

**Long Range Planning and Environment Committee**

Report to Academic Senate

10 May 2018

Presented by

**dt ogilvie, Chair**

Committee Members

Roger Chen (GIS)  
Lisa Greenwood (CAST)  
Jim Heliotis (GCCIS)  
Andres Kwasinski (KGCOE)  
dt ogilvie (SCB), Chair  
John Oliphant (CHST)  
Michael Savka (COS)  
Michael Skyer (NTID)  
Tracy Worrell (CLA)  
Catherine Zuromskis (CIAS)

**At Large Reps:**

David Barth-Hart (COS)  
Enid Cardinal (Sr. Sustainability Advisor)  
Joyce Hertzson (CIAS)

## LRPEC Charges

We had five (5) charges:

- LRPEC1**      **Review status of Strategic Plan as it pertains to faculty.**
- LRPEC2**      **Recommend what an appropriate level of paper consumption should be at RIT and compare our actual paper consumption with this level. If a significant gap exists, the committee should further investigate the root causes of the discrepancy and based on these root causes, make recommendations to bring us to the appropriate level of paper consumption.**
- LRPEC3**      **Investigate the impact on global sustainability (e.g. carbon footprint) of total meat consumption at RIT and make recommendations in line with RIT's leadership in sustainability.**
- LRPEC4**      **Compare RIT against our benchmark schools regarding the extent of its Faculty governance. Make recommendations for evolving shared governance at RIT.**
- LRPEC5**      **Determine the state of gender inclusivity across the campus.**

## LRPEC1

**LRPEC1**      **Review status of Strategic Plan as it pertains to faculty.**

Status: We tabled this charge due to the expected changes to the strategic plan under President Munson.

**Recommendation:** Revisit this charge next semester after the new strategic plan is announced.

## LRPEC2

**LRPEC2: Recommend what an appropriate level of paper consumption should be at RIT and compare our actual paper consumption with this level. If a significant gap exists, the committee should further investigate the root causes of the discrepancy and based on these root causes, make recommendations to bring us to the appropriate level of paper consumption.**

In order to address the charge, the subcommittee examined available print management and paper purchasing data across campus. Based on a meeting with purchasing to review the available data, the committee determined that college level metrics were necessary to better analyze consumption. Unfortunately, it is not tracked consistently across all colleges. In order to determine where to concentrate committee efforts in determining causes of consumption, all colleges would need to either utilize Papercut, an accounting and print management tool, or be able to provide comparable data on a monthly basis. A sample Papercut report is provided below.

<b>General Statistics</b>		
Days in period:		28
Active Users:		8,301
Active Printers:		436
Total Printed Pages:		1,459,017
Total Printed Sheets:		1,030,874
Total Jobs:		210,485
Pages per day:		52,107
Sheets per day:		36,816

<b>Color Composition</b>	<b>Pages</b>	<b>%/Total</b>
Grayscale:	1,284,375	88.03%
Color:	174,642	11.97%

<b>Duplex Composition</b>	<b>Pages</b>	<b>%/Total</b>
Duplex:	828,422	56.78%
Simplex:	630,595	43.22%

<b>Job Type Composition</b>	<b>Pages</b>	<b>%/Total</b>
Print:	1,356,944	92.84%
Copy:	102,073	6.98%
Scan:	2,513	0.17%
Fax:	9	0.00%

The committee used Total copy paper expenditures as a proxy for paper consumption to compare with other schools as insufficient print management data was available. Using the Sustainability Tracking Assessment and Rating System (STARS) database, the committee pulled paper purchasing data; faculty,

staff, and student head counts; institution type; type of paper purchased; and overall STARS scores for all institutions in the STARS database. We then analyzed that data to determine the percent of total paper expenditures, the levels of recycled content in the paper, and a cost per capita of paper. Based on data from 237 schools, the average amount of money spent annually on paper/capita was \$9.94. RIT spent \$4.92 on paper/capita for fiscal year 2017. This data is included in the accompanying spreadsheet. Using only cost as the metric for paper consumption, would suggest that RIT uses less paper than a majority of schools. However, there is no way of knowing each schools' price for a ream of paper; and therefore, price may not be an accurate proxy for paper consumption.

In conducting this analysis, we identified one aspect of RIT's paper consumption as a clear opportunity for improvement. Less than 3% of RIT's paper purchases contain recycled content, compared to more than 70% on average at other institutions. University of Rochester's paper purchases contain 100% recycled content.

**Recommendation: The committee asks Academic Senate to pass a resolution recommending that the University adopt a minimum standard of 30% post-consumer waste recycled content for all copy paper the University purchases.** This standard would better reflect RIT's commitment to sustainability, and its leadership in print and imaging sciences.

PCR: Post-Consumer Recycled Content																	
Institution	Rating	Total expenditures on office paper	\$ spent on 10-29% PCR	\$ spent on 30-49% PCR	\$ spent on 50-69% PCR	\$ spent on 70-89% PCR	\$ spent on 90-100% PCR	Total	Number of	Number of	Sum of	% of	% of	% of	% of	% of	
								employees (staff + faculty)	students enrolled for credit	faculty, staff and students	\$ spent on paper/capita	10-29% PCR	30-49% PCR	50-69% PCR	70-89% PCR	90-100% PCR	% of spend on 0% PCR
<b>Rochester Institute of Technology</b>	<b>Silver</b>	<b>\$102,179.31</b>	<b>\$0.00</b>	<b>\$2,852.85</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>4,047</b>	<b>16,702</b>	<b>20,749</b>	<b>\$4.92</b>	<b>0.00</b>	<b>2.79</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>97.21</b>
Colorado State University	Platinum	\$299,354.82	\$22.68	\$222,351.71	\$2,862.40	\$42,191.90	\$10,619.54	9,196	30,614	39,810	\$7.52	0.01	74.28	0.96	14.09	3.55	7.12
Stanford University	Platinum	\$506,577.00	\$989.52	\$211,833.81	\$40,004.28	\$0.00	\$15,504.72	14,608	19,372	33,980	\$14.91	0.20	41.82	7.90	0.00	3.06	47.03
University of New Hampshire	Platinum	\$118,000.00	\$25,750.08	\$47,915.87	\$0.00	\$0.00	\$44,247.48	3,798	14,817	18,615	\$6.34	21.82	40.61	0.00	0.00	37.50	0.07
American University	Gold	\$168,020.44	\$0.00	\$29,622.42	\$13,790.88	\$0.00	\$55,065.70	3,350	12,371	15,721	\$10.69	0.00	17.63	8.21	0.00	32.77	41.39
Appalachian State University	Gold	\$69,257.00	\$0.00	\$69,257.00	\$0.00	\$0.00	\$0.00	2,902	18,026	20,928	\$3.31	0.00	100.00	0.00	0.00	0.00	0.00
Arizona State University	Gold	\$662,656.00	\$0.00	\$23,947.13	\$318.83	\$350,134.26	\$191,917.33	10,460	90,787	101,247	\$6.54	0.00	3.61	0.05	52.84	28.96	14.54
Babson College	Gold	\$55,224.66	\$0.00	\$2,995.95	\$0.00	\$11,771.78	\$73.94	898	3,049	3,947	\$13.99	0.00	5.43	0.00	21.32	0.13	73.12
Ball State University	Gold	\$203,295.96	\$301.74	\$26,113.31	\$2,210.62	\$0.00	\$3,479.11	3,417	16,415	19,832	\$10.25	0.15	12.84	1.09	0.00	1.71	84.21
Bard College	Gold	\$54,644.55	\$803.73	\$42,194.82	\$27.60	\$6,021.37	\$2,124.98	1,110	2,192	3,302	\$16.55	1.47	77.22	0.05	11.02	3.89	6.35
Bates College	Gold	\$32,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,750.00	757	1,780	2,537	\$12.91	0.00	0.00	0.00	0.00	100.00	0.00
Bentley University	Gold	\$40,953.00	\$0.00	\$39,437.00	\$0.00	\$0.00	\$0.00	1,117	5,552	6,669	\$6.14	0.00	96.30	0.00	0.00	0.00	3.70
Berea College	Gold	\$88,813.00	\$11,463.00	\$27,850.00	\$12,850.00	\$0.00	\$36,650.00	574	1,662	2,236	\$39.72	12.91	31.36	14.47	0.00	41.27	0.00
California State University, Channel	Gold	\$34,947.68	\$0.00	\$21,603.23	\$0.00	\$0.00	\$0.00	442	5,144	5,586	\$6.26	0.00	61.82	0.00	0.00	0.00	38.18
California State University, Northridg	Gold	\$107,636.00	\$0.00	\$46,272.00	\$10,340.00	\$0.00	\$1,666.00	4,219	41,548	45,767	\$2.35	0.00	42.99	9.61	0.00	1.55	45.86
California State University, Sacrame	Gold	\$176,608.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$0.00	2,874	28,639	31,513	\$5.60	0.00	84.93	0.00	0.00	0.00	15.07
Chatham University	Gold	\$18,008.37	\$8,255.52	\$8,888.57	\$0.00	\$0.00	\$0.00	551	2,134	2,685	\$6.71	45.84	49.36	0.00	0.00	0.00	4.80
Clarkson University	Gold	\$33,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$33,000.00	807	3,737	4,544	\$7.26	0.00	0.00	0.00	0.00	100.00	0.00
Colby College	Gold	\$38,538.00	\$0.00	\$0.00	\$0.00	\$0.00	\$38,538.00	721	1,820	2,541	\$15.17	0.00	0.00	0.00	0.00	100.00	0.00
Colgate University	Gold	\$54,616.00	\$0.00	\$25,794.00	\$5,436.00	\$0.00	\$23,376.00	2,869	2,869	5,738	\$9.52	0.00	47.23	9.95	0.00	42.80	0.02
Colorado College	Gold	\$37,737.04						887	2,096	2,983	\$12.65	0.00	0.00	0.00	0.00	0.00	100.00
Columbia University	Gold	\$884,048.40	\$0.00	\$52,683.37	\$0.00	\$526,052.85	\$15,421.92	23,201	23,870	47,071	\$18.78	0.00	5.96	0.00	59.50	1.74	32.79
Concordia University	Gold	\$108,833.32	\$775.93	\$88,325.18	\$0.00	\$0.00	\$9,351.89	7,655	43,903	51,558	\$2.11	0.71	81.16	0.00	0.00	8.59	9.54
Cornell University	Gold	\$284,203.39	\$17.98	\$108,219.00	\$3,327.76	\$87,279.13	\$38,483.80	11,597	21,671	33,268	\$8.54	0.01	38.08	1.17	30.71	13.54	16.49
Dalhousie University	Gold	\$201,418.12	\$0.00	\$86,637.97	\$0.00	\$0.00	\$114,780.15	8,162	18,840	27,002	\$7.46	0.00	43.01	0.00	0.00	56.99	0.00
Denison University	Gold	\$35,967.00	\$0.00	\$7,875.00	\$0.00	\$0.00	\$11,124.00	754	2,265	3,019	\$11.91	0.00	21.90	0.00	0.00	30.93	47.18
Dickinson College	Gold	\$97,869.00	\$8,629.00	\$28,488.00	\$0.00	\$51,673.00	\$9,119.00	874	2,325	3,199	\$30.59	8.82	29.11	0.00	52.80	9.32	-0.04
Florida Gulf Coast University	Gold	\$22,482.49	\$0.00	\$8,875.86	\$0.00	\$0.00	\$1,095.56	1,415	13,762	15,177	\$1.48	0.00	39.48	0.00	0.00	4.87	55.65
Furman University	Gold	\$68,932.39	\$26.04	\$43,621.18	\$1,933.06	\$0.00	\$5,623.50	1,885	2,908	4,793	\$14.38	0.04	63.28	2.80	0.00	8.16	25.72
George Mason University	Gold	\$127,703.40	\$0.00	\$127,703.40	\$0.00	\$0.00	\$0.00	6,379	31,226	37,605	\$3.40	0.00	100.00	0.00	0.00	0.00	0.00
George Washington University	Gold	\$270,308.20	\$0.00	\$108,053.10	\$2,978.54	\$0.00	\$35,389.60	6,780	25,040	31,820	\$8.49	0.00	39.97	1.10	0.00	13.09	45.83
Grand Valley State University	Gold	\$215,904.98	\$0.00	\$83,131.52	\$0.00	\$0.00	\$2,596.17	3,306	24,099	27,405	\$7.88	0.00	38.50	0.00	0.00	1.20	60.29
Grand Valley State University	Gold	\$132,569.20	\$858.48	\$20,001.95	\$0.00	\$0.00	\$1,271.98	3,614	25,035	28,649	\$4.63	0.65	15.09	0.00	0.00	0.96	83.31
Green Mountain College	Gold	\$8,440.68	\$0.00	\$7,123.98	\$1,316.70	\$0.00	\$0.00	279	795	1,074	\$7.86	0.00	84.40	15.60	0.00	0.00	0.00
Humboldt State University	Gold	\$64,439.00	\$0.00	\$1,857.47	\$138.69	\$755.84	\$60,279.90	1,553	8,790	10,343	\$6.23	0.00	2.88	0.22	1.17	93.55	2.18
Indiana University Bloomington	Gold	\$102,641.40	\$605.64	\$74,873.28	\$3,782.89	\$0.00	\$23,081.81	8,880	48,514	57,394	\$1.79	0.59	72.95	3.69	0.00	22.49	0.29
Iowa State University	Gold	\$938,778.00	\$0.00	\$0.00	\$0.00	\$0.00	\$881,699.00	6,388	36,001	42,389	\$22.15	0.00	0.00	0.00	0.00	93.92	6.08
Kankakee Community College	Gold	\$43,482.00	\$0.00	\$17,988.00	\$0.00	\$0.00	\$0.00	546	3,514	4,060	\$10.71	0.00	41.37	0.00	0.00	0.00	58.63
Lewis & Clark College	Gold	\$53,069.27	\$2,387.42	\$34,979.77	\$0.00	\$0.00	\$15,285.76	1,849	6,998	8,847	\$6.00	4.50	65.91	0.00	0.00	28.80	0.78
Loyola University Chicago	Gold	\$146,371.00	\$88,596.00	\$41,915.00	\$158.00	\$0.00	\$15,702.00	3,594	18,390	21,984	\$6.66	60.53	28.64	0.11	0.00	10.73	0.00
Macalester College	Gold	\$46,515.00	\$0.00	\$5,643.80	\$0.00	\$0.00	\$40,870.40	771	2,039	2,810	\$16.55	0.00	12.13	0.00	0.00	87.86	0.00
McGill University	Gold	\$172,311.46	\$0.00	\$0.00	\$0.00	\$0.00	\$172,311.46	9,648	36,281	45,929	\$3.75	0.00	0.00	0.00	0.00	100.00	0.00
Middlebury College	Gold	\$63,108.00	\$578.00	\$17,682.00	\$6,317.00	\$0.00	\$35,880.00	1,188	3,801	4,989	\$12.65	0.92	28.02	10.01	0.00	56.85	4.20
North Carolina State University	Gold	\$8,512.82	\$0.00	\$0.00	\$4,917.42	\$0.00	\$3,595.40	8,971	28,269	37,240	\$0.23	0.00	0.00	57.76	0.00	42.24	0.00

