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ACADEMICS

Date added: 1/15/2006

Q: Over the break, when talking to family about college, I was asked "what are the advantages of the trimesters." I didn't really know what to say.

So that's my question to you - what are the advantages and disadvantages to trimesters? How are they better or worse than the semesters that most colleges have.

Thank you for your time.

A: This is an extremely contentious question that arises every five years or so and sends the Institute into heated debate.

The advantage of the quarter system (versus the semester system) is that the student gets to take more distinct courses (by title). If a student dislikes a particular professor, the experience with him/her is for a shorter period. Likewise, in a quarter system, if

you especially like a particular professor, you have more opportunities to take another course from the same professor.

The disadvantages are that the quarter goes by so fast that if you fall behind for any reason, it is very difficult to recover. Further, the time for "reflection" is considerably reduced; rather than being able to contemplate a possible term-paper topic for a few weeks, one must jump right in and pursue initial thoughts without time for revision or re-direction.

Students voted between the quarter system and the semester system about 5 years ago, and they overwhelmingly voted to remain on the quarter system.

Date added: 1/17/2006

Q: Why do we pay so much money to come here, when you guys get adjunct prof. to teach? They have no teaching experience and they don't even have a bachelors degree??? I feel this is wasting my money!

A: Adjuncts are valuable members of any university family. They are often used to teach introductory courses (a cost savings measure to keep tuition as low as possible) or specialized advanced courses for which we don't have enough demand to hire a full-time faculty member.

Adjuncts are carefully screened regarding their qualifications, and what they sometimes might lack in terms of formal degrees would be made up for in terms of real-world experience.

Students should only occasionally experience having an adjunct professor, and typically they are every bit as devoted to student success as the full-time faculty. If you are having a difficult experience with a particular adjunct faculty member, please be sure to report this to your academic advisor and/or department chairperson.

Date added: 1/25/2006

Q: Why are there so few 2 credit courses offered? Not every student wants to take Wines/Foods/Beers of the World. It would be nice if there was a better selection for students to choose from.

A: The College of Liberal and the College of Science anticipate adding some two credit courses in the near future. The road-block is that teaching-loads for faculty are

generally built around four credit blocks, and if a faculty member teaches a two credit course, then it either is as an overload or else the faculty member has to teach an additional section of a second two credit course.

But with the new curriculum structure, there will be more demand for two credit courses to meet general education minimums of 90 credits, so Liberal Arts and Science will respond to this increased demand.

Date added: 1/27/2006

Q: I've grown up in the Rochester area and have always viewed RIT as an engineering school. But asking around to people reveals a different attitude. Most everyone outside RIT seems to think that RIT is a Computing school... It's frustrating that people think that. Why do you think people assume that RIT=Computer Science

A: RIT has eight colleges and each is unique and distinct. This diversity and depth is what makes RIT a great university.

Historically, RIT has deep roots in engineering. The Kate Gleason College of Engineering is nationally recognized as a leader. For one example, in the "Best Undergraduate Engineering Programs," U.S News & World Report ranked RIT 57th in the "highest degree is a doctorate" category. It should be noted that RIT was moved to the high-level doctoral-degree ranking in 2003 after launching the Microsystems engineering Ph.D. program, the first of its kind in the nation. So the magazine has put us into the highest caliber of research engineering schools, when really our primary emphasis is at the undergraduate level.

More recently, RIT has established a reputation in computing. The B. Thomas Golisano College of Computing and Information Sciences wasn't established until 2001. So yes, it may be true that computing has received more attention in recent years. The Golisano College is launching a Ph.D. program in computing and information sciences. This will be RIT's third Ph.D. program (along with Microsystems and imaging science).

Let me also add that RIT is known globally for imaging, photography, design and art, and education for the deaf (NTID).

Again, it is RIT's strong academic portfolio that makes us the University we are today. Thanks for your question.

Date added: 1/27/2006

Q: President Simone-

As a first-year student here, I am subject to FYE for my first two quarters. For the first quarter, I also had a freshman seminar once a week, and I was made to go through a week of orientation at the beginning of it all. This seems a little excessive, and my point of contention is with FYE. Unlike freshman seminar, which was oriented to my major (ANSA) and actually provided us with information germane to helping the next four years go smoothly, FYE has been nothing but a wasted hour every week. Assignments are generally busywork, such as "goal-setting" (Nobody I've talked to takes this seriously), or useless essays on a topic like nutrition, information about which we don't need or, due to the level of the class, learned in fifth grade. I have yet to see your and the rest of the administration's claims that FYE is a useful, helpful class proven true. Please advise.

A: Thanks for your note. On this subject, I asked Dr. Latty Goodwin, director of FYE, to respond directly:

Here is her response:

"Rather than be disgruntled by being "subjected" to FYE for one hour each week, be thankful that RIT cares enough about you to provide an opportunity like FYE for you to make connections to peers, RIT professionals, and the RIT community. FYE@RIT is all about you!

It is a one-credit, two-quarter survey course that addresses students' transitional needs as they move from high school to college and to RIT, specifically.

FYE began six years ago with a wellness focus, but it is moving toward a more discipline-based approach. Integrating transitional topics with their application to discipline/career-related projects seems to meet many students' needs. The course focuses attention on topics like goal-setting, academic strategies, ethics, wellness, and awareness of resources in order to assist students in making healthy and informed choices. Individualized coaching allows students the opportunity to discuss concerns and become better connected to appropriate resources. However, each FYE section functions somewhat differently based on the needs of students in the class, their interests, the demands of their major, and the instructor's style.

Like any class, there will be varied opinions of its effectiveness. FYE will not be a perfect fit for all people, but it is meeting the transitional needs of most students.

Even though it may appear to you that it is difficult to prove the worth of the course, the course evaluations contain numerous written comments testifying to the value that many students have found in this opportunity. In addition, the coaching component has proven extremely beneficial for most students---and there are coaching

evaluations that are completed anonymously that support this statement.

In addition, the FYE movement has a twenty year history in this country, and there is an entire research base that has substantiated the worth of these transitional programs.

You are urged to meet with your FYE instructor and explore how you can make the most of all of your college experiences, including FYE.

In addition, you are welcome to contact me directly if you would like further opportunity to discuss your concerns. Regardless of your feelings toward FYE, everyone involved with the course is there to support your efforts and wishes you a productive and fulfilling experience at RIT."

Latty Goodwin
Director, FYE

Date added: 1/24/2006

Q: Hi President Simone,

This question only comes from genuine curiosity. I was wondering what is done with professor evaluations that are filled out at the end of the quarter (does anyone look at them?) What happens when a professor gets a lot of negative feedback or when they get a lot of positive feedback?

A: The process varies slightly from college to college.

In all colleges, the student evaluations play a key role in tenure and promotion decisions, as well as awards, teaching portfolios and annual salary merit increment decisions.

In some colleges, the evaluations are made public for anyone to review (students, administration, faculty, staff); in other colleges, they go to the department chair who can review them with the dean; in a few instances, they go back to the faculty member who can decide whether to submit them as part of his/her annual review.

Numerous faculty, especially part-time or adjunct faculty, have not been rehired or given tenure due to poor teaching evaluations.

Date added: 1/27/2006

Q: President Simone,

Why hasn't the SIS website and course registration been fixed yet? I find it odd that a college of such technological prowess can't upgrade their website and registration system, even though it has been inadequate for years. Could you please initiate a plan of action to upgrade the decrepit systems, so that your students can register for courses in under, say, a half hour?

A: Without delving into too much 'technical detail', most of the issues and frustration you have with the Student Information System (SIS) and RIT's registration systems are a consequence of the technologies available at the time these systems were developed and of the processing schedules necessary to support the ongoing operations of the Institute as a whole.

With that said, over the past year we have gathered feedback from literally thousands of students on a wide-variety of topics that have included class registration and the Student Information System with many of their comments being similar to yours. In response to this feedback, a concerted effort by Information & Technology Services (ITS), all the colleges, administrative divisions, and the Institute as a whole was initiated this past year to begin the process of revamping our student systems. While not everything can be accomplished as quickly as we would like, our plans include among a wide array of other initiatives:

1. Completely revamping the look, feel, and functionality of SIS to make it a comprehensive 'one-stop self-serve' site where students go to accomplish the majority of tasks and transactions they need to while at RIT with 24-hour availability.
2. A complete replacement of the current class registration systems with a feature-rich Academic Planning and Registration system inclusive of academic planning and schedule modeling tools to significantly improve your academic planning process while greatly reducing the time, frustration and anxiety associated with quarterly registration. (We certainly intend on fixing the problem experienced with knowing how many and which type of spaces are available for a course and we will have a much better way to monitor and manage course restrictions.)
3. Enhanced ways to manage course demand and unmet course needs.

