p. 47

Note: (staff text) [faculty text]	Survey Question Number			Page in Report
	Students	Staff	Faculty	
RIT admissions practices are consistent with the goal of increasing the number of students of underrepresented racial/ethnic backgrounds.	10	8a	9a	p. 30
RIT recruitment and hiring practices are consistent with the goal of increasing the staff [faculty] of underrepresented racial/ethnic backgrounds.		8b	9b	p. 31
I'd like to see more students from underrepresented racial/ethnic backgrounds in my classes.	11a		10a	p. 51
I'd like to see more faculty from underrepresented racial/ethnic backgrounds in my classes [teaching classes at RIT].	11b		10b	p. 52
I'd like to see more female faculty in my classes [at RIT].	11c		10c	p. 52
If we strive for diversity, it doesn't mean we have to compromise our goal of excellence.	12	9	11	p. 45
RIT has done a good job providing programs and activities that promote diversity.	13	10	12	p. 33
I feel there should be more students (staff) [faculty] on campus in my racial/ethnic group.	14	11	13	p. 54
I sometimes see people excluded socially on campus because of their race/ethnicity.	15	12	14	p. 57
Support services for students (staff) of racial/ethnic minority backgrounds are sufficient on campus.	16	13	15	p. 62
It is appropriate to provide special support for students, staff, or faculty who come to RIT from underrepresented racial/ethnic minority backgrounds.	17	14	16	p. 63
Faculty I know have high academic performance expectations for all students.	18		17	p. 42
Some faculty have lower academic performance expectations for students from underrepresented racial/ethnic groups.	19		18	p. 42
It's OK to recruit/admit students of underrepresented races/ethnicities based on different criteria, as long as expectations of success are the same for all students on campus.	20		19	p. 46
Most underrepresented racial/ethnic minority students in my classes are academically well prepared for college studies.	21a		20a	p. 48

	<u>Survey Question Number</u>			Page in Report
	Students	Staff	Faculty	
Note: (staff text) [faculty text]				
Most majority students in my classes are academically well prepared for college studies.	21b		20b	p. 48
My education would be better if I could take more classes that include emphasis on multicultural diversity and understanding.	22			p. 54
I perceive an increase in efforts on campus to break down barriers between racial/ethnic groups.	23	15	21	p. 68
RIT students(staff) [faculty]should be strongly encouraged to attend cross-cultural workshops or events on campus.	24	16	22	p. 68
Racial/ethnic minority staff [faculty] members are adequately represented on important University committees.		17a	23a	p. 75
Female staff [faculty] members are adequately represented on important University committees.		17b	23b	p. 76
I understand the roles of the Commission for Promoting Pluralism and the Assistant Provost for Diversity.		18	24	p. 64
I believe the RIT offices involved in addressing diversity issues have impact.		19	25	p. 64
I see potential value in more training/orientation for staff [faculty] around issues of cultural diversity and sensitivity, communications, etc.		20	26	p. 69
Managers [Deans] should be held responsible for meeting staff [faculty]diversity hiring and retention goals as part of their formal performance appraisal.		21	27	p. 82
Department Chairs should be held responsible for meeting faculty diversity hiring and retention goals as part of their formal performance appraisal.			28	p. 83
The performance appraisal system currently in place is adequate in terms of providing rewards for meeting objectives and for improving efforts to support diversity.		22	29	p. 83
RIT Administration pushes its minority hiring policies too forcefully.		23	30	p. 32
The tenure process is fair for all.			31	p. 84

	<u>Survey Question Number</u>			Page in Report
	Students	Staff	Faculty	
Note: (staff text) [faculty text]				
Underrepresented racial/ethnic minorities receive preferential treatment in the tenure process.			32a	p. 85
Underrepresented racial/ethnic minorities are discriminated against in the tenure process.			32b	p. 85
Expressing controversial views can have negative consequences for staff . [faculty, esp if not tenured]		24a	33a	p. 86
Expressing controversial views can have negative consequences for staff [faculty] especially if the person is a racial/ethnic minority .		24b	33b	p. 87
RIT should do more to attract Rochester-area minority students to attend RIT.			34	p. 56
I would encourage an underrepresented racial/ethnic minority person being considered for a staff [faculty] position to come to RIT.		25	35	p. 102
RIT should give more attention to all new staff [faculty] hires , in terms of welcome, orientation, and support.		26a	36a	p. 65
RIT should give special attention to underrepresented racial/ethnic minority staff [faculty] hires , in terms of welcome, orientation, and support.		26b	36b	p. 65
I would recommend hiring a <u>qualified</u> underrepresented racial/ethnic minority candidate in my department even if he/she were not the most qualified candidate.		27	37	p. 49
There should be mandatory training for supervisory and mid-management staff [Deans and Dept Chairs] regarding racial/ethnic diversity, leadership, communication skills, etc.		28	38	p. 70
I am aware of student groups and services such as North Star, Global Union, BACC, LASA, and the Asian Cultural Society at RIT.	25			p. 66
I believe racial/ethnic student clubs provide valuable support to students.	26			p. 66
There should be more efforts to bring racial/ethnic student groups together to encourage mixing, rather than separating students.	27			p. 71

