



DIVERSITY EDUCATION YEAR 4 IMPACT

1

Explain My Role & Department

2

Highlight Program Impact Data

3

Answer Your Questions

DIVERSITY EDUCATION TEAM

Part of the Division of Diversity and Inclusion

We focus on educating or creating space for employees and students to engage in diversity, equity, inclusion and belonging activities.





CULTURAL HUMILITY COMPTENCIES



AWARENESS

ATTITUDES

KNOWLEDGE/SKILLS

PRACTICE/EMBODY

MY BIG GOALS

(BENCHMARK SET IN 19-20')

- 1 To increase one's humility, knowledge and skills.
- 2 To offer practice opportunities for employees and students.
- 3 To inspire an inclusive spirit, to influence equitable policymaking and daily practices, and offer examples of progressive cultural change.
- 4 To co-create a healthy and open inquiry climate.



65%

of employees participate in at least one
diversity education initiative.
= 2,458 out of 3,781

YEAR 4

- 553 employees got involved in Year 4 offerings for the first time
- Results in approx. 63% of employee participation over 4 years; 71 remaining to goal
- Not included in #'s are our global campus students and employees

19-20': 1,013 employees
20-21': 460 employees
21-22': 361 employees

1

White hearing cis-women continue to be most represented. An increase in men, and White men in particular can be noted.

2

More departments and divisions have encouraged or required attendance: University Advancement, Athletics, Residence Life, Controllers Office and Access Services.

3

Increase in special request coaching or training: GCCIS, CAPs and College of Engineering

“

What Are They Saying?

“I found this program to be the most valuable professional development I've participated in at RIT.”

“I thought I knew about cultural humility going in, but it really opened my eyes to what it truly is and the impact it has on an organization.”

“I've only been here for 6 weeks after 20+ years at other colleges and universities. I'm thrilled that RIT offers this kind of program for our employees, because I've never seen anything like it.”

“Your teaching style and demeanor couldn't be more perfect for guiding us through these topics and for inspiring meaningful self-reflection. I appreciate your authenticity, how you welcome anyone and everyone regardless of where we're at in our personal understandings. You offer practical background and what can-we-do next content in all of your workshops.”

COMMON SKILLS



LEARNING

Empathy

Active
Listening

Identify and
Understand DEI

Perspective
Taking

Define Microaggressions,
Power, Privilege and Equity

Basic ASL Skills

Break: Q&A

Up Next: Program Overviews

WHAT'S YOUR DIVERSITY?

- Approx. 120 storytellers (30 this year)
- 12 people on average attendance; 71 unique audience members
- 19 of 22 have a better or more complex understanding of diversity after participating (22-23')
- 18 of 21 said this program increased their sense of belonging to RIT (22-23')

Time: 60 minutes every other Wednesday (9am and 12pm)