While this is just a brief answer addressing your comments in particular, RIT is committed to supporting the needs of our students as evidenced by the myriad of initiatives underway to improve student success and satisfaction across the Institute. Thank you for your time and your comments, they are very much appreciated and necessary for us to realize our goals.

Date added: 2/02/2006

Q: What do you plan to do about the drop out rate for engineering? I've been told that the toughness of the courses is only one reason why students don't want to stay here.

A: Harvey Palmer, dean of the Kate Gleason College of Engineering, will answer this question:

The retention rate in the College of Engineering has exceeded the campus wide average for several years now. Currently, the retention rate from the first year to the second year for engineering majors at RIT is at an all time high of 89%, marking the fifth year in a row that this "first to second year" retention rate for engineering students has exceeded the Institute-wide average. Thus, it is a mistake to presume that "drop out rate" is a concern specifically related to engineering. On the other hand, it is indeed important to appreciate the rigors of the engineering curriculum, not only at RIT but nationally. In fact, national statistics show that only 75% of those who pursue an engineering BS degree persist after the first year. Additionally, national statistics demonstrate that retention in engineering programs trail overall retention rates at universities by a significant margin. So, relative to national trends, RIT is doing very well. Nevertheless, one of the top priorities within the College of Engineering is to increase the retention of students pursuing the BS degree in engineering. In this regard, the College has focused on a couple of strategies. One strategy over the past five years has been to build a stronger sense of community among students and faculty, with the understanding that a strong, supportive community maximizes the potential for academic success.

Secondly, the College has worked very hard, in partnership with the College of Science, to increase the success rate of students in their first two years of study at RIT. Statistics clearly show that a dominant factor in maximizing student success at RIT is the degree to which the first year of study is tuned to the abilities of the entering student. In particular, for those entering the College of Engineering as freshmen, statistics show that there is an 87% probability of graduating from RIT for those who do not get a grade of D, W, or F in any course in their freshman year. By contrast, if a student does get at least one grade of D, W, or F during the first year, the probability of graduating from RIT drops to 49%. Consequently, a great deal of emphasis has been placed on optimizing the success of students in the first year of study, when the students are building their educational foundations in science and mathematics, prior to beginning their engineering studies. One good example is the revamping of the freshman calculus sequence.

Thirdly, the College has been a strong advocate for the new Institute-level Learning Communities initiative. Indeed, nearly half of the learning communities piloted last year were created from among the first year students enrolled in the College of Engineering. The learning community initiative complements the College's commitment to building a stronger sense of community because it assures that clusters of students share common course sections, thereby facilitating the creation of study groups and friendships within disciplines. Students in learning communities express a greater sense of connectedness with RIT; a more open, engaging learning

environment; and a stronger perception that there are people at RIT who are available and ready to help if impediments to academic success arise.

Date added: 2/23/2006

Q: Dear President Simone,

If I have a doctor's note saying that I was sick one day of class, can the professor ignore it, or is he obligated to accept it?

A: Although not stated in policy, a doctor's note would usually be acceptable to excuse an absence. The professor needs to arrange for the student to make up any missed in-class activity without penalty. If the professor refuses, the student should go to the faculty member's department head or the student Ombudsperson.

Date added: 3/09/2006

Q: Dr. Simone,

I understand that you have prescribed a trifold initiative for faculty, staff and students involving scholarship. Is there more information available regarding this initiative? Also, I am student in the College of Business, and as part of my coursework, I have completed a paper that I am due to present at a conference this upcoming Spring. When I went to the Dean's Office asking for support for the expenses involved with attending this conference, I was told that the College of Business does not support students who want to attend a conference. I am puzzled by this response because not only does it blatantly disregard the fact that I will be presenting not just attending but it is in direct contrast to what I am told is one of your directives.

Where do I go from here for funding? As a student, I do not have the funds to be traveling to conferences presenting papers with RIT's name on them and to have to pay for my own expenses. What should I do?

A: Sorry for the delayed response. We've been playing catch up during the break.

I do have a major initiative regarding scholarship on campus. I call it TSP for "Teaching, Scholarship and Practice." I spoke about this at the RIT Community Address on Sept. 1. A copy of my speech can be found at my main website: www.rit.edu/president, under papers and speeches.

To give you a flavor of TSP, here is part of what I said that day:

“Teaching, Scholarship and Practice,” will lead to a curriculum that will be balanced:

- Between theory and application
- Between experienced-based and scholarly-based learning

What I am suggesting now is that we do not neglect RIT’s beginnings, which were rooted in practice, with faculty who came to teaching with many years of solid professional experience — in business, printing, the arts and technology. I am proposing a ‘balanced’ faculty portfolio which includes expertise in and commitment to teaching, scholarship, and practice, all three dimensions integrated in cohesive fashion, with each dimension drawing strength from the other two.

It would build on our history and tradition in teaching and practice, while synergistically incorporating our more recent focus on scholarship. It could help us prepare our students for careers and life better than ever before.

Again, I encourage you to read my entire speech on my website.

As for funding to attend a conference, I would refer you first to your academic department chair. If that is not successful, then try Mary-Beth Cooper, vice president of Student Affairs, or Kit Mayberry, vice president of Academic Affairs.

Date added: 3/22/2006

Q: I have a question about the 2006-2007 academic calendar. Why was the decision to extend fall break by two weeks, making some of us graduate by the first week of June, done without any faculty, staff, or student input? Housing is forced, without any input from them, to close down the dorms during fall break, and this affects a lot of students here, who may feel that A. fall break will still feel too short to go home for it, B. they do not feel like going home for fall break except for possibly Thanksgiving for whatever reason, C. would be very short especially for the international students, who have to probably spend 4 or 5 days flying total, depending on where they live, and their break time already reduced because of this. I've talked to quite a few students, and very few know about this, and those that found out by talking to me are already upset that students were not consulted on this matter, when it affects them greatly.

What was the reasoning in all this, and why was little input sought before this decision was arbitrarily made?

A: Let me first take a minute to explain the process by which the academic calendars are developed and approved. The Registrar's Office comes up with the first draft to insure

that all New York State Education requirements are met. The draft then goes to a Central Calendar Committee comprised of the Provost, Vice President for Student Affairs, Registrar, a dean, and the chairs of Academic Senate, Staff Council and Student Government.

They review the draft again to be sure that NYS Education requirements are met, check when breaks start and end, and if there any concerns about the draft. If there are, the committee may come up with an alternative. The next step is that the proposed calendar and alternatives, if any, goes to Institute Council, which is comprised of 11 members of Student Government, 11 members of Academic Senate, 11 members of Staff Council, all the deans and the vice presidents. They are charged with taking the proposed calendar back to their groups or departments for review. Any questions and concerns are addressed during this review period. The Core Calendar Committee meets again to be sure questions or concerns about the proposed calendar have been addressed; the calendar then goes back to Institute Council where it is approved by majority vote. As you can see, there is a lot of involvement of students, faculty and staff throughout the process.

Regarding next year's calendar -- some things to note. Faculty have 48 hours after their last exam to turn in grades. A few years ago, the faculty asked that classes for each quarter and after the holiday break start on a Monday to maintain the continuity between lectures and labs.

Next year, because of the early Thanksgiving holiday and the need to start classes on a Monday, and after consulting with all the governance groups and affected departments, the decision was made to schedule the week after Thanksgiving as part of the break to be sure that all grades could be processed and necessary academic actions taken.

Even though you may not agree with the final outcome, I think you can see that the process for approving academic calendars is lengthy and there are many opportunities for students, faculty and staff throughout the review and approval process to provide input into the final calendar.

You also mention a concern about students housing being forced to close down the dorms during fall break. I am happy to report that all of RIT housing will remain open during the fall to winter break during the 2006-2007 academic year. Students returning for winter quarter may stay in housing during this break at no additional cost.

Date added: 4/21/2006

Q: How long do professors have to submit final grades for the quarter? I had heard that it was 48 hours after the final exam. I had exams Monday and Tuesday of finals week and did not get my grades for over a week later. What is the official rule professors have to go by?