	<u>Survey Question Number</u>			<u>Page in Report</u>
	<u>Students</u>	<u>Staff</u>	<u>Faculty</u>	
Note: (staff text) [faculty text]				
I know of people who have been treated unfairly at RIT because of their race/ethnicity .	28a	29a	39a	p. 57
I know of people who have been treated unfairly at RIT because of their gender .	28b	29b	39b	p. 57
I know of people who have been treated unfairly at RIT because they are deaf or hard-of-hearing	28c	29c	39c	p. 57
I have read/heard/seen insensitive or negative comments at RIT about racial/ethnic minorities.	29	30	40	p. 59
I sometimes perceive racial/ethnic tensions in the residence halls.	30			p. 60
I sometimes perceive racial/ethnic tensions in the classroom.	31		41	p. 60
Increased racial/ethnic diversity can strengthen RIT's academic programs.	32	31	42	p. 55
Persons of racial/ethnic minority backgrounds whom I know feel comfortable at RIT.	33a	32a	43a	p. 93
Women whom I know feel comfortable at RIT.	33b	32b	43b	p. 93
Deaf and hard-of-hearing persons whom I know feel comfortable at RIT.	33c	32c	43c	p. 94
In my experience, there is effective communication among deaf, hard-of-hearing, and hearing people at RIT.	34	33	44	p. 89
A sufficient number of interpreters for deaf and hard-of-hearing persons is available on the RIT campus for classes, clubs, campus events, etc.	35	34	45	p. 90
RIT staff, students, and faculty should learn at least the basics of American Sign Language.	36	35	46	p. 91
I feel that RIT faculty make enough effort to assist students who are deaf and hard-of-hearing.	37		47	p. 92
Overall, I feel a sense of pride about RIT.	38	36	48	p. 104
I have been treated fairly by RIT faculty members.	39			p. 43
My academic advisor is concerned about my success as an individual.	40			p. 95

	<u>Survey Question Number</u>			Page in Report
	Students	Staff	Faculty	
Note: (staff text) [faculty text]				
I feel that I have received adequate guidance/mentoring from faculty (other staff) [other faculty] on campus.	41	37	49	p. 96
I have trouble learning from some faculty whose first language is not English.	42			p. 44
RIT does a good job seeking students' (staff's) [faculty's] opinions about how to make the campus a better place.	43	38	50	p. 77
RIT actively seeks and acts on students' (staff) [faculty] views in shaping diversity programs on campus.	44	39	51	p. 77
Improving physical surroundings on campus creates improved opportunities for increased interaction among students, staff, and faculty (Java Wally's, benches, quad area improvements, Ritz, etc.).	45	40	52	p. 71
I see potential value in a more formal mentoring system for new staff [faculty].		41	53	p. 97
RIT faculty should be expected to serve as mentors for new faculty hires.			54	p. 99
I am willing to participate in a formal mentoring program as a volunteer mentor if asked, with no specific recognition or incentive.		42a	55a	p. 98
I am willing to participate as a mentor only if the time is credited to my formal performance appraisal.		42b	55b	p. 98
The First Year Enrichment (FYE) orientation helps students adjust to college.	46			p. 72
First Year Enrichment (FYE) should do more to mix students across colleges and academic disciplines.	47a			p. 72
First Year Enrichment (FYE) should do more to mix students across different racess/ethnicities.	47b			p. 72
First Year Enrichment (FYE) includes enough emphasis on multicultural diversity.	48			p. 73
Most faculty make me feel like a valued member of the RIT community.	49a	43a	56a	p. 100
Most members of the administration make me feel like a valued member of the RIT community.	49b	43b	56b	p. 100
Most staff members make me feel like a valued member of the RIT community.	49c	43c		p. 100

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	Students	Staff	Faculty	
Note: (staff text) [faculty text]				
Most students make me feel like a valued member of the RIT community.	49d			p. 100
Staff Council [Academic Senate] is a strong voice for change and strengthening RIT.		44	57	p. 78
My opinions matter in discussions within my department.		45	58	p. 79
I am treated fairly in the annual performance appraisal process.		46	59	p. 84
Student government is helpful in bringing students together and in creating a sense of community.	50			p. 79
I plan to graduate from RIT.	51			p. 103
I would recommend RIT to prospective students (staff applicants) [faculty members].	52	47	60	p. 102
Racist / Non-racist			end of survey	p. 107
Sexist / Non-sexist			end of survey	p. 109
Homophobic / Non-homophobic			end of survey	p. 110
Not supportive / Supportive of different cultural backgrounds			end of survey	p. 110
Not supportive / Supportive of persons who are deaf/hard-of-hearing			end of survey	p. 111
Not friendly / Friendly			end of survey	p. 112
Little sense / Great sense of community			end of survey	p. 113