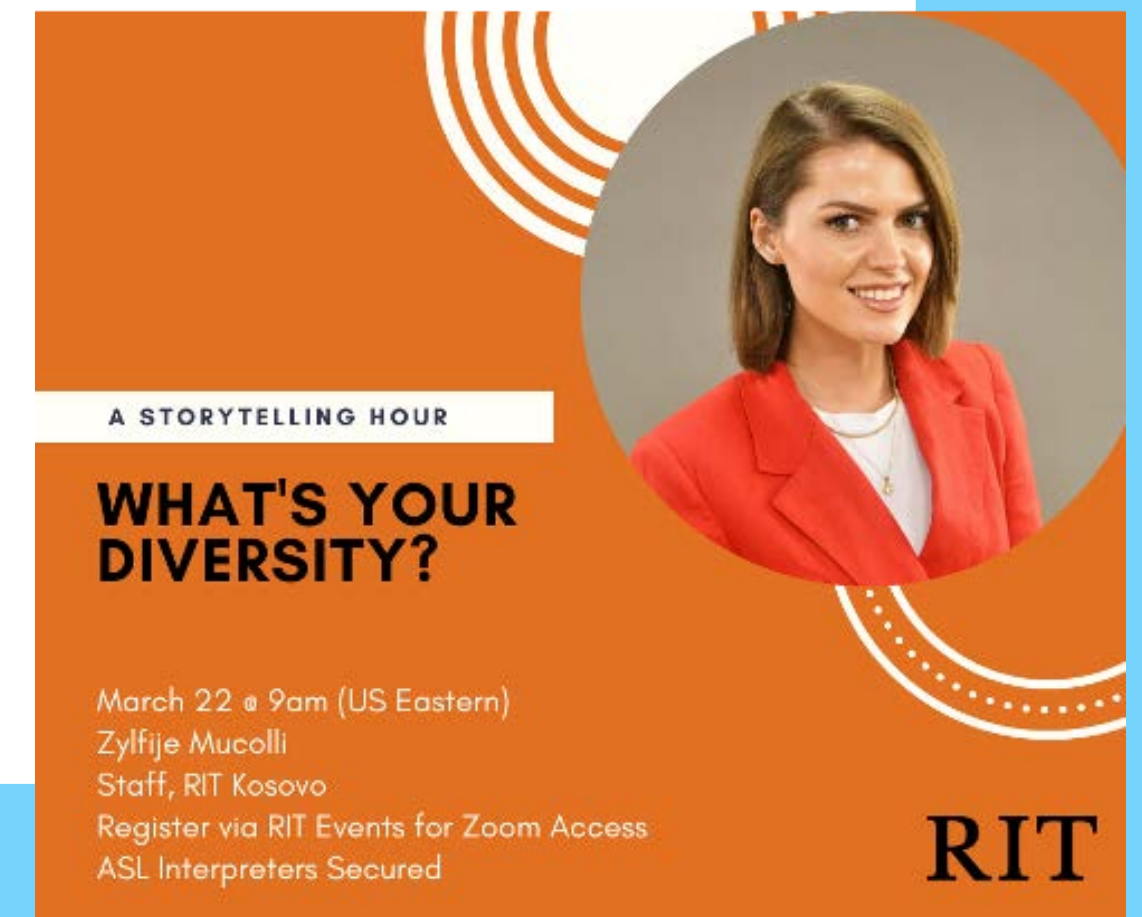
A promotional graphic for the 'WHAT'S YOUR DIVERSITY?' event. It features a circular portrait of Gemma Sobieraj, a student at RIT Rochester, wearing glasses and a brown turtleneck. The background is orange with white decorative elements. Text on the graphic includes: 'A STORYTELLING HOUR', 'WHAT'S YOUR DIVERSITY?', 'March 8 @ 12pm (US Eastern)', 'Gemma Sobieraj', 'Student, RIT Rochester', 'Register via RIT Events for Zoom Access', 'ASL Interpreters Secured', and the RIT logo.

A STORYTELLING HOUR

WHAT'S YOUR DIVERSITY?

March 8 @ 12pm (US Eastern)
Gemma Sobieraj
Student, RIT Rochester
Register via RIT Events for Zoom Access
ASL Interpreters Secured

RIT



A promotional graphic for the 'WHAT'S YOUR DIVERSITY?' event. It features a circular portrait of Zylfije Mucolli, a staff member at RIT Kosovo, wearing a red blazer. The background is orange with white decorative elements. Text on the graphic includes: 'A STORYTELLING HOUR', 'WHAT'S YOUR DIVERSITY?', 'March 22 @ 9am (US Eastern)', 'Zylfije Mucolli', 'Staff, RIT Kosovo', 'Register via RIT Events for Zoom Access', 'ASL Interpreters Secured', and the RIT logo.

A STORYTELLING HOUR

WHAT'S YOUR DIVERSITY?

March 22 @ 9am (US Eastern)
Zylfije Mucolli
Staff, RIT Kosovo
Register via RIT Events for Zoom Access
ASL Interpreters Secured

RIT

SIGNATURE EVENTS

- MLK Events: Let Freedom Ring and Expressions of King's Legacy
- Together RIT

- **MLK: Let Freedom Ring and Expressions**
 - 417 attendees for LFR; approx. 1,300 attendees for Expressions
 - 43% of surveyed attended for the **first time**
 - Appreciated learning about local history and opportunity to reflect.

Time: Mid-to-end of January



TOGETHER RIT 2023

Schedule

June 30 – Proposal Deadline

- 10am-10:45am: Opening Remarks Panel
- 11am-11:45am: Concurrent Sessions
- 12pm-1pm: Lunch Conversations (Davis Room & Fireside)
- 1:15pm-2:30pm: Concurrent Sessions
- 2:30pm-3pm: Campus Resource Tabling/Exhibit (Fireside)
- 3pm-4pm: Closing Activity (Fireside or SHED)

SAVE THE DATE!

Friday October 20, 2023

Open to the entire RIT Community

Together
RIT



Day of Dialogue on Gender
and Sexuality

BELONGING & COMMUNITY EDUCATION

Race & Ethnicity Cultural Mixers (New)

“I am glad everybody had a good time. It was nice to see all the new faces we don’t typically see in Gracies!”

“I loved learning more about the cuisine and tasting some things I hadn’t tried before. Maybe we can incorporate some of these into future events and our menu.”