A: Sorry for the late response. This one got lost among the many questions we receive.

The official rule given to all faculty is that grades should be submitted no later than 48 hours after an exam is given. It is not policy, but a guideline that we have used for years. There is also a final deadline which is usually the Monday or Tuesday after exam week. Professors who do not meet either of these deadlines are doing a disservice to students. Names of faculty who are late entering their grades are reported to his or her Dean.

Date added: 4/24/2006

Q: Hello. I was wondering how they decide how many credits a class is worth. I have three 3-credit classes this quarter that meet for different amounts of time during the week. One meets 3 hours, one four, and one meets six, yet they are all worth the same amount of credits.

I thought it may have to do with lab time, but even that doesn't make sense.

Class one- 1 lecture and 2 lab hours

Class two- 4 lecture hours (similar to a liberal arts class which are all worth 4 credits)

Class three- 3 lecture and 3 lab hours.

Thank you for your time.

A: This is an interesting question, to which we put a lot of thought to when we assign credits.

The number of credits for a class is determined by the curriculum committee of the college offering the course. Each college has its own guidelines and practices which have been endorsed by the Institute Curriculum Committee and Academic Senate in the process of approving degree programs.

Date added: 4/24/2006

Q: Is it me or does everyone who applies to RIT gets accepted? What are the statistics of accepted vs. rejected applicants? I'd like to know the statistics of students who

transfer out after a year. The answer to this question would be much appreciated.
Thank you.

A: RIT admits about 65 percent of freshmen applicants to the Rochester campus; 60 percent of transfer applicants and 45 percent of the applicants for graduate study.

The freshmen profile places RIT in the top 4 percent of all post-secondary institutions nationally.

88-89 percent of the entering freshmen return for their second year.

Our undergraduate graduation rate is about 65 percent, an area we are working on diligently to improve.

Date added: 4/24/2006

Q: President Simone,

First of all, thank you for your dedication to RIT and to the "Ask President Simone" program - especially with regards to the pointed, uninformed, and un-thought out questions that I see on this site frequently. Your responses are always fair even when the questions are ridiculous.

I am a fifth-year computer engineering student; last year I took a co-op position that I really wanted even though it changed my schedule a bit, and now I need to take summer courses in order to graduate on time. However, I am quite frustrated with the lack of offerings. Forgive my sarcasm, but I was under the impression that RIT was on a quarter system, and therefore it would be a legitimate expectation that there be sufficient summer offerings to keep my graduation plan intact...however the CE department offers not even a third of the courses they usually do. I am not even able to fulfill CE-related electives as the CS department offers a subset of courses, and the SE department offers *nothing* during the summer (as reported on SIS at the time of this submission).

The explanation I received from my advisor was that there is a smaller course demand during the summer, and thus fewer offerings. This is a legitimate argument; however as a student I still must pay full tuition during the summer even if I am unable to take four meaningful courses. If the Institution spends less money during the summer quarter on offerings than perhaps so should the students.

I realize, however, that in reality it doesn't work quite that way - so I am simply asking if perhaps an initiative could be taken to have the colleges educate their students a bit better on expectations for summer quarter and to plan accordingly. Or

even better, ask that departments respond to student feedback about which summer courses they need with something other than, "not offered...no demand."

Thanks! And keep up the good work.

A: Your points are valid, and ones that I keep working on trying to implement. We need to increase summer utilization of the campus and of our course offerings not only as good business sense, but to enhance the quality of educational choices that our students have.

The Provost and college deans are currently working on alternative formats for summer offerings that might create more "demand" for courseware. In the meantime, I suggest you contact Dr. Andreas Savakis about what you might be able to accomplish this summer that will keep you on schedule and also be valuable for you. He might be able to arrange some "Independent Study" options for you that could substitute for courses not being offered.

Date added: 5/01/2006

Q: Dear Al Simone,

Word is, per your instructions, RIT has a new direction in its policy for hiring and retaining faculty. Apparently, the aim is to acquire and keep as many industry professionals and people of global repute in their fields as faculty in the various departments.

This has met with some positive outcomes. For example, the department to which I belong - reportedly one of the more prestigious ones in the institute - has over the past two years taken on two faculty members of whom I had heard before, to my astonishment. They are well-known and respected contributors to their field.

I have taken classes and/or conversed with these two. Their names and experience will no doubt be indispensable in increasing the reputation and prestige of our department, especially beyond the institute's walls.

However, in one case especially, the well-known caveat that the best industry professional is not necessarily the best teacher holds quite true. While many students have rushed to take this professor's classes, most have come away with a very mixed opinion of her viability as a teacher. She is still struggling in her new role, and I for one do appreciate her experience, but I wonder how much preparation and review she was required to go through in order to be certified to teach at RIT. Please remember that from the student perspective, a professor's foremost duty is to teach effectively.

This, in any case, is the lesser half of the matter I wanted to address in my question to you. A far more grievous result of this new direction, in my opinion, is what it means for those faculty members whose value has been undermined. I understand that the various departments have limited and differing budgets, and in those budgets the bounds are set for which faculty the schools can afford to keep.

The best professional is not necessarily the best teacher. The flip side of this is that the best teacher is not necessarily the most prestigious industry professional. What has happened in my department, and, I fear, campus-wide, is that faculty members who are valuable to the institute in their abilities as teachers are being laid off.

I am a student. I am at RIT to learn. I need capable teachers in order to do so. Departmental prestige via big-name faculty has to be balanced with quality-of-education issues. There is the case of one professor held in extremely high esteem by my classmates (which, I'm sure, is reflected in his course evaluations) who recently graduated with a Master's from RIT, who is being laid off precisely because he is the low man on the totem pole of industry, despite his excellence as an educator. What does this say about the value of an RIT degree? I can say without reserve that my education here would have been much less complete without his contribution.

And now for my question: Has this implication of the new policy been considered? Has there been an assumption that big-name professionals would equal skilled teachers? If not (and I hope not), to what degree has the balance of prestige and educational quality been considered? Is this balance reflected in the budget for faculty? It is sad and outrageous that my department is losing such a valuable teacher; it is a tragedy if this is happening campus-wide because of an oversight in the implications of the new faculty policy.

Very sincerely,
An RIT undergraduate

A: There has been no change in RIT's policy of hiring faculty with industry experience. In many departments, this is a long tradition, in others it is mixed, and in many it is non-existent.

Experiential education is a hallmark of an RIT degree, so we have always been open to considering experienced practitioners who may not have terminal academic degrees. But all of the issues and concerns you raised are indeed valid, and whether a person is an excellent teacher has little to do with either academic degrees or professional experience.

I can't comment on the specific cases you referenced, but there are usually many circumstances beyond the visible issues that underlie any termination.

Date added: 5/16/2006

Q: I heard that FYE was created to combat student suicide a few years ago. Is this true? I haven't heard any reports of student suicide recently, so is there still a need for FYE? I know that many people did not like this class. Thanks for the insight.

A: It is true that FYE was brought to RIT in response to a trend of risky and dangerous student behaviors both on this campus and at other campuses around the nation. Indeed, since the inception of FYE here at RIT, some of those behaviors have become more healthy and positive. With that in mind, we would be ill-advised to discontinue a program that accomplishes its mission.

Of course, over the years, the FYE course has evolved into a more comprehensive approach to college transition issues that goes beyond a strictly health and wellness perspective. We view students holistically, as having needs and issues in many areas, and we attempt to address academic, social, personal, and professional transitional topics in our classes and during our coaching sessions. Despite what you may have heard, our program assessments, as well as anecdotal comments from students, indicate that most students see value in the support that FYE provides and find this an opportunity to connect with students in their major as well as an instructor/coach who is a resource for them during this first college year. Some students even continue this coaching relationship for their entire college experience.

ALUMNI

None.

ATHLETICS

Date added: 1/17/2006

Q: This past Saturday I attended the men's hockey game against Oswego. To my surprise, the arena was packed with the crowd cheering for RIT. RIT Athletics department sponsored some raffles along with other incentives for attending the game. I say that I was surprised only because after attending a few women's games, the crowd is much different. Usually only a handful attend the women's games and there are typically no incentives and raffles to win. I don't really understand this because by looking at both the men and women's team record, the women's team has won mostly all their games. Why is it that RIT is supporting the men so much but not doing the same for the women's team when they are winning more games?