PCR: Post-Consumer Recycled Content																	
Institution	Rating	Total expenditures on office paper	PCR: Post-Consumer Recycled Content					Total									
			\$ spent on 10-29% PCR	\$ spent on 30-49% PCR	\$ spent on 50-69% PCR	\$ spent on 70-89% PCR	\$ spent on 90-100% PCR	Number of employees (staff + faculty)	Number of students enrolled for credit	Sum of faculty, staff and students	\$ spent on paper/capita	% of 10-29% PCR	% of 30-49% PCR	% of 50-69% PCR	% of 70-89% PCR	% of 90-100% PCR	% of spend on 0% PCR
Northern Arizona University	Gold	\$180,107.94	\$191.80	\$36,782.91	\$217.79	\$0.00	\$855.02	4,419	19,149	23,568	\$7.64	0.11	20.42	0.12	0.00	0.47	78.88
Nova Scotia Community College	Gold	\$142,510.13	\$0.00	\$12,556.78	\$0.00	\$0.00	\$0.00	2,226	10,283	12,509	\$11.39	0.00	8.81	0.00	0.00	0.00	91.19
Oberlin College	Gold	\$41,737.30	\$4,422.00	\$9,791.30	\$0.00	\$20,246.00	\$1,990.00	1,295	2,959	4,254	\$9.81	10.59	23.46	0.00	48.51	4.77	12.67
Oregon State University	Gold	\$440,330.00	\$668.00	\$318,599.00	\$2,014.00	\$18,490.00	\$1,663.00	5,639	26,203	31,842	\$13.83	0.15	72.35	0.46	4.20	0.38	22.46
Pennsylvania State University	Gold	\$847,321.54	\$0.00	\$73,792.63	\$347,840.95	\$0.00	\$228,106.63	16,703	45,414	62,117	\$13.64	0.00	8.71	41.05	0.00	26.92	23.32
Pomona College	Gold	\$33,505.35	\$0.00	\$23,070.13	\$0.00	\$0.00	\$57.99	747	1,587	2,334	\$14.36	0.00	68.86	0.00	0.00	0.17	30.97
Portland State University	Gold	\$107,317.15	\$0.00	\$46,815.27	\$884.44	\$0.00	\$25,636.79	4,135	29,057	33,192	\$3.23	0.00	43.62	0.82	0.00	23.89	31.66
San Jose State University	Gold	\$81,497.65	\$0.00	\$4,851.83	\$0.00	\$24,487.36	\$2,183.08	4,720	35,279	39,999	\$2.04	0.00	5.95	0.00	30.05	2.68	61.32
Santa Clara University	Gold	\$88,289.02	\$0.00	\$88,289.02	\$0.00	\$0.00	\$0.00	1,892	9,785	11,677	\$7.56	0.00	100.00	0.00	0.00	0.00	0.00
Simon Fraser University	Gold	\$24,658.48	\$8,642.00	\$16,016.48	\$0.00	\$0.00	\$0.00	4,942	35,604	40,546	\$0.61	35.05	64.95	0.00	0.00	0.00	0.00
Smith College	Gold	\$57,445.00	\$733.00	\$43,309.00	\$0.00	\$0.00	\$1,203.00	1,384	3,353	4,737	\$12.13	1.28	75.39	0.00	0.00	2.09	21.24
St. John's University, New York	Gold	\$200,000.00						1,981	11,270	13,251	\$15.09	0.00	0.00	0.00	0.00	0.00	100.00
State University of New York at Cort	Gold	\$46,724.00	\$1,945.00	\$44,779.00	\$0.00	\$0.00	\$0.00	547	2,183	2,730	\$17.12	4.16	95.84	0.00	0.00	0.00	0.00
State University of New York Colleg	Gold	\$28,512.00	\$0.00	\$5,878.00	\$0.00	\$0.00	\$22,634.00	910	5,658	6,568	\$4.34	0.00	20.62	0.00	0.00	79.38	0.00
Sterling College	Gold	\$1,728.72	\$0.00	\$0.00	\$0.00	\$1,728.72	\$0.00	61	168	229	\$7.55	0.00	0.00	0.00	100.00	0.00	0.00
Texas A&M University	Gold	\$292,715.96	\$65.19	\$7,908.54	\$0.00	\$87,997.19	\$1,691.82	8,585	60,765	69,350	\$4.22	0.02	2.70	0.00	30.06	0.58	66.64
Thompson Rivers University	Gold	\$89,938.10	\$0.00	\$76,447.40	\$8,993.80	\$0.00	\$4,496.90	1,281	21,712	22,993	\$3.91	0.00	85.00	10.00	0.00	5.00	0.00
Unity College	Gold	\$7,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00	144	582	726	\$10.33	0.00	0.00	0.00	0.00	100.00	0.00
Universite Laval	Gold	\$290,000.00	\$0.00	\$7,000.00	\$0.00	\$0.00	\$283,000.00	17,000	57,009	74,009	\$3.92	0.00	2.41	0.00	0.00	97.59	0.00
University at Albany	Gold	\$57,804.00	\$14,079.00	\$27,308.00	\$0.00	\$0.00	\$16,417.00	4,764	16,824	21,588	\$2.68	24.36	47.24	0.00	0.00	28.40	0.00
University at Buffalo	Gold	\$635,924.64	\$32.47	\$180,034.16	\$3,885.17	\$202.47	\$451,770.37	8,608	28,839	37,447	\$16.98	0.01	28.31	0.61	0.03	71.04	0.00
University of Alberta	Gold	\$341,371.56	\$0.00	\$91,651.14	\$0.00	\$0.00	\$7,428.23	11,551	36,846	48,397	\$7.05	0.00	26.85	0.00	0.00	2.18	70.98
University of British Columbia	Gold	\$290,061.00	\$0.00	\$178,618.00	\$4,007.00	\$0.00	\$13,620.00	14,115	46,405	60,520	\$4.79	0.00	61.58	1.38	0.00	4.70	32.34
University of Calgary	Gold	\$301,087.37	\$0.00	\$288,751.50	\$102.90	\$5,634.93	\$4,308.55	5,155	30,004	35,159	\$8.56	0.00	95.90	0.03	1.87	1.43	0.76
University of California, Merced	Gold	\$49,799.00	\$672.00	\$42,294.00	\$6,821.00	\$0.00	\$13.00	1,454	6,685	8,139	\$6.12	1.35	84.93	13.70	0.00	0.03	0.00
University of California, Riverside	Gold	\$297,128.00	\$82,281.00	\$82,281.00	\$0.00	\$0.00	\$108,141.00	4,435	21,651	26,086	\$11.39	27.69	27.69	0.00	0.00	36.40	8.22
University of California, Santa Barba	Gold	\$190,763.00	\$0.00	\$114,132.99	\$44.52	\$36,023.67	\$30,014.51	5,208	23,497	28,705	\$6.65	0.00	59.83	0.02	18.88	15.73	5.53
University of California, Santa Cruz	Gold	\$70,350.14	\$0.00	\$30,376.00	\$1,295.96	\$0.00	\$29,037.32	4,134	18,881	23,015	\$3.06	0.00	43.18	1.84	0.00	41.28	13.70
University of Cincinnati	Gold	\$173,680.77	\$31,071.59	\$0.00	\$0.00	\$0.00	\$8,311.73	10,776	44,338	55,114	\$3.15	17.89	0.00	0.00	0.00	4.79	77.32
University of Colorado Boulder	Gold	\$231,000.00	\$0.00	\$131,000.00	\$0.00	\$0.00	\$31,000.00	7,542	29,278	36,820	\$6.27	0.00	56.71	0.00	0.00	13.42	29.87
University of Colorado Colorado Spr	Gold	\$55,234.00	\$0.00	\$18,986.00	\$0.00	\$0.00	\$28,289.00	1,421	8,888	10,309	\$5.36	0.00	34.37	0.00	0.00	51.22	14.41
University of Connecticut	Gold	\$220,414.13	\$6,699.21	\$199,071.27	\$0.00	\$0.00	\$0.00	6,388	26,152	32,540	\$6.77	3.04	90.32	0.00	0.00	0.00	6.64
University of Houston	Gold	\$374,289.00	\$0.00	\$369,422.35	\$0.00	\$0.00	\$0.00	7,206	30,400	37,606	\$9.95	0.00	98.70	0.00	0.00	0.00	1.30
University of Louisville	Gold	\$333,561.97	\$1,477.00	\$211,885.00	\$0.00	\$0.00	\$144.00	6,863	20,324	27,187	\$12.27	0.44	63.52	0.00	0.00	0.04	35.99
University of Massachusetts Amhers	Gold	\$251,367.00	\$1,163.50	\$118,154.77	\$464.13	\$0.00	\$3,263.03	6,271	27,520	33,791	\$7.44	0.46	47.00	0.18	0.00	1.30	51.05
University of Massachusetts Lowell	Gold	\$139,466.83	\$35.41	\$59,446.27	\$428.00	\$0.00	\$1,650.00	1,974	15,219	17,193	\$8.11	0.03	42.62	0.31	0.00	1.18	55.86
University of Missouri	Gold	\$1,195,926.47	\$0.00	\$252,840.00	\$0.00	\$0.00	\$0.00	10,670	36,376	47,046	\$25.42	0.00	21.14	0.00	0.00	0.00	78.86
University of North Carolina at Chap	Gold	\$717,674.44	\$131,561.81	\$515,060.12	\$11,572.53	\$23.50	\$59,456.48	11,900	27,843	39,743	\$18.06	18.33	71.77	1.61	0.00	8.28	0.00
University of North Carolina, Greens	Gold	\$144,625.34	\$5,807.39	\$30,144.59	\$4,849.15	\$3,993.18	\$11,327.52	2,734	17,659	20,393	\$7.09	4.02	20.84	3.35	2.76	7.83	61.20
University of Ontario Institute of Tec	Gold	\$77,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$77,000.00	1,623	9,697	11,320	\$6.80	0.00	0.00	0.00	0.00	100.00	0.00
University of Oregon	Gold	\$669,152.00	\$477.00	\$328,117.00	\$29,474.00	\$0.00	\$93,439.00	5,292	23,449	28,741	\$23.28	0.07	49.03	4.40	0.00	13.96	32.53
University of South Florida	Gold	\$295,588.00	\$291.32	\$87,104.65	\$524.55	\$93,339.32	\$2,652.34	9,251	40,301	49,552	\$5.97	0.10	29.47	0.18	31.58	0.90	37.78
University of Vermont	Gold	\$177,645.08	\$4,225.42	\$30,516.34	\$5,586.05	\$0.00	\$25,710.05	6,328	21,696	28,024	\$6.34	2.38	17.18	3.14	0.00	14.47	62.83
University of Victoria	Gold	\$243,229.69	\$0.00	\$32,386.35	\$6.93	\$0.00	\$185,681.60	14,364	20,993	35,357	\$6.88	0.00	13.32	0.00	0.00	76.34	10.34