Time: September, October, November, February and April



INTO THE ROC: PEOPLE'S TRACK

Time: September, October, February and April

**91 participants;
Last year 60**

Fall 2022

- Talked with veterans at Vietnam Veterans Memorial.

Spring 2023

- Partnered with faculty to review local ethnic press at science museum.
- Attended the MAG to experience two artists of color's exhibits.
- Toured and purchased items at Asian grocery stores and had South Asian Indian lunch.
- Attended play at Geva Theater focused on African American music.



STUDENT WORKSHOPS

Unconscious Bias

Six opportunities

171 register; 124 attended

Admission Ambassadors required

Let Me Be Me

Three opportunities

18 register; 9 attended

LET ME BEME

BIPOC Student Experience at PWIs

Students of color experience a variety of difficult situations that causes them to experience greater psychological distress than their white counterparts – microaggressions, racism, culture-related expectations, and experiencing isolation and loneliness.

This workshop builds upon the Unconscious Bias training led by Stella Lee, in helping give background to educational systems and strategies to create a more inclusive learning environment for all students.

If you have not attended the Unconscious Bias training, it is recommended you do so before taking this workshop.

EVENT INFORMATION

April 13 | 4:00 PM

Register here: cglink.me/2d1/r2023000

RIT | Division of
Diversity and
Inclusion

Stay connected with us to learn more!



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www.rit.edu/diversity

INCLUSIVE HIRING TRAINING

Time: 75 minutes

- 106 participated in 19-20'; 99 in 20-21' and 120 in 21-22'. This year 203 employees participated.
- Option 1: HR externally suggested video developed by LinkedIn, *Unconscious Bias in Recruiting and Interviewing*.
- Option 2: Training with Taj
 - Offered 10 opportunities this past academic year.
 - Faculty and Assistant Director level and up focus.



Inclusive Hiring Training Assessment

- 11 out of 23 attended due to personal interest
- 16 out of 23 attended because they were told to
- Some continued conversation/thinking about “fit”

Most helpful tips:

1. Reflecting on own biases
2. Kinds of biases and how it can affect hiring
3. Thinking about power dynamics
4. Using a rubric to grade candidates

Hiring Assessment

“

“The training was excellent. I have been working in this area for 20 years and was still able to pull away some key points.”

“I've seen this material before, but not presented in such a comprehensive and thoughtful way.”

“Helped me to notice seemingly innocent or well meaning actions by myself or others can be quite harmful.”

“I found this very helpful and glad to see it being offered through DDI rather than individual colleges.”

Break: Q&A

Up Next: More Program Overviews & Future Offerings

BREAKING BREAD

Food: Cultural Appreciation or
Appropriation
Is Inclusion Inclusive?
Is Cancel Culture Accountability?
Is Having a Seat at the Table
Enough?

Includes:

In **Pairs**, in 19-20', we had 67 employees, 20-21' we had 15 and in Year 3 we had 12. This year we had 4.

Circles track was piloted in 20-21' with 26 employees and one student enrolled in four circles. Last year we had 23. This year we had 17 with only three circles offered.

Time: 5-6 weeks; 45-60 minutes. Circles with Taj on Mondays 3pm-4pm and other times available.



Potential BB Circles

Books and Guns: Should we Ban, Regulate or Leave Alone?

Can You Really End Poverty?

Transitioning Out of the Pandemic: Have We Returned to Normal Yet?

Music: Cultural Appreciation or Appropriation?

CULTURAL HUMILITY CERTIFICATE

Note: Didn't effectively capture data in Fall 2021.

Includes:

- Newly enrolled: 411 employees in 19-20', 389 in 20-21' and 244 in 21-22' and 407 this year.
- 417 have completed certificate. 1,103 in the pipeline.
- 69% of those surveyed indicated a definitive increase in confidence to discuss DEI.
 - Last year, 71%

Time: 2 hours each workshop during fall and spring semesters



Cultural Humility Certificate Program

Most survey responses by position: Non-exempt

Most engagement by division: Finance & Admin and Student Affairs

Increased/continual engagement from: Athletics, Controllers, NTID Student Life, Res Life, Access Services & University Advancement

Most engagement:

1. Most engagement by college: NTID
2. Most engagement by race: White
3. Most engagement by gender: Cis-gender women
4. Increased engagement from: Cis-men and White men in particular; some non-binary or trans

CERTIFICATE: PERSPECTIVES GAINED

Note: Didn't effectively capture data in Fall 2021.

Based on 276 post-workshop surveys completed Year 1, 248 in Year 2, 178 in Year 3, and 181 in Year 4 participants shared:

I better understand how diversity, inclusion and equity influences my work on campus.