A: RIT Men's Ice Hockey has long been considered our flagship sports program. It is not only a campus attraction, but it has drawn much interest from the community and beyond.

Attendance has been very consistent over the past ten years or so. Certainly its record of success and the two national championships (1983 and 1985) have added to this attraction. This year, the program's move to NCAA Division I status has brought forth even greater interest.

Despite the team's record, there continues to be strong interest in the quality and level of play as well as the top name team's that have come to RIT. Now, with this move the Athletic Department has goals to achieve regarding attendance and gate and advertising revenue. Thus, the promotions and incentives.

Women's ice hockey has also had quite a successful history. However, as with the rest of our Division III sports teams, it is a challenge to get the kind of attendance at games that you speak of. A variety of basic advertising is done to get the word out about games. This ranges from schedule cards, to website information, announcements at contests, flyers, signage in the 1/4 mile breezeway, and some promotions (we try to do some for each sport). Attendance at women's games continues to grow but not to the level of the men's program.

This is not a problem just at RIT. It is the same on other campuses. Many times, it has little to do with the team record. Having said that, we are seriously considering moving our women's ice hockey program to Division I. If this is done, we will probably see greater interest and better attendance. Until then, we will continue to seek ways to create more fan support at women's games as well as other sports at RIT.

Date added: 3/31/2006

Q: Dr. Simone:

As you probably know, golf is a very popular and promotional sport nationally and internationally.

Even though RIT has 24 Varsity Sports Programs; Golf is NOT one of them...(sigh) MCC is where the current PGA Tour Player Jeff Sluman is an Alumni(1977) and also MCC has a golf team. Both Cornell and the University of Rochester have excellent golf teams as do the many colleges around the country. It is very unfortunate that RIT hasn't assembled a golf team; as it would be a tremendous recruiting tool and promotional tool for both NTID/RIT students who attend these two colleges. I am a

certified club fitter, club maker of golf equipment and also have developed extensive golf custom-fitting, maintenance software for golf club makers in the USA and overseas. I am currently pursuing (just starting) my Masters of Science in Cross-Disciplinary Professional Studies Program --- having two concentrations and a set of electives. The 1st concentration is Statistics and 2nd concentration is Computing, Software programming and software testing with emphasis on high quality software, which includes an emphasis on utilizing the latest software from Microsoft Corp.(2005 Visual Express Package, which is offered to all educators and students for FREE!); reason being is so that the educators and students can learn and better prepare for what is actually in the marketplace of Microsoft Software and also the upcoming Vista OS which is scheduled for release 1st quarter 2007. Let's see if we can form a great golf team within RIT's Varsity Athletics Program.

A: This is a good question for Lou Spiotti, director of intercollegiate athletics and recreation. Here is his response:

Thank you for taking time to send a note to me about your interest in golf and about the prospects of having a golf program at RIT. You are correct in that we have 24 sports at RIT and about 550 student-athletes involved in our program. We believe that we have struck the right balance of activities for both men and women. Our most recent initiative is our migration to Division I in Men's Ice Hockey. This has taken quite a commitment on the part of the university. Our next effort may very well be moving one of our women's teams to Division I as well. That being said, the prospect of adding golf (it would need to be two teams, one men's and one women's), is very unlikely. This is nothing against the sport, as I believe it have many good qualities. However, during this challenging economic times we need to be strategic about where we invest our efforts.

I know that we offer golf classes in our wellness program in the Center for Intercollegiate Athletics and Recreation as well as opportunities for students to participate in such activities at the club level. I thank you again for your input and wish you well with your studies and your interest in golf.

Date added: 4/21/2006

Q: What role does Title Nine have on RIT varsity sports? With a changing male/female ratio, does this mean that some sports will be required to make cuts, or be eliminated altogether?

Thank you for your time

A: I am not sure what you mean by the changing male/female ratio. However, if you are assuming that the percentage of women on the RIT campus changing dramatically

over the recent years, it has not. As of Fall 2005 the women to men ratio was 31% (women) to 69% (men). We are disappointed with this number and are working hard to change it. However, Title IX indicates that athletic participation opportunities need to mirror the ratio between the two genders on the college campus. Currently, we have 12 varsity sports for men and 12 for women. RIT is in an advantageous position of providing more opportunities for women than required by law. We are comfortable with this. We have developed a program that is responsive to the needs of our student population. We have grown systematically and are using sports as a means to help with the recruitment of both women and men.

There are no current plans to cut our sports programs. Conversely, we want to continue to offer a broad based NCAA Division III athletics program.

Date added: 6/09/2006

Q: Dear President Simone,

I am a first year student here at R.I.T. I participate in a R.I.T. Athletic program. When I first started at R.I.T. in the fall I definitely expected more school spirit then what is here. I had heard excellent things about the hockey program and other sports, but I was quite disappointed with the attendance at these functions with the exception of hockey games, which seemed to decline as they lost more and more games at the D1 level. It seems more school spirit is on the end of Greek life. I think R.I.T. allows the Greeks way more advantages on campus. I think it would be very advantageous for R.I.T.'s school spirit to give some incentives to athletic programs. It seems up to date that the Greek life has abused the right of the mansions by going against conduct codes and excessive drinking and such. I believe there should either be mansions built for athletic programs or try athletics in the current mansions and kick the Greeks out. Already R.I.T. athletic programs boast a higher cumulative G.P.A. Last year some teams here at R.I.T. were academic All-Americans. This seems to go unnoticed. I think it's time to show more respect to the athletes here at R.I.T. and with this we would attract maybe high caliber athletes as well and improve school spirit. Thank you for your time.

A: Attendance at RIT athletics events in many ways mirrors that of other Division III institutions who tend to experience the same kinds of attendance problems that we have. The fact of the matter is this: People tend to show more interest in big time college or professional sports. And at that, attendance at their games even drops off when teams have less than winning seasons. This is a fact of life that we all have to deal with, unfortunately. We want students to support our teams. That is why we spend so much time and money at televising (we have our own sports show-The SportsZone), broadcasting on the radio (WITR), and fully staffing our sports information office to publicize our teams and get more people to come to contests.

We have made progress at RIT.

Yet, we know that there are a lot of competing interests for our students time. Attendance at our Men's Hockey games increased by over 300 per game over last year (2004-05) and over 500 per game the previous year (2003-04). Our Attendance figures rank near the top of our league already and it's just our first year in Division I. We're proud of this fact.

As for housing for student-athletes. It is something that is against our philosophy and beliefs. We want our student-athletes to be integrated in to the campus culture. It makes little sense to separate them out and give them an elitist status. This, too, cultivates resentment. In recent years, we made significant investments in our sports programs. The new Gordon Field House, the new turf field, tennis courts, expanded stadium as well as expanded staffing in support of these programs have made a big difference in the overall student-athlete experience. We have a ways to go, but I assure you that Dr. Mary-Beth Cooper, Vice President for Student Affairs is a strong advocate for our teams. We have made great progress under her leadership. I personally have taken a great interest in the academic progress of our teams. I am proud of their 3.2 overall GPA. This has received quite a bit of attention and special recognition such as the conference President's list (3.75 or better GPA).

Having said this, I would invite you to speak with our leaders in the athletics program, Mr. Lou Spiotti, director of intercollegiate athletics and recreation, or Dr. Cooper herself. I know they would welcome ideas and input from you.

CAMPUS CONSTRUCTION

None.

CAMPUS SAFETY

Date added: 1/04/2006

Q: I am a freshman with a car and as such am forced to park in B lot. Recently I had my car forcibly broken into and my stereo was stolen. I've heard that the same thing has happened to other cars in the same area of B lot recently. Also, when I was walking to my car the other day, I saw that someone's tail lights had been kicked in and that there is a derelict car in the corner of B lot that is damaged to the point where it can't be driven.

Given these events, and the fact that B lot is the only parking lot not within sight from any RIT buildings, I do not feel it is safe to park there with its current lack of security.

Is the university working to better the security of this insecure parking lot? What measures are being taken to ensure the safety of all vehicles parked in this high-threat level area?

Thank you very much.

A: We ran your concerns and questions by Chris Denninger, Associate Director, Campus Safety. Here is his response:

Thank you for sharing your security concerns with me about parking lot B. According to Campus Safety's Parking Office, the abandoned car you observed was moved off campus in December.

Campus Safety staff regularly patrols all of the campus parking lots, 365 days a year, and crime patterns detected through crime analysis are addressed by bolstering these security patrols. Parking lot lighting campus-wide has been enhanced over the past several years, and several parking lots are monitored with closed circuit television.