PCR: Post-Consumer Recycled Content																	
Institution	Rating	Total expenditures on office paper	\$ spent on 10-29% PCR	\$ spent on 30-49% PCR	\$ spent on 50-69% PCR	\$ spent on 70-89% PCR	\$ spent on 90-100% PCR	Total									
								Number of employees (staff + faculty)	Number of students enrolled for credit	Sum of faculty, staff and students	\$ spent on paper/capita	% of 10-29% PCR	% of 30-49% PCR	% of 50-69% PCR	% of 70-89% PCR	% of 90-100% PCR	% of spend on 0% PCR
University of Wisconsin-Milwaukee	Gold	\$189,479.00	\$0.00	\$160,355.00	\$0.00	\$0.00	\$29,124.00	1,993	11,532	13,525	\$14.01	0.00	84.63	0.00	0.00	15.37	0.00
University of Wisconsin-Oshkosh	Gold	\$317,800.00	\$0.00	\$129,200.00	\$0.00	\$0.00	\$188,600.00	1,032	8,649	9,681	\$32.83	0.00	40.65	0.00	0.00	59.35	0.00
University of Wisconsin-Stevens Poi	Gold	\$77,157.28	\$0.00	\$77,157.28	\$0.00	\$0.00	\$0.00	1,402	9,371	10,773	\$7.16	0.00	100.00	0.00	0.00	0.00	0.00
Wartburg College	Gold	\$14,075.00	\$0.00	\$14,075.00	\$0.00	\$0.00	\$0.00	462	1,673	2,135	\$6.59	0.00	100.00	0.00	0.00	0.00	0.00
Western Michigan University	Gold	\$242,778.80	\$5,775.21	\$228,865.93	\$747.27	\$0.00	\$2,785.65	3,370	23,349	26,719	\$9.09	2.38	94.27	0.31	0.00	1.15	1.90
Western University	Gold	\$238,167.55	\$0.00	\$9,277.94	\$253.59	\$0.00	\$287.60	12,000	30,400	42,400	\$5.62	0.00	3.90	0.11	0.00	0.12	95.88
Worcester Polytechnic Institute	Gold	\$289,872.00	\$18,117.00	\$271,755.00	\$0.00	\$0.00	\$0.00	1,219	6,642	7,861	\$36.87	6.25	93.75	0.00	0.00	0.00	0.00
Aquinas College	Silver	\$15,275.15	\$0.00	\$15,275.15	\$0.00	\$0.00	\$0.00	469	2,083	2,552	\$5.99	0.00	100.00	0.00	0.00	0.00	0.00
Auburn University	Silver	\$420,904.56	\$1,071.36	\$127,226.87	\$3,191.37	\$0.00	\$3,340.27	5,486	25,735	31,221	\$13.48	0.25	30.23	0.76	0.00	0.79	67.97
Baylor University	Silver	\$82,531.00	\$809.00	\$37,217.00	\$10,140.00	\$0.00	\$477.00	2,600	16,208	18,808	\$4.39	0.98	45.09	12.29	0.00	0.58	41.06
Beloit College	Silver	\$11,574.80	\$0.00	\$11,574.80	\$0.00	\$0.00	\$0.00	399	1,225	1,624	\$7.13	0.00	100.00	0.00	0.00	0.00	0.00
Black Hills State University	Silver	\$21,501.31	\$0.00	\$18,429.69	\$0.00	\$0.00	\$0.00	490	3,451	3,941	\$5.46	0.00	85.71	0.00	0.00	0.00	14.29
Boston University	Silver	\$285,257.24	\$2,722.19	\$94,953.66	\$3,034.40	\$288.49	\$5,030.02	9,962	30,628	40,590	\$7.03	0.95	33.29	1.06	0.10	1.76	62.83
Bowdoin College	Silver	\$35,851.70	\$0.00	\$1,098.18	\$0.00	\$4,618.78	\$27,464.30	997	1,797	2,794	\$12.83	0.00	3.06	0.00	12.88	76.61	7.45
Bryant University	Silver	\$42,500.00	\$0.00	\$11,000.00	\$0.00	\$0.00	\$0.00	769	3,438	4,207	\$10.10	0.00	25.88	0.00	0.00	0.00	74.12
Bryn Mawr College	Silver	\$34,683.00	\$194.00	\$5,527.00	\$523.00	\$522.00	\$20.00	753	1,692	2,445	\$14.19	0.56	15.94	1.51	1.51	0.06	80.43
Bucknell University	Silver	\$180,000.00	\$0.00	\$0.00	\$0.00	\$175,000.00	\$0.00	1,417	3,551	4,968	\$36.23	0.00	0.00	0.00	97.22	0.00	2.78
California Polytechnic State Univers	Silver	\$136,862.90	\$134.71	\$1,077.06	\$1,999.66	\$0.00	\$4,965.80	3,015	20,944	23,959	\$5.71	0.10	0.79	1.46	0.00	3.63	94.03
California State University, Fullerton	Silver	\$601,361.84	\$0.00	\$344,457.81	\$0.00	\$0.00	\$0.00	4,173	37,478	41,651	\$14.44	0.00	57.28	0.00	0.00	0.00	42.72
California State University, Los Ang	Silver	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$0.00	2,236	24,488	26,724	\$1.87	0.00	100.00	0.00	0.00	0.00	0.00
California State University, San Mar	Silver	\$38,383.56	\$0.00	\$3,220.88	\$2,895.39	\$0.00	\$300.30	1,792	13,144	14,936	\$2.57	0.00	8.39	7.54	0.00	0.78	83.28
Camosun College	Silver	\$74,815.83	\$0.00	\$3,525.13	\$0.00	\$1,211.22	\$70,079.48	1,707	12,832	14,539	\$5.15	0.00	4.71	0.00	1.62	93.67	0.00
Carleton University	Silver	\$90,483.00						2,855	28,289	31,144	\$2.91	0.00	0.00	0.00	0.00	0.00	100.00
Carnegie Mellon University	Silver	\$191,179.00	\$0.00	\$56,061.00	\$0.00	\$0.00	\$1,550.00	5,176	11,657	16,833	\$11.36	0.00	29.32	0.00	0.00	0.81	69.87
Central Carolina Community College	Silver	\$43,541.00	\$0.00	\$33,459.00	\$0.00	\$0.00	\$0.00	1,506	5,738	7,244	\$6.01	0.00	76.84	0.00	0.00	0.00	23.16
Central New Mexico Community Col	Silver	\$33,880.69		\$33,880.69				2,111	25,679	27,790	\$1.22	0.00	100.00	0.00	0.00	0.00	0.00
Champlain College	Silver	\$20,329.45	\$289.00	\$16,910.00	\$132.00	\$0.00	\$738.00	801	3,585	4,386	\$4.64	1.42	83.18	0.65	0.00	3.63	11.12
Cleveland State University	Silver	\$55,459.00	\$4,539.00	\$10,476.00	\$1,132.00	\$0.00	\$1,497.00	2,319	17,269	19,588	\$2.83	8.18	18.89	2.04	0.00	2.70	68.19
College of Lake County	Silver	\$59,774.00	\$0.00	\$1,377.00	\$0.00	\$1,352.00	\$0.00	1,477	14,974	16,451	\$3.63	0.00	2.30	0.00	2.26	0.00	95.43
College of William & Mary	Silver	\$89,868.92	\$0.00	\$81,527.07	\$0.00	\$0.00	\$0.00	2,834	9,531	12,365	\$7.27	0.00	90.72	0.00	0.00	0.00	9.28
Delta College	Silver	\$36,929.32	\$32,372.00	\$4,557.32	\$0.00	\$0.00	\$0.00	957	12,686	13,643	\$2.71	87.66	12.34	0.00	0.00	0.00	0.00
Durham College	Silver	\$121,411.00	\$0.00	\$0.00	\$45,000.00	\$0.00	\$75,000.00	2,186	11,065	13,251	\$9.16	0.00	0.00	37.06	0.00	61.77	1.16
Eastern Connecticut State Universit	Silver	\$25,779.60	\$0.00	\$0.00	\$0.00	\$0.00	\$25,779.60	600	5,287	5,887	\$4.38	0.00	0.00	0.00	0.00	100.00	0.00
Elon University	Silver	\$123,243.76	\$13,117.37	\$30,252.56	\$54,192.48	\$17,453.23	\$1,343.00	1,475	6,483	7,958	\$15.49	10.64	24.55	43.97	14.16	1.09	5.59
Fleming College	Silver	\$64,091.56	\$1,815.28	\$2,863.40	\$0.00	\$0.00	\$52,382.56	1,222	7,337	8,559	\$7.49	2.83	4.47	0.00	0.00	81.73	10.97
Florida International University	Silver	\$225,726.70	\$740.77	\$194,027.80	\$23,565.40	\$31.78	\$7,324.73	6,963	47,448	54,411	\$4.15	0.33	85.96	10.44	0.01	3.24	0.02
Florida State University	Silver	\$417,574.46	\$364,044.25	\$53,530.21	\$0.00	\$0.00	\$0.00	6,736	40,114	46,850	\$8.91	87.18	12.82	0.00	0.00	0.00	0.00
Frostburg State University	Silver	\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$0.00	\$0.00	960	5,618	6,578	\$9.12	0.00	100.00	0.00	0.00	0.00	0.00
George Brown College	Silver	\$150,000.00	\$0.00	\$100.00	\$0.00	\$0.00	\$0.00	1,800	2,648	4,448	\$33.72	0.00	0.07	0.00	0.00	0.00	99.93
Goucher College	Silver	\$38,272.64	\$33,592.00	\$4,680.64	\$0.00	\$0.00	\$0.00	730	1,939	2,669	\$14.34	87.77	12.23	0.00	0.00	0.00	0.00
Guilford College	Silver	\$18,193.00	\$0.00	\$0.00	\$0.00	\$15,464.00	\$0.00	398	2,025	2,423	\$7.51	0.00	0.00	0.00	85.00	0.00	15.00
Haverford College	Silver	\$37,809.00	\$0.00	\$0.00	\$0.00	\$0.00	\$28,378.00	658	1,187	1,845	\$20.49	0.00	0.00	0.00	0.00	75.06	24.94
Haverford College	Silver	\$40,319.52	\$19.20	\$32,207.72	\$2,020.00	\$0.00	\$0.00	697	1,268	1,965	\$20.52	0.05	79.88	5.01	0.00	0.00	15.06
Hope College	Silver	\$75,820.21	\$0.00	\$75,820.21	\$0.00	\$0.00	\$0.00	965	3,105	4,070	\$18.63	0.00	100.00	0.00	0.00	0.00	0.00