55.36% Strongly Agree	36.87% Somewhat Agree (2019-2020)
71.8% Strongly Agree	24.85% Somewhat Agree (2020-2021)
66.07% Strongly Agree	28.99% Somewhat Agree (2021-2022)
69.96% Strongly Agree	23.3% Somewhat Agree (2022-2023)



CERTIFICATE: PERSPECTIVES GAINED

Note: Didn't effectively capture data in Fall 2021.

Based on 276 post-workshop surveys completed Year 1, 248 in Year 2, 178 in Year 3, and 181 in Year 4 participants shared:

I notice structural barriers that hinder or limit our ability to celebrate and leverage diversity at RIT.

55.36% Strongly Agree	36.87% Somewhat Agree (2019-2020)
71.8% Strongly Agree	24.85% Somewhat Agree (2020-2021)
64.27% Strongly Agree	26.9% Somewhat Agree (2021-2022)
59.5% Strongly Agree	29.5% Somewhat Agree (2022-2023)



Deaf Culture(s) & ASL Basics



“It is a challenge, but I feel so excited to have the opportunity to learn the basics of a new language. I do not often work with Deaf, deaf, or Hard of Hearing folks. I think that learning the basics can help me during tabling or running a program.”

“I was taken aback by the lack of understanding she experienced, particularly in how she was handed a braille menu or when she was brought a wheelchair! Marika kept talking about the different ways that her identity was suppressed, and that particularly resonates with me.”

“I would have never expected that there would be a difference between Black ASL and White ASL. I had assumed the technique would have been the same. I notice, which I love; that Black ASL has more expression when they sign, more energy and passion.”

Certificate Program: Actions

“I plan to look at the policies given to me by my department and assess who made them and how they are impacting different kinds of people.”

“I’m going to include conversations about power in my writing courses.”

“I have included my preferred gender pronouns in my email signature.”

Most common actions:

- 1.Re-evaluate interactions with others including listening more deeply, being more open-minded and being more empathetic
- 2.Engage in more self-reflection of bias, power and privilege
- 3.Continue taking trainings/workshops
- 4.Some nothings or unsures



“As a first year, first semester student, I was in the “Men, Males, and Masculinities” class to no choice of my own, but it proved to be an awesome experience for me and highly exceeded my expectations. You were able to make the class enjoyable, and I always looked forward to coming to class.”

“The open discussions we had in class, along with the discussion forums really opened my eyes to making steps towards improving our perception of masculinity. I am surrounded by people and the media who push a lot of the stereotypes. I have always been an emotional guy, and don’t feel I fit the general stereotype of a typical college man, or let alone the typical cisgender male.”

DIVERSITY EDUCATION MODULE

Includes:

- Required of all employees, first year undergrads, graduate students and transfers
- Covers defining DEIB, micro-aggressions, intercultural communication tips and campus resources

Time: 90 minutes



Students

- Prepares you for a diverse workforce.
- Provides you with tools for navigating identity-based roommate conflicts.
- Makes you aware of how some peers might react differently to activities you are comfortable with or can financially afford.
- Contributes to your development as a person who is able to empathize and communicate effectively with your peers.
- Encourages you to think critically, be open to new ideas and strengthen your points of disagreement.

Staff

- Can help to resolve staff retention or resignation trends.
- Prepares managers to effectively supervise and develop direct reports.
- Can enhance productivity by introducing new approaches or new ways of

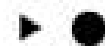
Examples of Micro-aggressions

People who are considered part of a privileged, dominant or overrepresented group can certainly experience insults and stereotypes. That said, out of fear of consequence they are often not as socially pervasive and/or rarely impact one's mental health or a group's sense of worth in a given institution or society.

Next, you will review some examples of micro-aggressions.



The images below might be triggering or upsetting to some. The intention is to use the examples to educate, but we recognize the impact will be different and perhaps felt more deeply for those who experience micro-aggressions, micro-insults or micro-invalidations on a regular basis. Take a moment to step away from the training or quickly scroll through if the examples prove to be too upsetting.



01:35

Optional: Use this audio to review the trigger warning above and the first example of a micro-aggression below in English.

WHAT'S NEXT?

RESPOND TO
CLIMATE
STUDY DATA

IMPROVE
MARKETING

PARTNERSHIP
WITH FACULTY
SENATE,
ASSESS
CURRICULUM

NEW
WORKSHOPS

IDENTITY
DEVELOPMENT

RESTORATIVE
JUSTICE

CELEBRATING
NEURODIVERSITY

CONFRONTING
BIAS &
MICROAGGRESSIONS II - COACHING
SESSION

Q&A