College campuses are not immune from crime, and by taking precautions and building safe habits in our daily routines reduces the risk of crime occurring. For example, removing stereo face plates and other valuables from parked cars, and installing car alarms reduces the likelihood of being targeted by thieves.

Reporting suspicious behavior immediately to Campus Safety at 475-3333 (v/tty) will result in a quick Campus Safety response to investigate.

Thank you again for sharing your concerns with me.

Chris Denninger
Associate Director
RIT Campus Safety Department
61 Lomb Memorial Drive
Rochester, NY 14623
585-475-6620

Date added: 3/31/2006

Q: I've noticed that RIT has begun installing a camera in the Sol Quad. The first thing I thought of when I saw that it was being installed was "big brother" which I and many other residents are not very keen to. Is the camera being installed for security reasons, and if it is, what security issues is RIT having that might require such an action? This camera only affects residents of Gibson, Sol, and Fish. Are there plans to install cameras in the quads of other buildings and if so, why?

A: Recurring dangerous pranks were occurring in Sol Heumann quad prompting the need for the camera. Residence Life management was advised of the new camera and they support the installation as a deterrence.

There are no immediate plans to install additional cameras in the residence halls.

Date added: 5/01/2006

Q: I've read through a lot of responses here about having cameras in parking lots. It doesn't seem like there's a plan to implement cameras where there are none now. If Campus Safety can spend money on Stalker ATR radar guns, which cost over \$1500, I'm sure more cameras can be installed to ensure the safety of our vehicles.

Patrols on the overnight seem to be non-existent. I drove around for about two weeks straight from 4AM to 5AM watching what Campus Safety did. Most of the time, they were sitting in their car, out of view from any main roads or parking lots. They were well hidden, almost as if they tried to hide themselves purposely. Shouldn't they be patrolling? If there's paper work to be done, there's no reason to hide and do it.

A: Thank you for taking the time to share your observations with us. Several new cameras are being installed to monitor campus parking lots and the project will be completed in June.

We shared your patrol observations with our overnight supervisor and we're confident he'll handle appropriately.

COMMUNITY RELATIONS

Date added: 4/06/2006

Q: President Simone,

I am from Chicago, Illinois and I have attended RIT for almost 2 years now. I am the only member of my graduating high school class of 725 students to go on and attend RIT. To my knowledge, the only other person from my high school to attend RIT is 3 years my senior. I was wondering what, if anything RIT has, or is doing to improve the notoriety of the university.

Nearly every break since my enrollment to this school, I have gone home to visit family. While I was home, relatives, friends of the family, and general acquaintances

have asked me where I go to school. I reply "RIT." A vast majority of the people then ask "What does that stand for?" To which I then reply "Rochester Institute of Technology in Rochester, New York." Some of the people, but not all, scoff at this mention; as it brings to their minds a two or three year technical institute. The conversation then evolves into a long explanation of what my major is, and that the school is in fact a 4 year university.

If I were to say Harvard, Yale, Brown, or Stanford, people would immediately identify with what I was talking about, and maybe even know a sibling or family member that went to one of those colleges.

Now, I hope that this is just a quirk of living in a Midwestern state, and not a national phenomenon. But on this note, I would like to take the opportunity to ask again what RIT is doing for public relations and advertising. I don't expect cheesy national commercials or internet pop-ups advertising the university. After all, I have never seen a commercial for Harvard or Yale.

I found RIT through a college search program on the computers at my high school. It was one of the few colleges in the nation to offer Software Engineering as a major. This begs the question, "How have international students heard about RIT and its academic programs overseas, when many people within the country have not?" If I am either alone in my experiences with the publicity of RIT, or if this question has already been asked of you, please disregard my query. But if this is no isolated incident, I charge you President Simone, to spread the word of RIT's fine professors, staff, and academic programs.

A: RIT's reputation continues to build nationally, but it takes time. While RIT's roots date back to 1829, we didn't begin granting degrees until the 1950s. Many universities are more than 100 years old, and some are 200 and 300 years old.

RIT was mostly known locally and throughout New York State. But that has changed the past 15 years or so. Now, about 50 percent of our undergraduate students hail from outside of New York, representing all 50 states. Not to mention our international students from 90 countries.

University News Services is responsible for getting publicity for RIT. UNS averages about 8,000 news placements per year in newspapers, TV, radio and the Internet. While a large portion of the publicity is in the region, national and international coverage is common and growing. Tonight, for example, College of Business Professor Bob Manning will appear on the Daily Show with Jon Stewart. Last week, COLA Professor Ron Hira was on the NBC Nightly News.

To see highlights of RIT news placements, visit the UNS website at www.rit.edu/news and look under "RIT In The News." You will see we are regularly in major publications. Even the comic strip Doonesbury recently featured RIT.

Many schools also rely heavily on sports to get their name out. I have reservations on big time football and basketball. I think we have the right niche with our new Division I hockey team.

RIT is known nationally and internationally in many fields such as imaging, photography, printing, engineering, deaf education and more. We are consistently ranked in U.S. News and World Report.

But you are right, we can always do more. Golisano College, for example, is new but gaining a reputation.

Certainly, more can be done to raise our stature. That is why we are also currently working with a national branding firm to look at this and other marketing issues.

Hopefully in future years we will attract more students from your high school.

FINANCES

Date added: 5/01/2006

Q: I asked "How come you, "reluctantly need to increase tuition b 5.9%", when you are spending money on things such as the construction on the Jefferson RD. entrance, and construction on former site of the Racquet Club Townhouses (which will not be housing for students or even benefit students). If you are going to raise tuition, why don't you spend the money on better things such as campus safety, or the lack there of campus safety?." and you answered "We continue to invest in Campus Safety. This is obviously an important service for our student body. It is important to note that we actually sold the property at Racquet Club; therefore, a private developer is constructing the new buildings on that site."

The problem is you failed to answer the real question. What are the real reasons for the "need to increase tuition b 5.9%", and if you did sell the Racquet Club land what is going to be done with the profit? Why was the land sold, we need more housing, everyone I know got stuck in temporary RIT Inn housing for next year. How can you not face the fact that there is a housing issue? Finally if campus safety is one of the most important things to RIT, why were over 10 cars broken into at Racquet Club in the fall? Then after that I requested more campus safety here and cameras too. Why was the request passed from office to office until it got to the board campus safety and I was ignored?

A: As we stated in the tuition memo sent to students, RIT derives 80 percent of its unrestricted budget income from tuition and fees. In the current year, net tuition and fee income amounted to \$179.7 million after providing \$69.4 million for student aid.

Given our projected student body next year, the proposed increase will generate approximately \$15.5 million of incremental dollars.

It is our plan to use these funds to provide for an additional \$5.0 million in student financial aid. We are planning to provide a pool of funds equal to 3 percent of current expenditures for employee compensation matters. For those employees supported by this budget, the dollar impact will be \$6.6 million.

The Institute faces significant increases for the rapid rise in energy prices. We will expend \$2.2 million more for these services next year. The remaining \$1.7 million will be allocated to support the newly adopted strategic plan and to continue raising the quality of our academic programs.

In regards to your statements about Campus Safety:

RIT has demonstrated over two decades of commitment to the investment in resources which impact campus safety in the following areas: replacement and purchase of nine new parking lot cameras (including Racquet Club); over 80 blue light and emergency call boxes campus-wide; exterior lighting enhancements in several parking lots and apartment complexes; roadway improvements augmenting pedestrian safety; installation of access control systems campus-wide; and, most importantly, recruiting and retaining dedicated and student-centered professionals to safeguard the RIT community.

Second, we can assure you the men and women at Campus Safety share your sentiments and anger when people commit crime at RIT. Despicable behavior mixed with dedicated (and mad) Campus Safety staff results in continuous improvement strategies that reduce crime. For instance, crimes reported in campus parking lots during the past three month declined 70 percent compared to the same period last year. This is a net result of on-going planning, execution, and vigilance.

You may not have heard Campus Safety recently identified one student and two non-members who admitted damaging 15 parked cars and two residence halls in April. This was solely due to technology and dedicated Safety employees. You should also know the Monroe County Sheriff's Office is telling us thefts from vehicles are on the rise off campus.

Naturally, we can't sit and gloat because crime patterns change quickly, and we need to position ourselves ahead of the curve. When the new parking lot cameras are operational, newer technologies will be at our fingertips to continue deterring and detecting undesirable behaviors.