PCR: Post-Consumer Recycled Content																	
Institution	Rating	Total expenditures on office paper	\$ spent on 10-29% PCR	\$ spent on 30-49% PCR	\$ spent on 50-69% PCR	\$ spent on 70-89% PCR	\$ spent on 90-100% PCR	Total	Number of	Number of	Sum of	% of	% of	% of	% of	% of	
								employees (staff + faculty)	students enrolled for credit	faculty, staff and students	\$ spent on paper/capita	10-29% PCR	30-49% PCR	50-69% PCR	70-89% PCR	90-100% PCR	spend on 0% PCR
Humber College	Silver	\$325,481.00	\$0.00	\$11,540.00	\$313,941.00	\$0.00	\$0.00	7,709	39,618	47,327	\$6.88	0.00	3.55	96.45	0.00	0.00	0.00
Indiana State University	Silver	\$102,797.56	\$6,269.84					1,901	12,944	14,845	\$6.92	6.10	0.00	0.00	0.00	0.00	93.90
Indiana University-Purdue University	Silver	\$360,648.51	\$822.00	\$21,618.59	\$2,549.12	\$0.00	\$11,621.62	8,295	30,690	38,985	\$9.25	0.23	5.99	0.71	0.00	3.22	89.85
Ithaca College	Silver	\$60,676.34	\$93.60	\$16,040.94	\$61.99	\$0.00	\$1,781.58	1,741	7,000	8,741	\$6.94	0.15	26.44	0.10	0.00	2.94	70.37
James Madison University	Silver	\$94,529.60	\$0.00	\$94,529.60	\$0.00	\$0.00	\$0.00	3,668	23,782	27,450	\$3.44	0.00	100.00	0.00	0.00	0.00	0.00
Keene State College	Silver	\$26,967.42	\$0.00	\$0.00	\$0.00	\$0.00	\$26,967.42	945	4,729	5,674	\$4.75	0.00	0.00	0.00	0.00	100.00	0.00
Knox College	Silver	\$24,486.00	\$0.00	\$24,486.00	\$0.00	\$0.00	\$0.00	461	1,377	1,838	\$13.32	0.00	100.00	0.00	0.00	0.00	0.00
Lehigh University	Silver	\$135,240.00	\$25,276.00	\$88,755.00	\$475.00	\$0.00	\$20,734.00	1,828	7,373	9,201	\$14.70	18.69	65.63	0.35	0.00	15.33	0.00
Luther College	Silver	\$40,937.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,937.00	608	2,380	2,988	\$13.70	0.00	0.00	0.00	0.00	100.00	0.00
MacEwan University	Silver	\$83,976.23	\$0.00	\$9,517.07	\$4,927.06	\$0.00	\$7,931.53	681	2,146	2,827	\$29.71	0.00	11.33	5.87	0.00	9.44	73.35
Miami University	Silver	\$131,010.04	\$1,432.57	\$26,300.23	\$6,586.46	\$0.00	\$961.09	3,554	17,255	20,809	\$6.30	1.09	20.07	5.03	0.00	0.73	73.07
Michigan State University	Silver	\$632,866.00	\$0.00	\$280,639.00	\$0.00	\$0.00	\$109,867.00	11,956	50,085	62,041	\$10.20	0.00	44.34	0.00	0.00	17.36	38.30
Mills College	Silver	\$18,904.65	\$0.00	\$18,733.92	\$0.00	\$0.00	\$0.00	579	1,398	1,977	\$9.56	0.00	99.10	0.00	0.00	0.00	0.90
Missouri State University	Silver	\$157,125.00	\$0.00	\$157,125.00	\$0.00	\$0.00	\$0.00	2,798	18,990	21,788	\$7.21	0.00	100.00	0.00	0.00	0.00	0.00
Missouri University of Science and Technology	Silver	\$55,000.00	\$0.00	\$300.00	\$0.00	\$0.00	\$0.00	2,126	8,838	10,964	\$5.02	0.00	0.55	0.00	0.00	0.00	99.45
Mohawk College	Silver	\$261,980.00	\$0.00	\$0.00	\$0.00	\$261,980.00	\$0.00	1,678	15,641	17,319	\$15.13	0.00	0.00	0.00	100.00	0.00	0.00
Muhlenberg College	Silver	\$31,000.00	\$0.00	\$26,500.00	\$0.00	\$0.00	\$0.00	775	2,397	3,172	\$9.77	0.00	85.48	0.00	0.00	0.00	14.52
Northern Alberta Institute of Technology	Silver	\$208,260.00	\$0.00	\$0.00	\$0.00	\$208,260.00	\$0.00	2,881	24,872	27,753	\$7.50	0.00	0.00	0.00	100.00	0.00	0.00
Northwestern University	Silver	\$106,855.38	\$0.00	\$84,481.61	\$8,181.79	\$0.00	\$13,854.08	11,291	21,551	32,842	\$3.25	0.00	79.06	7.66	0.00	12.97	0.32
Ohio University	Silver	\$238,559.34	\$310.79	\$32,195.11	\$39,421.22	\$0.00	\$2,651.38	4,061	23,331	27,392	\$8.71	0.13	13.50	16.52	0.00	1.11	68.74
Onondaga Community College	Silver	\$46,791.67	\$0.00	\$31,720.00	\$0.00	\$0.00	\$0.00	1,291	8,390	9,681	\$4.83	0.00	67.79	0.00	0.00	0.00	32.21
Pittsburg State University	Silver	\$81,435.86	\$3,433.72	\$15,378.61	\$0.00	\$0.00	\$769.12	820	6,936	7,756	\$10.50	4.22	18.88	0.00	0.00	0.94	75.95
Polytechnique Montreal	Silver	\$78,023.66	\$5.52	\$45,291.32	\$0.00	\$0.00	\$25,398.83	3,171	7,688	10,859	\$7.19	0.01	58.05	0.00	0.00	32.55	9.39
Portland Community College	Silver	\$94,922.00	\$0.00	\$64,962.00	\$9,985.00	\$0.00	\$19,975.00	3,255	51,474	54,729	\$1.73	0.00	68.44	10.52	0.00	21.04	0.00
Princeton University	Silver	\$320,633.04	\$0.00	\$5,723.40	\$868.20	\$0.00	\$292,882.34	6,323	7,910	14,233	\$22.53	0.00	1.79	0.27	0.00	91.35	6.60
Principia College	Silver	\$8,184.00	\$0.00	\$2,304.00	\$0.00	\$0.00	\$0.00	358	503	861	\$9.51	0.00	28.15	0.00	0.00	0.00	71.85
Raritan Valley Community College	Silver	\$26,109.60	\$0.00	\$26,109.60	\$0.00	\$0.00	\$0.00	1,200	9,422	10,622	\$2.46	0.00	100.00	0.00	0.00	0.00	0.00
Saint John's University	Silver	\$29,400.00	\$0.00	\$29,400.00	\$0.00	\$0.00	\$0.00	506	1,895	2,401	\$12.24	0.00	100.00	0.00	0.00	0.00	0.00
Saint Joseph's College - ME	Silver	\$42,255.00	\$0.00	\$41,360.00	\$0.00	\$0.00	\$895.00	576	4,464	5,040	\$8.38	0.00	97.88	0.00	0.00	2.12	0.00
Saint Louis University	Silver	\$248,131.81	\$0.00	\$12,057.17	\$1,586.25	\$33,630.04	\$5,671.10	6,209	20,871	27,080	\$9.16	0.00	4.86	0.64	13.55	2.29	78.66
Saint Mary's College of California	Silver	\$46,798.20	\$0.00	\$46,798.20	\$0.00	\$0.00	\$0.00	992	4,109	5,101	\$9.17	0.00	100.00	0.00	0.00	0.00	0.00
San Francisco State University	Silver	\$147,446.90	\$93,955.00	\$45,655.66	\$787.81	\$387.35	\$6,661.08	3,776	29,465	33,241	\$4.44	63.72	30.96	0.53	0.26	4.52	0.00
Selkirk College	Silver	\$71,577.21	\$4,056.02	\$3,325.19	\$0.00	\$0.00	\$64,196.00	763	1,261	2,024	\$35.36	5.67	4.65	0.00	0.00	89.69	0.00
Sheridan Institute of Technology and Arts	Silver	\$121,911.00	\$0.00	\$1,619.00	\$0.00	\$1,114.00	\$0.00	4,186	12,049	16,235	\$7.51	0.00	1.33	0.00	0.91	0.00	97.76
Skidmore College	Silver	\$69,298.37	\$1,000.66	\$43,431.27	\$2,639.12	\$12,509.93	\$799.37	1,047	2,560	3,607	\$19.21	1.44	62.67	3.81	18.05	1.15	12.87
Slippery Rock University	Silver	\$82,725.00	\$14,000.00	\$54,548.00	\$0.00	\$14,000.00	\$0.00	923	8,418	9,341	\$8.86	16.92	65.94	0.00	16.92	0.00	0.21
Southern Illinois University Carbondale	Silver	\$148,205.80	\$364.00	\$33,399.96	\$2,718.71	\$0.00	\$311.23	5,141	17,656	22,797	\$6.50	0.25	22.54	1.83	0.00	0.21	75.17
Southern Illinois University Edwardsville	Silver	\$96,675.00	\$18,997.00	\$0.00	\$0.00	\$0.00	\$0.00	1,504	13,972	15,476	\$6.25	19.65	0.00	0.00	0.00	0.00	80.35
Southern Oregon University	Silver	\$47,852.82	\$0.00	\$25,347.94	\$0.00	\$20,604.18	\$0.00	835	6,085	6,920	\$6.92	0.00	52.97	0.00	43.06	0.00	3.97
State University of New York at Geneseo	Silver	\$45,685.67	\$46.52	\$1,045.15	\$0.00	\$0.00	\$44,594.00	1,024	5,299	6,323	\$7.23	0.10	2.29	0.00	0.00	97.61	0.00
State University of New York at New Paltz	Silver	\$54,566.00	\$0.00	\$0.00	\$0.00	\$7,376.00	\$42,356.00	831	4,845	5,676	\$9.61	0.00	0.00	0.00	13.52	77.62	8.86
Stevens Institute of Technology	Silver	\$47,950.00						1,255	5,720	6,975	\$6.87	0.00	0.00	0.00	0.00	0.00	100.00
Stonehill College	Silver	\$64,071.00	\$0.00	\$0.00	\$0.00	\$64,071.00	\$0.00	678	2,386	3,064	\$20.91	0.00	0.00	0.00	100.00	0.00	0.00
Swarthmore College	Silver	\$25,523.07	\$64.93	\$22,591.36	\$0.00	\$0.00	\$11.69	1,022	1,620	2,642	\$9.66	0.25	88.51	0.00	0.00	0.05	11.19