None.

HOUSING

Date added: 2/14/2006

Q: Why is RIT trying to disband the seven Special Interest Houses? From what I've heard, there have been steps taken to try to make the organization fail entirely, giving Housing Operations a chance to get rid of us. Personally, I feel I would have not liked my experience here at RIT so far if I had not found the Special Interest Housing, and I know many others that feel the same way. Why are you trying to take away this opportunity for students? Do you really fear a student run organization that much?

A: RIT values the presence of the Special Interest House Program. These are unique programs that have demonstrated the ability to greatly enhance the lives of its members and assist with the retention of students.

In an analysis of Residence Life/Housing programs nationally, we have discovered there are few programs of this nature and none similar to the current model being used at RIT. There is NO plan to disband the current program.

Adjustments have been taken in the past year in collaboration with the current SIH's to strengthen and enhance SIH. Current members select the new members with assistance from the Residence Life and Housing Operations staff. Current SIH residents/students created the questions on the application that is being sent to the incoming first year class for fall, 2006. Current SIH residents/students created selection teams to evaluate the applications for each floor/House.

Current SIH residents/students select the new members for the fall, 2006 and that process will conclude at the end of spring quarter, 2006. Housing sign ups have occurred for returning SIH members and it appears the number of returning students has increased.

Date added: 4/12/2006

Q: I was just wondering if there was any possibility that in the near future, seniority will be given back to upper-classmen in regards to housing. It isn't fair to the current sophomore/junior who have a very slim chance to get into upper-level housing before they graduate. You'd think that 4-5 years of paying tuition, dedicating to the schools

would be rewarded with what most people consider to be the upper-classmen's right. I think we work too hard for too long to have one of the only upper-classmen oriented rewards to be taken away. Upper housing is a privileged and should be earned with time.

A: Dear Upperclass Student,

You are correct, assignments in phase II of housing selection are made in class standing order with current 1st year students going first, then 2nd, 3rd, 4th, 5th, and 6th following, each class at a time. Research and experience tells us that rising sophomores still need a strong support system and connection to the university, housing, and the staff that supports both to be successful. As students progress through RIT and gain experience and maturity, they have the wherewithal to handle different types of living situations on campus and off campus. The traditional model that you speak about in your email where you pay your dues and gain priority still exists in some areas; however it does not apply well to what we know about human development and the college student who is a freshmen versus an upperclassman.

Prior to Phase II of Housing Selection, we offer Phase I where 3,300 upperclass students have the opportunity to obtain RIT housing through renewing their RIT housing contracts for apartments and the RIT Inn. During this sign up, students renewing their contracts pull approximately 500 upperclassmen that are currently living in the residence halls on to their apartment or Inn contracts for the next year to replace roommates who are graduating or going on co-op.

The model that guides our housing selection process has been in place for five years; it has not only increased the number of students who are offered housing but the retention of those students. Housing Operations offers housing to ever current student that asks for it no matter what the class standing. Dr. Howard Ward, Assistant Vice President, is ready to meet with you to discuss your housing options and the assignment process. Dr. Ward can be reached at 475-6011 or hxwbsr@rit.edu.

Date added: 4/21/2006

Q: Hi Dr. Simone,

You all must get an absurd amount of e-mails and letters about this, but I was wondering if you could further explain this housing situation. As a first year, I am now learning the frustrations of the housing process, as I and literally about 30 people I know ended up in the RIT Inn, and painfully watched a few lucky people get entire UC apartments. As a result my friends and I are semi-inconveniently just moving off-campus... as sophomores.

If we as first years, whom get first selection, ended up in temporary housing, I can imagine NO sophomores or above got anything! How many freshman were accepted this year, and why does it seem like all you need is a pulse to get into this school these days? Are there plans for expanding housing? Thanks for your time.

A: Every student who applies for housing for the 2006-2007 academic year will be given RIT housing; however the assignments do not happen all at one time. As explained in the Housing Selection material, some students are held in a temporary housing pool until they are assigned to permanent housing. As a current first-year student, you have priority in Phase II of the selection and will be in the very first group for reassignment. Reassignments have begun. I strongly encourage you to contact Carla DiLella, Associate Director of Housing Operations, at csd1223@rit.edu to check on the status of your permanent assignment.

Phase I of Housing Selection offers the opportunity to approximately 3,300 upperclassmen to obtain RIT housing through renewing their contracts for the apartments and the Inn. Students renewing their housing add in about one half of the upperclassmen from the residence halls to the apartments for the following academic year through this sign up.

Over the last five years we have increased our housing space by approximately 800 spaces. Additional housing will be made available on campus in the next couple years.

We are committed to providing you RIT housing.

Date added: 4/24/2006

Q: I want to know who decided that apartment students have to be out of their apartments by 10:00am on Saturday immediately after exam week? This puts an extra burden on students that are trying to take their exams to pack up all their stuff and make arrangements to move it all while they're still taking exams! I really feel that the current time doesn't give students, especially those who have Friday exams, enough time to pack all their stuff and move it because people who live in the apartment have more and bigger stuff to move, which puts an unnecessary time crunch on the move out. What is the need to have them move out so quickly? Why not by close of business on the Monday after exams? That way you don't have to pay a bunch of people to work on the weekend and considering that most apartments are empty in the summer and those living there are most often the same ones living there now. I would really like an explanation of why this is.

A: You may contact Joanne Lindsey, in Housing Operations at jnlapt@rit.edu to request a short extension of our 2005-2006 housing contract for the end of the year.

Move-out dates follow the academic calendar. The terms and conditions of housing are the same at the end of spring quarter as fall and winter quarters; students not continuing on for the next quarter must move out of housing the day after the last final examination. The terms of your 2005-2006 housing contract have been published for well over a year in order to allow you to proactively prepare for the end of the year which is busy for all students.

While Housing Operations has always worked with individual students at the end of the year regarding move out dates, they must balance that with the work that must be completed within the week between graduation and summer quarter move in to prepare for summer quarter residents and summer conference guests.

The short extension of your stay at the end of May should help you feel more comfortable balancing your finals and preparing to move out. Best of luck with your finals and have a fun and productive summer.

Date added: 4/24/2006

Q: Dear President Simone,

I am curious about RIT's policy when it comes to the inability of getting into dormitories other than the one you live in. It doesn't seem logical to prevent students from visiting each other. I know in the past you have said that preventing students from accessing other buildings is akin to being able to get into your own apartment building but not the others in the area. However, dormitories are not apartment buildings. As other students have said, other colleges allow their students to access all residential buildings with their ID Cards or keys. Also, it is very easy to get into any dorm building from the Tunnels, so why not just give us all access? Not having access is really detrimental to the social abilities of the students. If someone really wants to get into a building, it really is not that hard to get in, be it for malicious intent or just to visit a friend. If anything, I would feel a lot safer being able to get into a building than waiting around for someone to let me in.

Also, for Mark Ellingson hall, the stair doors are constantly locked, meaning that people that live on the second or third floor have to take the elevator. This causes the elevators to break or malfunction constantly (the one elevator really needs to be fixed as people have gotten stuck, the doors don't always close, and has actually dropped on occasion). We have continuously been told that a card swipe is going to be installed at the stair door, however, we are still waiting. Is there something that can be done about this?

Thanks for your time!

A: RIT's current policy allows access to first floor, and main areas within residence halls, and limits access to bedroom areas to the residents of a particular building. This has been the procedure for many years, including prior to card access being installed. RIT believes this is a safe alternative which benefits students.

As it relates to the stairwell doors, in Ellingson Hall, we are aware of the issues and have approved installation of card readers on the interior north and south stairwell doors so that residents of Ellingson Hall can use the stairwells as an alternative to the elevator.

INFORMATION TECHNOLOGY

Date added: 1/13/2006

Q: Why are our e-mail addresses and DCE account names out initials and random 4 numbers? Wouldn't it look more professional when giving employers email addresses to have one such as a first_name.last_name@rit.edu or first_initial.last_name@rit.edu?

A: Yes, it can look more professional to give a name-based email address on resumes and for prospective employers, and you have this capability available to you. Since October 2004, this has been the case for all those with the RIT computer accounts.

ITS generates the initial account when new users come to RIT. We direct them to the <http://start.rit.edu> page where they activate their accounts and have the chance to personalize the email address using the first_name.lastname@rit.edu designation. (Some new users prefer to continue with an established email account, from AOL or another email provider. At this same page they can forward email from the RIT account to this established account.) For the "how to's" of personalizing one's email address, the article with directions and links to the START page is listed here. It was written for the October ITS eNews issue:

<http://www.rit.edu/~itsnews/articles/article4.html>

As always, you can also contact our HelpDesk staff with questions at 475-HELP (4357), 475-2810 (TTY) via email: helpdesk@rit.edu or visit us in the Gannett Building 7B-1113. The Resnet office staff based in NRH (43-1032) also can provide assistance with account changes (phone 475-2600, 475-4927 TTY, email: resnet@rit.edu)

Date added: 1/16/2006

Q: Not a question but more of a statement. I work at the ITS Help Desk and I don't believe the response to the previous question about Name based email addresses was entirely correct.

I don't believe students can be given name@rit.edu addresses. This option I believe is only available to faculty and staff. I vaguely remember during a training session being told something about this being due to privacy laws that restrict putting a students name in the public domain.

A student can still make a personalized email address with their name if they so desire but it would have an @mail.rit.edu extension.

A: Excellent catch. I am glad you work at the Help Desk!!

Let's try it again for everyone's benefit:

While it is true that RIT student computer account names and default email address use initials and 4 random digits, all students can also set up a personalized email address. Personalized email addresses have a format of "@mail.rit.edu". The characters before the @ sign can be anything you wish, as long as the resulting email address is not already used. Many students use this capability to set up an email address using their full name. To set up a personalized email address, go to <http://start.rit.edu> .

As always, you can also contact our Help Desk staff with questions at 475-HELP (x4357), 475-2810 (TTY) via email: helpdesk@rit.edu or visit us in the Gannett Building in 7B-1113.

Date added: 2/17/2006

Q: This is not a question, but a comment on your radio show. I can't use the Cdigix music service. I run a Linux computer and an iBook that is made by Apple. Both machines are popular and to not have support is terrible. When I go to a lab that has PCs, I can listen to music there -- but I cannot take the music with me. There's an additional cost for that! And to add salt to the wound, I can't play any of that music on my iPod music player! So the only time I can listen to the music I'm "renting" is when I'm sitting in front of a computer. No thanks. I'm more active than that.

A: RIT would like to offer a subscription based online music service similar to CTRAX (Cdigix) that runs on Macintosh and Linux computers, but the fact is that such a service does not exist. There are multi-platform services like iTunes but they are all based on purchasing individual songs or albums - they do not offer a subscription model where you can download an unlimited number of songs for a low monthly fee.

We are keeping an eye on this market. If a music subscription service that is also compatible with Macintosh and/or Linux computers does become available, we will certainly consider offering it to RIT students for as low a fee as possible.

As for iPods, no subscription service is compatible because Apple will not share its proprietary protocol for these devices with service providers like Cdigix. You can, of course, load MP3s that you own onto an iPod, but the fact that you cannot synchronize songs downloaded from CTRAX (or any other subscription based service) is the result of a business decision by Apple. We've spoken with them about this but they have no plans to revisit this decision.

Thank you for your question. We will continually review this market to look for the best service available for RIT students.

Date added: 5/05/2006

Q: Since I have been a college student here for two years, I have looked at the different options to purchase music and not illegally download it. I realize that the university has been trying to find a solution to offer students with a music service. CTRAX is not a good service and isn't very successful at keeping students. Why not invest in using Napster on Campus? University of Rochester uses it and it seems like a lot better idea for the amount of music listened to on this campus. Here is a link to the site: http://www.napster.com/napster_on_campus.html . I really suggest you look at this program - it makes a lot more sense than using CTRAX. More students will appreciate this and I bet illegal downloading of songs will drop. Thank you for your time.

A: We are aware of the Napster program at the University of Rochester, and have met with UR to compare experiences. The Napster service is much more expensive for UR than CTRAX is for us, and the usage rate is about the same. They recently announced a new relationship with Cdigix, and may switch their campus to the CTRAX music service soon.

CTRAX actually has more songs available for download than Napster. But there is no question that the Napster client software is much easier to use than CTRAX. Many students from RIT and other CTRAX universities have suggested that Cdigix upgrade the CTRAX client to something more modern and easier to use. In response, Cdigix

has developed a new client for CTRAX that will improve the experience for its customers. They expect to make it available soon.

Thank you for your comments and for refusing to copy and download music illegally.

Date added: 6/19/2006

Q: Hi, I have a question about Cdigix for those of us who were the first 3,000 to sign up for the service for 9 months. You previously stated that "The first 3,000 students that sign up for a 9-month academic year subscription will receive a rebate for the full amount, payable early in the Spring quarter." Well, it's now week 8 and still no sign of this rebate. I believe it was supposed to be credited back to us in TigerBucks if we paid with TigerBucks. Just wondering when we will be seeing this money.

A: When we first rolled out the Cdigix CTRAX online music service, we did announce the rebate program which required students to pay up front with a rebate to be processed later. We later changed the program to be an "automatic rebate", which essentially eliminated the need to pay up front at all. When we changed to the automatic program, Cdigix informed us that while some students had signed up using TigerBucks none of them were charged. We then told them to not process these charges at all.

Please check your records to see if you were actually charged. If you were, contact Cdigix to request a refund. Contact information is available at <http://www.cdigix.com/website/cdigix/contactUs.asp>.

If you were charged and are not able to get a refund after contacting Cdigix, contact Dave Pecora (Dave.Pecora@rit.edu) for additional assistance.

NTID ISSUES

Date added: 5/05/2006

Q: Hey Professor Simone,

Me and some other students in class were discussing the difference between RIT's tuition and NTID's admission cost. Why is it that we pay about \$24,000 and NTID students pay about 9,000 (2007 Rates)? I know a girl who graduated from my high school with me and entered in through RIT through NTID at the reduced cost yet she is not deaf or hard of hearing. How can she do this? Why is there a difference in cost when NTID students require more services? My colleagues and I believe that they

should pay more because the extended services they receive. Can you please explain how this works so we can have a better understanding and not feel like we are being ripped off.

A: Thanks for your question related to the different tuition rates for NTID-supported students. First, a little background: After decades of lobbying for improved higher education opportunities for deaf people, Congress was finally convinced to consider developing a technical college for deaf students. In early 1965, a bill had been introduced to establish such a college and was passed unanimously by the House and the Senate.

The National Technical Institute for the Deaf was signed into law by President Lyndon Baines Johnson in June that same year. RIT was the winner among the eight finalists of U.S. universities to host this new college.

Because the National Technical Institute for the Deaf is a federal government initiative, it is also federally funded (\$70.5 million in fiscal year 2007). Federal funds are spent to help support the many services deaf and hard-of-hearing students receive, including interpreters, note takers, tutoring, speech-to-text services, audiology and speech and language services, hi-tech classrooms to enhance access, cochlear implant services, job preparation, and more.

You mentioned a student who is not deaf or hard-of-hearing who pays the lower tuition rate. Any qualified student who is receiving services provided through NTID, or who is enrolled in an NTID specific program, like American Sign Language Interpreting Education or a Master of Science in Secondary Education of Students who are Deaf or Hard of Hearing (MSSE) is eligible for the reduced tuition.

I hope this clarifies your understanding of the situation. For more information about how NTID functions within RIT, please visit www.rit.edu/ntid.

Date added: 5/16/2006

Q: Are you aware of what is going on at Gallaudet University? What is your opinion about this?

A: Yes, I have been watching the news reports daily on the appointment of the Gallaudet University president. My history with regard to Gallaudet presidential searches goes back 17 years. I knew the current president, King Jordan, before I came to RIT. While I was president of the University of Hawaii, I invited President Jordan to visit our campus so that we could sign a joint agreement establishing an American sign language and deaf culture degree program at one of the colleges that I oversaw as part of the University of Hawaii system. We became friends.

He was the first deaf president appointed. He was not the initial choice of the search committee. They selected and appointed a hearing president. Because of the uproar from the faculty and students at the time, they reversed that decision and appointed King Jordan. President Jordan has done an outstanding job at Gallaudet. It is ironical, to me, given the history I just recited, that even though a deaf person has been selected by the trustees this time, there still is an uproar from faculty and students demanding a rescinding of this presidential appointment. When President Jordan was appointed, the cry was "A deaf president Now". At this time, the cry seems to be "Not deaf enough".