PCR: Post-Consumer Recycled Content																	
Institution	Rating	Total expenditures on office paper	\$ spent on 10-29% PCR	\$ spent on 30-49% PCR	\$ spent on 50-69% PCR	\$ spent on 70-89% PCR	\$ spent on 90-100% PCR	Total	Number of	Number of	Sum of	% of	% of	% of	% of	% of	
								employees (staff + faculty)	students enrolled for credit	faculty, staff and students	\$ spent on paper/capita	10-29% PCR	30-49% PCR	50-69% PCR	70-89% PCR	90-100% PCR	spend on 0% PCR
Tufts University	Silver	\$184,345.00	\$0.00	\$61,947.00	\$0.00	\$0.00	\$43,341.00	4,526	10,664	15,190	\$12.14	0.00	33.60	0.00	0.00	23.51	42.89
Tulane University	Silver	\$169,017.14	\$0.00	\$15,918.36	\$1,309.71	\$81.00	\$1,653.47	6,356	12,869	19,225	\$8.79	0.00	9.42	0.77	0.05	0.98	88.78
Universite de Montreal	Silver	\$337,668.00	\$0.00	\$309,137.00	\$0.00	\$0.00	\$8,271.00	6,647	42,848	49,495	\$6.82	0.00	91.55	0.00	0.00	2.45	6.00
University of Arkansas	Silver	\$932,217.70	\$0.00	\$55,536.92	\$0.00	\$538,555.45	\$17,634.93	4,646	27,194	31,840	\$29.28	0.00	5.96	0.00	57.77	1.89	34.38
University of Florida	Silver	\$663,120.72	\$16.70	\$150,884.56	\$1,262.80	\$0.00	\$9,253.40	14,092	48,481	62,573	\$10.60	0.00	22.75	0.19	0.00	1.40	75.66
University of Kansas	Silver	\$278,441.06	\$0.00	\$7,424.22	\$0.00	\$73,787.12	\$1,667.92	10,018	24,435	34,453	\$8.08	0.00	2.67	0.00	26.50	0.60	70.23
University of Manitoba	Silver	\$191,899.00	\$670.00	\$89,866.00	\$0.00	\$0.00	\$0.00	6,484	18,494	24,978	\$7.68	0.35	46.83	0.00	0.00	0.00	52.82
University of Mount Union	Silver	\$24,000.00						550	2,176	2,726	\$8.80	0.00	0.00	0.00	0.00	0.00	100.00
University of Nebraska - Lincoln	Silver	\$325,269.75	\$34.48	\$92,596.08	\$4,308.33	\$0.00	\$1,195.00	5,680	23,348	29,028	\$11.21	0.01	28.47	1.32	0.00	0.37	69.83
University of Nebraska at Omaha	Silver	\$85,948.00	\$0.00	\$31,075.00	\$0.00	\$0.00	\$1,117.00	2,317	15,526	17,843	\$4.82	0.00	36.16	0.00	0.00	1.30	62.54
University of Nevada Las Vegas	Silver	\$239,986.00	\$487.00	\$25,401.00	\$4,333.00	\$65.00	\$2,905.00	2,978	27,509	30,487	\$7.87	0.20	10.58	1.81	0.03	1.21	86.17
University of Rochester (hopsital inc	Silver	\$928,204.00	\$851,679.00	\$56,875.00	\$6,785.00	\$238.00	\$12,627.00	22,957	10,591	33,548	\$27.67	91.76	6.13	0.73	0.03	1.36	0.00
University of Saskatchewan	Silver	\$158,184.69	\$0.00	\$1,857.90	\$35,316.60	\$0.00	\$3,030.95	6,362	22,234	28,596	\$5.53	0.00	1.17	22.33	0.00	1.92	74.58
University of South Carolina	Silver	\$287,227.73	\$0.00	\$287,227.73	\$0.00	\$0.00	\$0.00	6,469	30,199	36,668	\$7.83	0.00	100.00	0.00	0.00	0.00	0.00
University of South Florida St. Peter	Silver	\$29,430.96	\$0.00	\$1,316.63	\$0.00	\$0.00	\$102.58	1,051	4,505	5,556	\$5.30	0.00	4.47	0.00	0.00	0.35	95.18
University of Texas at Austin	Silver	\$602,501.91	\$0.00	\$198,852.47	\$33,989.96	\$0.00	\$8,886.89	14,146	47,706	61,852	\$9.74	0.00	33.00	5.64	0.00	1.47	59.88
University of the Pacific	Silver	\$66,249.00	\$3,141.00	\$50,943.00	\$0.00	\$0.00	\$4,054.00	24,055	31,551	55,606	\$1.19	4.74	76.90	0.00	0.00	6.12	12.24
University of Winnipeg	Silver	\$44,854.00	\$0.00	\$0.00	\$0.00	\$0.00	\$44,854.00	561	5,935	6,496	\$6.90	0.00	0.00	0.00	0.00	100.00	0.00
University of Wisconsin-Green Bay	Silver	\$21,148.36	\$0.00	\$21,148.36	\$0.00	\$0.00	\$0.00	1,223	10,501	11,724	\$1.80	0.00	100.00	0.00	0.00	0.00	0.00
University of Wisconsin-River Falls	Silver	\$61,050.00	\$0.00	\$61,050.00	\$0.00	\$0.00	\$0.00	625	7,523	8,148	\$7.49	0.00	100.00	0.00	0.00	0.00	0.00
University of Wisconsin-Stout	Silver	\$42,000.00	\$0.00	\$42,000.00	\$0.00	\$0.00	\$0.00	1,373	11,535	12,908	\$3.25	0.00	100.00	0.00	0.00	0.00	0.00
University of Wisconsin-Whitewater	Silver	\$75,325.00	\$0.00	\$0.00	\$0.00	\$62,100.00	\$0.00	1,296	5,151	6,447	\$11.68	0.00	0.00	0.00	82.44	0.00	17.56
Utah State University	Silver	\$24,595.33	\$1,477.91	\$5,974.19	\$293.43	\$312.17	\$1,144.10	2,678	16,225	18,903	\$1.30	6.01	24.29	1.19	1.27	4.65	62.59
Vassar College	Silver	\$62,769.39	\$0.00	\$43,838.71	\$0.00	\$0.00	\$0.00	1,099	2,406	3,505	\$17.91	0.00	69.84	0.00	0.00	0.00	30.16
Villanova University	Silver	\$120,609.00	\$0.00	\$100,573.00	\$0.00	\$304.00	\$152.00	2,731	9,677	12,408	\$9.72	0.00	83.39	0.00	0.25	0.13	16.23
Wake Forest University	Silver	\$126,104.00	\$0.00	\$2,053.00	\$0.00	\$0.00	\$64,614.00	2,668	6,890	9,558	\$13.19	0.00	1.63	0.00	0.00	51.24	47.13
Warren Wilson College	Silver	\$18,000.00	\$16,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	280	755	1,035	\$17.39	88.89	0.00	0.00	0.00	11.11	0.00
Washington and Lee University	Silver	\$52,266.99	\$0.00	\$44,178.99	\$0.00	\$0.00	\$3,802.50	976	2,172	3,148	\$16.60	0.00	84.53	0.00	0.00	7.28	8.20
Wellesley College	Silver	\$48,361.90	\$0.00	\$0.00	\$16.00	\$21,294.51	\$768.43	1,263	2,323	3,586	\$13.49	0.00	0.00	0.03	44.03	1.59	54.35
Wells College	Silver	\$5,300.65	\$0.00	\$5,300.65	\$0.00	\$0.00	\$0.00	202	550	752	\$7.05	0.00	100.00	0.00	0.00	0.00	0.00
Wesleyan University	Silver	\$62,490.30	\$298.53	\$24,208.00	\$0.00	\$22,293.59	\$15,690.00	1,023	3,390	4,413	\$14.16	0.48	38.74	0.00	35.68	25.11	0.00
Western Kentucky University	Silver	\$134,449.99	\$32.00	\$105,928.08	\$0.00	\$10,060.00	\$30.52	2,810	24,381	27,191	\$4.94	0.02	78.79	0.00	7.48	0.02	13.68
Western Technical College	Silver	\$31,284.00	\$31,284.00	\$0.00	\$0.00	\$0.00	\$0.00	1,049	5,502	6,551	\$4.78	100.00	0.00	0.00	0.00	0.00	0.00
Westminster College	Silver	\$37,852.97	\$1,488.07	\$28,860.00	\$423.68	\$3,538.01	\$0.00	1,026	2,936	3,962	\$9.55	3.93	76.24	1.12	9.35	0.00	9.36
Whitman College	Silver	\$29,318.06	\$0.00	\$0.00	\$0.00	\$0.00	\$29,318.06	566	1,493	2,059	\$14.24	0.00	0.00	0.00	0.00	100.00	0.00
Yale University	Silver	\$405,384.34	\$61.82	\$317,484.57	\$49,109.61	\$0.00	\$23,810.01	15,018	12,385	27,403	\$14.79	0.02	78.32	12.11	0.00	5.87	3.68
Concordia College - Moorhead	Bronze	\$26,707.65	\$0.00	\$18,725.34	\$0.00	\$0.00	\$0.00	746	2,132	2,878	\$9.28	0.00	70.11	0.00	0.00	0.00	29.89
East Carolina University	Bronze	\$132,400.00	\$0.00	\$131,072.00	\$0.00	\$0.00	\$0.00	5,920	28,962	34,882	\$3.80	0.00	99.00	0.00	0.00	0.00	1.00
Illinois Central College	Bronze	\$64,700.23	\$13,998.08	\$11,091.98	\$0.00	\$4,104.99	\$0.00	1,165	10,729	11,894	\$5.44	21.64	17.14	0.00	6.34	0.00	54.88
Johnson County Community College	Bronze	\$80,472.00						2,359	30,257	32,616	\$2.47	0.00	0.00	0.00	0.00	0.00	100.00
Joliet Junior College	Bronze	\$6,944.34	\$16.21	\$391.99	\$0.00	\$0.00	\$87.87	1,480	13,014	14,494	\$0.48	0.23	5.64	0.00	0.00	1.27	92.86
Lakehead University	Bronze	\$73,970.60	\$22,674.00	\$3,358.60	\$0.00	\$0.00	\$0.00	823	2,471	3,294	\$22.46	30.65	4.54	0.00	0.00	0.00	64.81
Lawrence University	Bronze	\$16,852.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,852.00	2,067	8,579	10,646	\$1.58	0.00	0.00	0.00	0.00	100.00	0.00
Loyalist College	Bronze	\$54,009.28	\$0.00	\$40,445.66	\$0.00	\$5,147.27	\$0.00	537	4,092	4,629	\$11.67	0.00	74.89	0.00	9.53	0.00	15.58

PCR: Post-Consumer Recycled Content																	
Institution	Rating	Total expenditures on office paper	\$ spent on 10-29% PCR	\$ spent on 30-49% PCR	\$ spent on 50-69% PCR	\$ spent on 70-89% PCR	\$ spent on 90-100% PCR	Total Number of employees (staff + faculty)	Number of students enrolled for credit	Sum of faculty, staff and students	\$ spent on paper/capita	% of	% of	% of	% of	% of	
												10-29% PCR	30-49% PCR	50-69% PCR	70-89% PCR	90-100% PCR	spend on 0% PCR
Metropolitan Community College	Bronze	\$69,131.00	\$5,662.00	\$9,704.00	\$9,703.00	\$9,703.00	\$5,020.00	1,517	26,388	27,905	\$2.48	8.19	14.04	14.04	14.04	7.26	42.44
Nova Southeastern University	Bronze	\$205,600.00	\$0.00	\$40,466.00	\$797.00	\$0.00	\$1,805.00	4,116	21,625	25,741	\$7.99	0.00	19.68	0.39	0.00	0.88	79.05
Soka University of America	Bronze	\$14,837.00	\$0.00	\$12,027.00	\$0.00	\$2,810.00	\$0.00	273	446	719	\$20.64	0.00	81.06	0.00	18.94	0.00	0.00
South Dakota State University	Bronze	\$174,746.00	\$78,028.00	\$96,718.00	\$0.00	\$0.00	\$0.00	2,085	11,565	13,650	\$12.80	44.65	55.35	0.00	0.00	0.00	0.00
State University of New York at Fred	Bronze	\$32,652.00	\$1,572.00	\$0.00	\$0.00	\$0.00	\$31,080.00	1,432	7,110	8,542	\$3.82	4.81	0.00	0.00	0.00	95.19	0.00
Tarleton State University	Bronze	\$69,558.00	\$0.00	\$17,234.00	\$0.00	\$0.00	\$0.00	1,176	12,873	14,049	\$4.95	0.00	24.78	0.00	0.00	0.00	75.22
Tennessee Technological University	Bronze	\$525,430.88	\$76,719.57	\$23,223.61	\$9,849.09	\$8,112.96	\$40,199.62	1,178	10,492	11,670	\$45.02	14.60	4.42	1.87	1.54	7.65	69.91
The University of Texas at Dallas	Bronze	\$607,622.10	\$0.00	\$15,957.47	\$375.87	\$0.00	\$2,524.94	5,183	18,227	23,410	\$25.96	0.00	2.63	0.06	0.00	0.42	96.90
Transylvania University	Bronze	\$9,847.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	331	1,177	1,508	\$6.53	0.00	0.00	0.00	0.00	0.00	100.00
University of West Georgia	Bronze	\$56,530.00	\$0.00	\$3,740.00	\$0.00	\$0.00	\$0.00	810	9,597	10,407	\$5.43	0.00	6.62	0.00	0.00	0.00	93.38
Western State Colorado University	Bronze	\$14,971.23	\$0.00	\$0.00	\$0.00	\$0.00	\$14,906.88	331	2,138	2,469	\$6.06	0.00	0.00	0.00	0.00	99.57	0.43
Austin College	Reporter	\$9,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	353	1,295	1,648	\$5.46	0.00	0.00	0.00	0.00	0.00	100.00
Emerson College	Reporter	\$32,394.00	\$0.00	\$7,383.50	\$0.00	\$0.00	\$7,687.07	1,170	6,116	7,286	\$4.45	0.00	22.79	0.00	0.00	23.73	53.48
Georgia State University	Reporter	\$240,643.49	\$94,896.00	\$111.00	\$36,259.22	\$0.00	\$0.00	3,987	32,333	36,320	\$6.63	39.43	0.05	15.07	0.00	0.00	45.45
Old Dominion University	Reporter	\$113,000.00	\$0.00	\$72,675.00	\$0.00	\$0.00	\$0.00	1,224	24,416	25,640	\$4.41	0.00	64.31	0.00	0.00	0.00	35.69
State University of New York Polyte	Reporter	\$34,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$34,000.00	1,465	7,429	8,894	\$3.82	0.00	0.00	0.00	0.00	100.00	0.00
Stony Brook University	Reporter	\$712,352.37	\$33,672.18	\$0.00	\$357,230.65	\$312,013.70	\$932.04	16,700	25,272	41,972	\$16.97	4.73	0.00	50.15	43.80	0.13	1.19
University of Wisconsin-Platteville	Reporter	\$80,490.38	\$0.00	\$80,490.38	\$0.00	\$0.00	\$0.00	882	5,867	6,749	\$11.93	0.00	100.00	0.00	0.00	0.00	0.00
Average:											\$9.94	4.91	40.64	2.60	6.65	17.30	27.91
RIT:											\$4.92	0.00	2.79	0.00	0.00	0.00	97.21

**Submitted by the LRPEC Subcommittee on Paper Consumption**

Lisa Greenwood, Chair  
David S. Barth-Hart  
Enid Cardinal  
Roger Chen

### **LRPEC3**

**LRPEC3: Investigate the impact on global sustainability (e.g. carbon footprint) of total meat consumption at RIT and make recommendations in line with RIT's leadership in sustainability.**

Status: Incomplete

There was a long lead time needed to acquire the a complete record of the food purchasing data. Once the data were obtained, they had to be converted from dollars to pounds to make comparisons. We have identified emissions factors for the majority of the food products.

**Recommendation:** Carry over to next year

We will have a student complete the emissions calculations during fall term. Once the emissions data are calculated, we will be able to make recommendations.

**Submitted by the LRPEC Subcommittee on Global Sustainability**

Roger Chen, Chair

Enid Cardinal

Lisa Greenwood

#### LRPEC4

**LRPEC4: Compare RIT against our benchmark schools regarding the extent of its Faculty governance. Make recommendations for evolving shared governance at RIT.**

The Subcommittee on Faculty Governance's work resulted in the attached spreadsheet summarizing information regarding administration and faculty governance from RIT's benchmark schools as listed in <https://www.rit.edu/fa/humanresources/content/benchmark-schools>. This report compiles the main features that can be extracted from the spreadsheet.

The prevailing model for Faculty governance is a senate composed of Faculty representatives from the academic units and non-voting membership from the University's administration. Variations within this broad model include the membership size of the senate, ranging from small (e.g. Stevens Institute of Technology with a 7-member senate) to large (exemplified by Cornell with a senate composed by about 100 members), and whether representation is proportional to the constituency size or a fixed number of representatives for each academic unit. Also, this model can have variations around including some form of representation from staff and/or student governance in the senate. In general, when including representation from staff and/or students (which is not always the case), this representation is small in relative terms to the faculty representation. As an example case, Syracuse University's Senate is composed of faculty, students, professional librarians, exempt professional staff, non-exempt full-time and regular part-time secretarial, clerical, and technical staff, and administrators. Note that RIT's model falls under this broad prevailing model.

In terms of other, less common, models, the Massachusetts Institute of Technology (MIT) does not have a faculty-associated governance body. However, the MIT faculty determines the Institute's educational policy through the work of 11 standing committees. There are also eight university-wide faculty meetings each year but turnout is reported to be low. Lehigh University extends the idea of all-faculty meetings to a model where there is no elective governance body. Instead, at Lehigh's University Faculty (as is called the legislative body) assistant, associate, and full professors, full time instructors with teaching or research appointments, the president, provost, deans, and vice provost for libraries can all vote. The Worcester Polytechnic Institute (WPI) has a model with some similarities with MIT and Lehigh. At WPI there is no University senate but, instead, there is an "Office of Faculty Governance" essentially composed of a faculty-elected Chair called the "Secretary of the Faculty." This office calls for all-faculty monthly meetings and manages faculty elections for a variety of standing and ad hoc committees. In addition, the Secretary of the Faculty sits on the Board of Trustees and additional faculty representatives sit on the major committees of the Board of Trustees.

The Rensselaer Polytechnic Institute case stands out because the faculty senate was suspended by the Provost in 2007 and reconstituted in 2012, although with a smaller structure than before (with 14 voting members and six non-voting members).

Pace University follows a model that addresses the University structure consisting of two campuses. The faculty governance bodies are one Location Faculty Council for each of the two campuses and a Joint Faculty Council (JFC). The role of the councils is to represent the Faculty and serve in an advisory capacity to the Chief Academic Officer and the President. Each of Pace University's two campuses has a separate Location Council and the JFC unites the two campuses' Faculty Councils through the JFC's joint committee structure. Meetings are held regularly and may be attended by any member of the faculty.

The work of this LRPEC's subcommittee is also being complemented by the work being conducted by RIT's Academic Senate Ad Hoc Organizing Committee for a Faculty Governance Summit. We envision that the combined output from the two groups will help indicate next steps in evolving shared governance at RIT. The LRPEC's subcommittee on Faculty Governance notes that assessing the effectiveness of the different surveyed faculty governance models is at this time challenging due to limited access to information from other Universities and the lack of criteria to assess effectiveness. It is premature, because a recommendation on evolving faculty governance would be made more relevant once we identify criteria to assess the effectiveness of boards and elements of the current model that are shortcomings or limitations.

**Recommendation:** Continue the charge to identify these input elements to the study.

**Submitted by the LRPEC Subcommittee on Faculty Governance**

Andres Kwasinski – Chair

David S. Barth-Hart

James Heliotis

Tracy Worrell

## LRPEC5

### **LRPEC5: Determine the state of gender inclusivity across the campus.**

The following issues might be addressed, beyond the work of ADVANCERIT, taking into account all women faculty, staff, and students on campus (not just STEM). ADVANCERIT has data to support this work and should be consulted.

- Sexual harassment and sexual assault: only one case of sexual assault in the last several years has been handled, and it was proven to be a false accusation. It would seem that many cases are not being brought forward. Any woman with a legitimate accusation to make may look at what happened to the last woman who made an accusation and be intimidated. How can this intimidation factor be reduced? To what extent are concerns not being addressed?
- Nursing facilities: Female employees who need to pump milk for their babies and do NOT have their own offices may have to pump in a stall in the bathroom, an unpleasant setting for pumping. Identify the state of nursing facilities and assess the extent of the problem.
- Bathrooms: Some of our buildings may be scant on women's bathrooms. Can we audit them and put adding more women's bathrooms for the ones that are short on the list of things to do as buildings get renovated?

### Introduction:

On college campuses across the US, gender is an important and ongoing topic of discussion. Gender issues are made increasingly visible to the general public through news and social media. Gender inequality and gender discrimination on college campuses manifests itself in a wide and complex variety of ways. As a result, gender inclusivity is a subject that concerns administration, faculty, students, and other stakeholders on college campuses. Recent events, both local and national, have prompted institutions to explore how campus climates, institutional policies, and gender conditions intersect, and how such inequalities might effectively be addressed.

RIT recognizes the growing importance of gender inclusion. In an effort to adopt a proactive stance on gender, the Academic Senate (AS) has tasked the Long Range Planning and Environmental Committee (LRPEC) to investigate perceptions of gender inclusion and/or inequality on the RIT campus. Our subcommittee used the overall approach of *Evaluation Research* to break down the task and act upon it. Mertens (2015) describes the contrasting nature of *evaluation* as distinct from other forms of social research. Evaluation is focused on programmatic valuation and determining grounds for valid judgements on public policy or politically charged decision-making.

Part of our initial task was to understand the history and scope of the LRPEC Charge #5. The current language charges us to, "determine the state of gender inclusivity across (RIT) campus." Prior drafts used different language, which emphasized gender in terms of "female friendliness."



From this, our subcommittee interpreted that the RIT AS is primarily concerned with issues relating to perceptions of inequality experienced primarily by female faculty but also staff and students. Consistent with the updated language, one of our subcommittee's first actions was to enlarge the scope of the charge beyond any one gender.

Our aim is to be inclusive to all genders and the diversity of gender expression that is seen on the RIT campus today. To this end, we found the charge as written somewhat limiting. For instance, AS suggested that we analyze numbers of lactation stations for breastfeeding and bathrooms for women. While we recognize this valid concern, we also note concerns related to lack of services for transgender students and lack of unisex bathrooms in general. Similarly, while we recognize and support the charge's attention to the inclusion of women faculty, staff, and students, the charge does not address the variety of experiences represented in this category (women of color, or women with disabilities, for example). Moreover, we might counterbalance this issue by also exploring the low numbers of male faculty in traditional caring fields. Likewise, there are extant gender disparities and inequalities in the student body in Healthcare training fields (CSHT's PA program) and Teaching training fields (NTID's MSSE Program and CIAS's MST program). Our report aims to address these and other inadequacies of the charge, and to suggest more substantive steps forward to address what is certainly an ongoing issue on our campus.

#### Overview of Findings/Executive Summary:

Gender is a complex issue that intersects with other, equally complicated social positions and subjects, such as race and disability. Gender also is made more complex by the traditional distributions of certain genders in certain academic disciplines, in approaches to research, and policy positions more broadly. We highlight three issues here and then expand upon them in the text that follows.

1. LRPEC5, as written, is inadequate. The language of the charge is not amenable to a clear research question or an actionable plan given constraints of time and resources.

**Recommendation:** We recommend updating the charge with clearer, more actionable language and a longer period of study with a dedicated taskforce.

2. RIT needs to adopt a proactive stance on issues of gender.

**Recommendation:** We recommend that RIT protect itself by shifting from its current reactive stance toward gender issues to a preventative approach that mitigates risk and reduces overall instances of gender related discrimination.

3. RIT has many resources and centers that discuss subunits of gender inclusion but the Institute lacks a comprehensive approach to the issue.

**Recommendation:** We recommend that RIT grow its existing programs or capacitate existing offices/structures to create an umbrella organization or centralized clearinghouse for all issues on gender.

## Method:

According to Mertens (2015), evaluation is a research method focused on programmatic valuation. It is used to determine grounds for valid judgements on public policy or to understand politically charged decision-making. Mertens (2015) contrasts *evaluation* with other forms of social research. According to Mertens, there are four main paradigms of evaluation (post-positivist, constructivist, pragmatic, and transformative) as well as many subcategories (feminist evaluation, developmental evaluation, and culturally responsive evaluation), each with distinct traits. All of the paradigms hinge on the question of *value* in *evaluation*. These questions include on what grounds institutions make judgements, how they act upon ethics in practice, and what the goals of application of evaluation are in specific contexts. Our subcommittee's study was most like constructivist feminist evaluation, which aims to bring viewpoints from multiple stakeholders together by centralizing issues of gender inequality.

Throughout evaluation, evaluators need to consider the ethical domains of the project including its merit (program's intrinsic value) and worth (program's extrinsic value) in regard to broad policy mandates, institute specific contexts, as well as balancing the needs of all stakeholders in the process. Mertens (2015) writes, "the evaluator's job is to make a comprehensive statement of what the observed program values are with useful references to the dissatisfaction and satisfaction of appropriately selected people" (p. 57).

The main methodological steps for evaluating include (1) the *focusing phase*, where investigators define the *evaluand* (the thing being judged), determining the purpose for evaluation, as well as understanding the various stakeholders and contexts that surround the issue. The second phase is (2) *planning*, wherein evaluators determine the paradigm or approach, establish timeline/budget/constraints of the project, determine data sources and collection procedures, and establish a plan for analyzing/interpreting the data. The final phase is (3) *implementing* the evaluation, which constitutes acting on the plan, managing the procedures, and a final "meta" evaluation, where the evaluation itself is evaluated.

### **FOCUSING (Phase 1): Creating a problem statement and a researchable subject**

Our initial questions included: How is "gender inclusivity" defined on RIT's campus? What *is* gender inclusivity? What is *not* gender inclusivity? Is our charge inclusive to issues of "sex," "sexual orientation," generally or is it gender as an identity, gender as a social phenomenon, or gender as a biological phenomenon?

Our second round of questions asked: What metrics characterize the "state" of the campus? We are using extant data and making recommendations to gather new data. What data corpus is most useful for our charge and how do we access it? What kinds of data will be useful in the future, and how can we collect/analyze it in a timely manner? Who has the data? What data are not available to us?

### **PLANNING (Phase 2): Finding Data Sources & Stakeholders, Delimiting the project**

To understand our charge of "determine the state" we need to understand the AS audience as well as stakeholder/participant's views about gender inclusivity. We need to know "who" is receiving our report, and for "what" purposes it serves, "whose" views count or not, "how" activities are being carried out, and "how" we are expected to

understand or change them. Do they mean: "what" gender inequalities exist, "if" gender inequalities exist, or "what" ought to be done about them, if so found.

In our talks, we came to a better understanding of the contexts and stakeholders through our planning phase. We were not able to ascertain specific feedback from the AS to clarify important parts of our charge. As such, we went ahead as best we could by identifying relevant groups on campus that deal with gender. In particular, we found most helpful the researchers from the ADVANCERIT team (using NSF grant monies). We also found resources about gender from RIT Student Government, RIT Faculty Congress, the RIT Provost's office/Academic Affairs, Faculty groups, RIT students, Student Health, gender/identity constituent groups, LGBTQ community, Q Center, and the Women's Center.

### **IMPLEMENTING (Phase 3): Meetings, themes, and summary of findings**

In our evaluation we held several targeted meetings (described in the Data Sources and Extant Data sections below) with stakeholders. Our main purpose was to answer the following question: *What are the perceptions about gender inclusivity on the RIT campus from select stakeholders or groups?*

In addition to four one-hour meetings with select stakeholders and groups, our subcommittee met at least four times in one-hour meetings to define our plan of action and implement it. Additional research data accumulated from reading background information about gender on college campuses, following up on suggested resources from stakeholders, and writing analytic summaries of meeting notes.

#### Data Sources:

To begin addressing LRPEC5 and our research question, our subcommittee reached out to numerous stakeholder groups and extant centers on campus that deal with perceptions of gender inequality. We received positive responses from many of the centers to which we reached out. In general, there was a lot of energy and momentum driving our inquiry to address gender inclusion at RIT, as well as a sense that this kind of inquiry was necessary and overdue.

There were three main types of stakeholder organizations: faculty, student, and hybrid. Faculty organizations and resource centers included but were not limited to: the ADVANCERIT grant center, RIT's Title IX Office, and COACHE survey data. Student groups actively advocating for equitable solutions to complex gender conditions on campus include: OUTspoken, FemCo, and the ALANA Collegiate Association. Hybrid groups provide services to both faculty/staff and students; these are the Campus Q center and the Center for Women and Gender. Since the AS is focused on faculty issues, we primarily consulted the first and third groups.

We held several collaborative meetings to solicit feedback on our charge including the addition of possible subtopics identified by the groups. We also identified areas where data already existed and acknowledged where data were lacking. Key partners in our data collection phase were:

**Stacy DeRooy** (Director of Title IX and Clery Compliance),

**Christopher Hinesley** (Q Center Staff Coordinator), and

**Margaret Bailey and Maureen Valentine** (co-Principal Investigators for ADVANCERIT Grant and Senior Faculty Associate to the Provost).

Our initial meetings dealt with the question of how to address our charge and what kind of determinations to provide to AS in our report. We are in agreement with the representatives from the above groups that specific areas of inquiry suggested in the charge—bathrooms, nursing facilities, and sexual harassment—do not really address what is a larger and more complex problem. We also agreed that the sexual harassment section of the charge is inaccurate, oversimplified, and misrepresented the problem. The Title IX offices hold all formal complaints involving sexual harassment and gender-based misconduct.

Many participants stated or suggested that there is also a pronounced need for a more comprehensive climate study, and one that would ideally incorporate the aims and initiatives of the various organizations across campus that deal with gender inclusivity and related issues (conditions for LGBTQ faculty, staff, and students, women of color, disability, hearing status, etc.). As Christopher Hinesley (the Q center) and Maureen Valentine (ADVANCERIT) agree, such a study could be conducted, but it is far beyond the purview of our subcommittee or the LRPEC. The project would likely take a year or two, require financial support, allocation of resources, as well as time to conduct the research itself. It would also require a commitment from the university to act on the data once acquired. As Maureen Valentine observed, RIT's male/female percentages have remained remarkably stagnant for decades, despite the existence of projects like ADVANCERIT.

#### Extant Data:

To “determine the state of gender inclusivity across campus” we needed to determine the most relevant extant data. We found that in general terms, there are some internal research reports that have been conducted in recent years but many aspects of the question were not publically available, thus creating conditions that significantly limited the scope of our study. Existing data sources are limited in scope and few are public-facing. On a similar note, although several sources of data exist they are not integrated in any meaningful way.

Identified pockets of public data about issues of gender on the RIT campus included three main sources: the COACHE survey, ADVANCERIT grant research, and Title IX data.

#### **RIT's COACHE survey and Provost Summary (2013-2016)**

The COACHE survey is a Harvard instrument for understanding gender demographics. Much of the data made available to us comes from the COACHE survey. This survey focuses on perceptions regarding the culture of gender in the academy. Published data about RIT as a whole from the COACHE survey is available on the Provost's website (see below for links) and individual colleges also have sub reports, availability depended on how individual deans of RIT's colleges choose to report it. The COACHE survey only applies to faculty and not all data may be available at the college level. The COACHE data were used by the ADVANCERIT team to zero in on information relevant to gender and underrepresented minorities. For instance, issues of in/adequacy of bathroom and nursing facilities, (lack of) clarity of policies, dis/proportions of women in management, and gender-specific workload, etc.). The COACHE survey compares RIT faculty responses to approximately 100 similarly sized schools across the US, including local colleges and universities like the University of Rochester and Syracuse University.

The Provost's office has posted a password protected summary of the survey.

The analytic results are included in a 56 page document that mentions gender 13 times. It can be found here (DCE Login Needed): <https://www.rit.edu/~w-d7a/drupal7.56/sites/rit.edu.academicaaffairs/files/docs/secure/COACHE%20Provost%20Report%202016.pdf>

Individual colleges have been tasked with reporting to their faculty relevant findings. One example, from NTID, is included here. NTID's response to COACHE: <http://www.ntid.rit.edu/president/academic-affairs/coache>

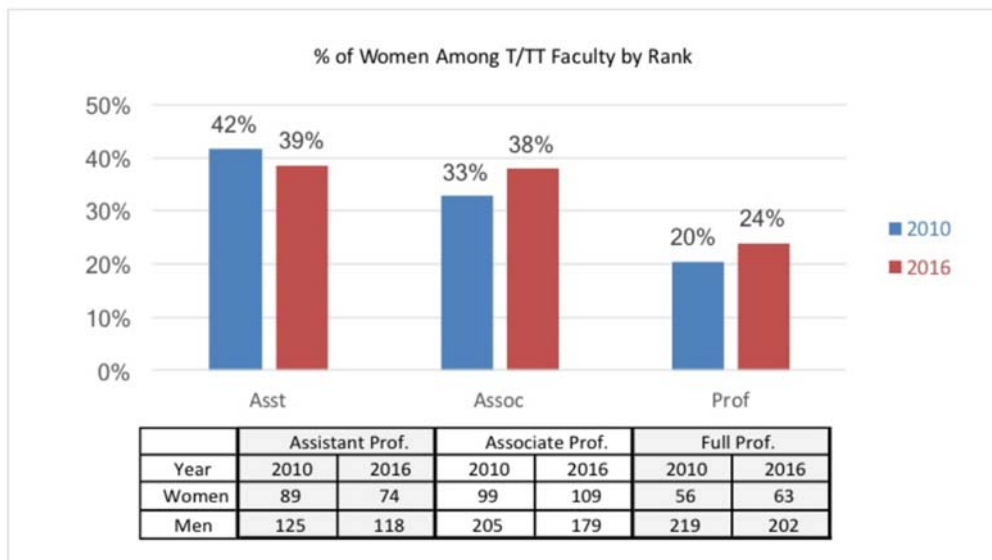
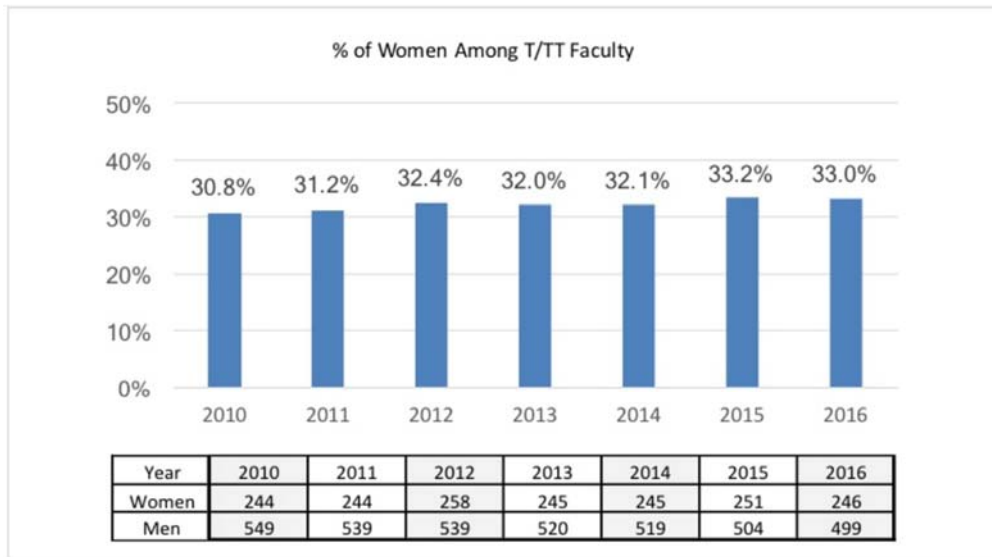
The data can be parsed in many ways but it appears that overall there are many similarities between men and women, perhaps more than differences. In terms of the best part of working for RIT, both men and women stated that satisfaction with their colleagues was most important. Both men and women were similarly dissatisfied with overall compensation. Some notable differences include overall women finding the campus climate to be less amenable to collaboration and mentorship than do men. Also, women find that tenure policies and practices are less equitable, and thus, more of a concern than do men.

### **The National Science Foundation-funded grant, ADVANCERIT RIT**

The ADVANCERIT grant research is another major source of data on issues related to gender inclusion on RIT campus. As part of the grant, RIT is required to produce published reports on gender inclusivity. The program's website can be found here <https://www.rit.edu/nsfadvance/>. Consistent with our stakeholder comments, empirical data show that among faculty, women are underrepresented. RIT has made progress toward achieving gender parity but female faculty remains at around 30% of total faculty.

Not all NSF grant data is publically available (including trends about advancement, retention, feelings of isolation etc.). Some "protected status" data cannot be accessed by the LRPEC or by ADVANCERIT. The information about levels of inclusivity, perceptions of "environment," and other subjects about gender were not directly made available to our committee. Data on non-tenured faculty, adjunct faculty, and staff (e.g. not faculty but members of RIT with teaching or advising roles) were not available to us but remain important. Connect Grants, as part of ADVANCERIT, may be useful to fill in some of the gaps in our knowledge. ADVANCERIT Connect grants are micro-grants for increasing representation of underrepresented groups.

ADVANCERIT's analysis of NSF data shows that RIT is losing women at a higher rate than men and that many departments have less than 20% female faculty. COACHE data suggests that women are paid less, ranked lower, and keenly aware of these facts. There are also concerns about underrepresentation of women in STEM fields but also concerns about underrepresentation of men in nursing/physician's assistant's programs and in education/teacher-training. The graph (below), from the NSF indicators webpage, shows this overall trend. The graph can be viewed online here: <https://www.rit.edu/nsfadvance/nsf-indicators>.



Members of the ADVANCERIT research team state that gender conditions on campus are difficult to understand based on the limitations of current data. For instance, ADVANCERIT data is specific to tenured faculty and focuses much of its analysis on female faculty in STEM fields. Data are limited to faculty and do not include issues related to staff. Likewise, there is no extant data on gender related to students outside of basic demographic data collected and publically reported in “RIT by the Numbers.” See <https://www.rit.edu/news/story.php?id=55684>. Included in this document are some data points that show that female student enrollment is up in terms of absolute numbers, but overall, as a proportion of the total student body, female enrollment is down. In 2006-7, there were 4,752 female students (out of a campus total of 15,557) whereas in 2015, there were 5,537 female students (out of a campus total of 18,606). While the RIT by the numbers webpage shows that there is a 16.5% increase in absolute terms, when considering the proportion of female-to-male students, the female proportion on campus is actually down, from 30.57% in 2006-7 to 29.7% in 2015.

Among our participants, there is a sentiment that the issue preventing gender inclusion is related to institutional priorities. That is, how RIT runs as an institution, where it chooses to place resources, and how it assesses accountability. While the ADVANCERIT grant has assisted in understanding parts of the overall issue of gender inclusion, throughout its duration, primary indicators of gender parity have not changed significantly. There is a perception that ADVANCERIT has not “moved the numbers” enough in the right direction despite its data and research. ADVANCERIT researchers recognize that understanding the multiple perspectives on gender requires more funding, more time, more sustained support. In particular, data should be produced and used to support the recruitment and retention of women in STEM fields, but also deaf women and women of color as a critically underrepresented subset. To this, LRPEC adds the underrepresentation of male students, staff, and faculty in the traditional caring fields of education and healthcare.

Accumulating information about gender inclusion has been time consuming, according to the ADVANCERIT researchers, especially given the restrictions of NSF data monitoring but also because other important data is protected and not available for study. For example, Human Resources, which has large volumes of raw data, was not set up to share such data. While data like this exists, said data is not available to us or to ADVANCERIT. Issues such as discrimination in hiring, firing, promotion, or tenure were not available for analysis but are important metrics of inclusion.

Likewise, formal reports that summarize incidents of sexual assault, harassment, and other gender-related issues were not made available from HR or Public Safety. While numerous resources for training, education, and awareness exist in locations like the Center for Women and Gender (<https://www.rit.edu/studentaffairs/womenandgender/issues/sexual-assault>) and Student Affairs (<https://www.rit.edu/studentaffairs/parentsandfamilies/relationships-sexuality-and-sexual-activity>) compiled public reports were not available.

### **Title IX Offices**

Like all US colleges, RIT has an office for Title IX protections and processes regarding gender, gender-based misconduct, and sexual misconduct. ADVANCERIT researchers informed us that RIT is preparing a comprehensive report based on a student survey on sexual harassment and sexual assault. This data was not available to us at the time of this report. However, AS and LRPEC should revisit these new data sources when they become available in Fall 2018. RIT does have robust support for students and faculty as well as other stakeholders regarding Title IX violations. However, if and how those resources are being used is a different matter beyond the scope of our current charge.

Stacy DeRooney states: “The Office of Compliance and Ethics is preparing an extensive report on the TIX Program at RIT which will include data related to reported incidents of gender based misconduct involving faculty, staff and students. A comprehensive student based survey was administered in February 2018. Results will be disseminated to the RIT community in the fall of 2018.”

AS has asked LRPEC5 to investigate the possibility of intimidation tactics that prevent campus members from reporting violations. When we asked our participants about this, they stated that they agreed it could be a significant problem but: “We have no way of

knowing.” While there will be published data from student perceptions, there is no existing plan to survey faculty in the same way. Our participants strongly felt that there should be a parallel survey about sexual assault, intimidation, and harassment among faculty to obtain actual data on the matter. Furthermore, it is our opinion that survey data should be supplemented with other forms of data collection such as focus groups, public forums, and other methods that are qualitative in nature. Given the fact that gender is a social phenomenon as much as it is a biological one, having sustained discussions may produce richer, and more evocative data than survey methods provide.

### Synthesis of Main Findings:

There are three main findings.

#### **1. Inadequacy of the Charge**

One of our first findings, which we emphasize throughout this report, is that the current LRPEC5 charge, as written, is inadequate. Among our colleagues, informants, and in discussions with several campus stakeholders, it was evident that there was considerable confusion as to what the charge asked for, what the problems were that brought it into focus, and how it could be clarified or extended using more research in the coming years.

**Recommendation:** We recommend to the AS that the LRPEC5 charge be clarified and be considered in the context of a larger, better funded, longitudinal research study with dedicated researchers, full institutional support, and a commitment to act upon its findings. **Recommendation:** We recommend specific language to update the charge based on direct feedback from current stakeholders and suggest that additional research is needed to fill in the gaps of knowledge that we have identified.

#### **2. Establishing a Proactive Approach**

A second major finding that emerged from our study is the perception that RIT has used *ad hoc* solutions to major problems about gender. Analyzing the current #MeToo movement, as well as the scandals at local universities, shows that the reactive approach is unduly risky. We find that being proactive is important, yet the proactive approach to understanding and solving issues about gender inclusion are underrepresented at present. That is, there is a perception that RIT addresses problems about gender after they occur. Our participants state with considerable regularity that the reverse should be true. RIT’s stance on gender issues should be more proactive. It should set about reducing or eliminating sources of conflicts rather than resolving conflicts once they occur.

**Recommendation:** As in our previous recommendation, we recommend funding a comprehensive, dedicated task-force to formally research “the state of gender inclusivity” and related issues. We found that our participants suggest developing and using a campus-wide gender climate survey among faculty and staff to gather the “big picture” data. Secondary data collection measures, too, should exist; these may include inviting stakeholders to participate in town-hall discussions, open forums about gender issues, or conducting additional targeted surveys or qualitative interviews.



### 3. Lack of Centralized Clearinghouse

Another primary concern was the lack of an integrated model for addressing issues about gender inclusivity. At present, the RIT approach to gender appears to be “atomized” and scattered, preventing stakeholders from dialogue with one another. Although there are a large range of centers that look at parts of the gender issue, a centralized approach may be more useful to increase transparent communication among groups. Likewise, a centralized clearinghouse could be a useful central repository for housing research data and resources for faculty, staff, students, and other stakeholders. A central approach could better address concerns and questions from all stakeholders.

**Recommendation:** We recommend establishing a clearinghouse resource management approach and/or an umbrella organization that can coordinate among the diverse groups and organizations already in place. Existing groups or centers could be options for housing this approach. For instance, the Center on Women and Gender could subsume other centers or provide a central locus. Similarly, we find that although the term “gender” is used most often, extant supports focus on women’s issues to the exclusion of other approaches (such as men in traditionally “caring” fields [physician assistant, teaching], the specific needs of transgender students [such as safe administration of hormone drugs], and underrepresentation of LGBTQ faculty member’s needs [across all colleges]). We suggest that RIT take seriously the claims of those most involved in the issues of gender and seek a clearer long-term, and centralized, approach to understanding gender inclusion and its important role on our campus.

#### Additional Resources:

1. Sex Differences in Mathematics and Reading Achievement Are Inversely Related: Within- and Across-Nation Assessment of 10 Years of PISA Data Gijbert Stoet & David C. Geary (2013) <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0057988#s3>

2. Abusers and Enablers in Faculty Culture K.A. Amienne NOVEMBER 02, 2017  
<http://www.chronicle.com/article/AbusersEnablers-in/241648>

3. RIT Q Center Resources:

<https://www.rit.edu/studentaffairs/qcenter/Resources.html>

RIT Q Center Publications: <https://www.rit.edu/studentaffairs/qcenter/Publications.html>

4. ADVANCERIT RIT Reimagining our Careers and Campus:

Resources <https://nsfADVANCERIT.rit.edu/resources/projectDocuments.php>

Benchmarking Data:

<https://nsfADVANCERIT.rit.edu/resources/papersProjectsBenchmarking.php>

5. RIT FIRED DOCTOR’S GRIEVANCE HEARING CLOSED; DISCRIMINATION NOT BEING ADDRESSED by [Bryanne McDonough](#) | Sep. 29, 2017 <https://reporter.rit.edu/news-section>

6. Mapping the Margins in Higher Education: On the Promise of Intersectionality Frameworks in Research and Discourse Samuel D. Museus, Kimberly A. Griffin (2011)

[https://s3.amazonaws.com/academia.edu.documents/46036750/Chapter\\_1\\_Museus\\_Griffin\\_On\\_the\\_Promise\\_of\\_Intersectionality.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1511214933&Signature=Lqdu9bv2rAPENT6%2FPglckKtVsyU%3D&response-content-disposition=inline%3B%20filename%3DMapping\\_the\\_Margins\\_in\\_Higher\\_Education.pdf](https://s3.amazonaws.com/academia.edu.documents/46036750/Chapter_1_Museus_Griffin_On_the_Promise_of_Intersectionality.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1511214933&Signature=Lqdu9bv2rAPENT6%2FPglckKtVsyU%3D&response-content-disposition=inline%3B%20filename%3DMapping_the_Margins_in_Higher_Education.pdf)

7. Where Are the Women of Color? Data on African American, Hispanic, and Native American Faculty in STEM By Marcy H. Towns (2010)

[http://www.oswego.edu/Documents/STEM/8.2f\\_Towns\\_Where\\_Are\\_WOC.pdf](http://www.oswego.edu/Documents/STEM/8.2f_Towns_Where_Are_WOC.pdf)

8. Excluded Men: Men Who Are Missing from Education and Training.

McGivney, Veronica (1999) <https://eric.ed.gov/?id=ED429199>

9. African American Males in Education: Endangered or Ignored? JERLANDO F. L. JACKSON JAMES L. MOORE III (2006)

<http://professorjackson.com/other%20articles/African%20American%20Males%20in%20Education%20Endangered%20or%20Ignored%20.pdf>

10. Gender Differences in Academic Productivity and Leadership Appointments of Physicians Throughout Academic Careers Reed, Darcy A. MD, MPH; Enders, Felicity PhD; Lindor, Rachel; McClees, Martha; Lindor, Keith D. MD Academic Medicine: January 2011 - Volume 86 - Issue 1 - p 43-47 doi: 10.1097/ACM.0b013e3181ff9ff2 Academic Productivity

[http://journals.lww.com/academicmedicine/Abstract/2011/01000/Gender\\_Differences\\_in\\_Academic\\_Productivity\\_and.19.aspx](http://journals.lww.com/academicmedicine/Abstract/2011/01000/Gender_Differences_in_Academic_Productivity_and.19.aspx)

11. PROFESSOR ARRESTED; OPEN FORUMS BEING ORGANIZED TO ADDRESS GRIEVANCES [Frankie James Albin](#) | Oct. 27, 2017

<https://reporter.rit.edu/news/professor-arrested-open-forums-being-organized-address-grievances>

12. Are student evaluations biased based on gender?

<https://slate.com/technology/2018/04/hotness-affects-student-evaluations-more-than-gender.html>

13. Groundbreaking empirical research shows where innovation really comes from: Evidence of inequality in race and gender

<https://www.vox.com/2017/12/4/16706352/innovation-inequality-race-gender>

14. Living between genders: Autism and transgender identity

<https://spectrumnews.org/features/deep-dive/living-between-genders/>

15. America's Lost Einsteins: Economic inequality and STEM achievement

[https://www.theatlantic.com/business/archive/2017/12/innovation-income-chetty/547202/?utm\\_source=feed](https://www.theatlantic.com/business/archive/2017/12/innovation-income-chetty/547202/?utm_source=feed)

16. The end of identity liberalism

<https://www.nytimes.com/2016/11/20/opinion/sunday/the-end-of-identity-liberalism.html?smid=tw-share&r=0>

17. The sexual assault epidemic that no one talks about

<https://www.npr.org/2018/01/08/570224090/the-sexual-assault-epidemic-no-one-talks-about>

18. Professors behaving badly

<https://www.nytimes.com/2017/09/30/opinion/sunday/adjunct-professors-politics.html>

19. Mental health in academia:

<https://www.psychreg.org/mental-health-academia/>

20. The insidiousness of unconscious bias in schools

<https://www.brookings.edu/blog/brown-center-chalkboard/2017/03/20/the-insidiousness-of-unconscious-bias-in-schools/>

**Submitted by the LRPEC Subcommittee on Gender Inclusivity**

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