The individual nominated is a woman who has been serving as Provost for several years. She was born deaf to deaf parents. Her education from the earliest days was through mainstream schools. She voices and did not learn American Sign Language until she was 22 or 23 years old. Some individuals who object to her candidacy say that she is not sufficiently sensitive to deaf culture, having spent so much time with hearing individuals. Some folks countered that argument with the fact that most deaf people have to earn a living and live a life in a mostly hearing world, and her comfort level in that community would be a plus as she performs her duties. This sounds very much like the "culture wars". There are the people who say that this has nothing to do with deaf culture. Rather, it has to do with the candidate herself. In the view of some people, she is distant from students and faculty and has a tendency to be "dictatorial". On the other hand, King Jordan knows her well, and should be (I believe) listened to carefully; he staunchly is in her camp and thinks that she can do an outstanding job.

Putting it all together, where do I stand? I really am not close enough to the situation to have an informed decision. RIT/NTID sees Gallaudet University as a sister university and we would like it to succeed in every way. In situations like this, one has to rely on a solid process. This is a process in which it is recognized that the decision really lies with the Board of Trustees - it is they who have the fiduciary responsibility for the welfare of the university. However, solid principles of shared governance require that the Board solicit and listen carefully to input from faculty, staff, students, alumni, and other constituents, and that there be conversations with these constituents so that as much information as possible can be obtained and as much understanding as possible can be achieved on all sides. At the end of that process, the Board of Trustees should make the decision that is the best for Gallaudet. I would expect - certainly hope - that all the constituencies (whether they favor the decision or not) would support the new president whomever it is.

Date added: 6/13/2006

Q: President Simone,

I recently read an article in the May 5th 2006 issue of the Reporter that upset me greatly. It appears the NTID community is trying to ban all verbal communication in one of the buildings on campus. As a student who has many hearing, hard of hearing, and deaf friends, I feel it is awful to limit how I communicate. I can see this easily spreading to other buildings in the form of "English only zones" or "sign only zones" which goes against everything America was founded on. America and RIT should be a diverse friendly environment without limitations on language. What is your view on this topic? Are you going to let this motion pass?

A: Thank you for your interest in the communication issues among the deaf and hard-of-hearing community at RIT, specifically faculty and staff members who spend time in the LBJ building. No one is trying to ban any kind of communication from anyone, particularly students. Here are the facts:

RIT students, faculty and staff who are deaf or hard-of-hearing have a wide range of communication preferences and skills. What has made NTID so successful is the respect we pay to different languages, cultures and preferences. Essential to the continued success of this wonderful diverse environment is access for all. That has always been the premise on which we operate. We take this very seriously and our purpose is to create a warm and welcoming environment for all members of the RIT community:

During the past several weeks, Dr. T. Alan Hurwitz, NTID CEO/Dean and RIT Vice President led important dialogue about communication in our community. Significant, vital points of view were shared at open forums attended by students, faculty, and staff, through individual written comments and correspondence, in discussion with NTID's National Advisory Group, and through a student silent-protest.

Before graduation, Dr. Hurwitz reviewed all the comments and he recently sent the following to the NTID faculty and staff. In part, it says,

“...I want you to know that I endorse providing access to communication through sign language. For me this means that if you [faculty and staff] can sign, please do so in public spaces. I say this because I remain committed to creating a learning and workplace environment that is open, warm, friendly, and respectful of the diverse populations we serve. I also say this while remaining committed to the mission of NTID and to our history of supporting the diversity of communication preferences of our students. I don't see these points of view as being in conflict with each other.

I reached this decision because I was touched by the reasoning, and yes – by the emotions, that were expressed by our students, faculty, and staff. Students, and others, eloquently shared their desire for better access to communication in public areas. They poignantly shared past experiences of being left out at home and in school. They want people that can sign, at whatever level, to do so within the LBJ Building...”

All of the proceedings from those discussions can be found by visiting <http://ideatools.rit.edu/CommunicationForums..>

Please don't hesitate to contact Dr. Hurwitz directly (alan.hurwitz@rit.edu) if you have additional questions related to the communication within the deaf and hard-of-hearing community. Thank you.

Date added: 6/02/2006

Q: Is it true that the students in NTID are paid \$200 a month in a cold hard check to come to school here? And that their tuition is \$11,000, even though they can take basically any class when they have their own separate college?

A: It's important to understand that all students here--deaf, hard-of-hearing and hearing—are RIT students. Deaf and hard-of-hearing RIT students are supported by the National Technical Institute for the Deaf. Degree programs in COB, COS, COE, COLA, GCIS, CAST, and CIAS are open to all of our students, and close to 500 of our students with hearing loss are matriculated in those colleges.

NTID was created through a federal law by President Lyndon Baines Johnson in 1965. Because of our success with technical and technological education and our co-op experience, RIT was the winner among the eight U.S. universities that were finalists to host this new college.

Because NTID is a federal government initiative, it is federally funded; those funds make it possible for deaf and hard-of-hearing students to pay a lower tuition rate. Federal funds also help support the many services deaf and hard-of-hearing students receive, including interpreters, note takers, tutoring, speech-to-text services, audiologist, cochlear implant, and speech and language services, hi-tech classrooms that enhance access, job preparation and more.

Federal support also makes it possible for hearing students enrolled in NTID's programs in American Sign Language-English Interpretation, or Master of Science in Secondary Education of Students who are Deaf or Hard of Hearing (MSSE) to pay a lower tuition rate.

Deaf and hard-of-hearing students are not paid \$200 a month to come to school here. This academic year's tuition for those described above was \$7992; plus the same room and board rate that all students pay.

I hope this clarifies your understanding of the situation. For more information about how NTID functions within RIT, please visit www.rit.edu/ntid.

PARKING / TRANSPORTATION

Date added: 3/07/2006

Q: Why does RIT not charge for parking? I know I'm one of the few people to support such an idea.

I just believe that if you use something, like the roads & parking spaces more than people who do not own a car, then you should foot the bill. It would force some students to take other systems like the buses which ideally would help expand their capabilities (which would then make them more attractive to get around and you may not even need a car). Not having a car promotes walking which can promote better health and fewer emissions help the environment. Not to mention, it would help to alleviate parking problems. If after all that is taken into consideration and you STILL want to drive, then you can pay for the luxury.

I am not talking any rate that is back-breaking, just something to make people think.

A: The only parking fee RIT has is related to special permits and Reserved Parking program. Many other universities have significant parking fees for use of the facilities or simply driving a vehicle on campus. The Reserved Parking program has seen an increase in demand over the years, and we anticipate the trend will continue.

As parking demands increase due to increased enrollment, vehicle ownership and special events, increased parking restrictions and fees may evolve. Transportation services have seen an increase in use this year with the higher fuel prices. Promoting alternative modes of transportation will be a key to our long term success. The Parking & Transportation Services office will continue to strive to balance the varying needs of the RIT community.

Date added: 5/11/2006

Q: Hello, President Simone,

My daughter is a freshman at the University of Pittsburgh. She loves it, and one of the really big advantages, in her eyes, is that she can go anywhere on Pittsburgh's public transportation system free with her student ID.

A common complaint that I hear among RIT students is that, without a car, it's

difficult to get off campus. If RIT had a similar arrangement with RTS, students might find it easier to get around town. This benefit served as a recruitment "hook" to get my daughter to think about Pitt. It might serve a similar function for RIT. It certainly would make it easier for students to get around town!

A: Good suggestion. The RIT Parking & Transportation Services office has looked into a similar program with the local transit service provider.

At this time, however the program option is cost prohibitive. Overall transportation enhancement alternatives are being considered; and we will keep this option open for future consideration.

Date added: 5/11/2006

Q: I am curious as to why normal parking seems to get smaller and smaller each year. I have a feeling that just to park, I'll have to buy a permit.

Reserved parking spots are usually mostly empty, but the campus continues to make more of them. Why is this?

Also, when a parking spot is made reserved out of nowhere, campus safety should really contact everyone to let them know. I for one do not pay attention at 8:00 in the morning when I am just trying to get to class, and when that spot had been a normal spot for 2 years.

Adding to that, I know that Campus Safety has a brochure with rules in it, but a lot of rules are left unsaid, and people end up getting tickets over them. ALL rules should be cleared up.

A: The management of the Reserved Parking program has undergone a notable positive change. The intricacies of managing the program are not as apparent as many think. As relayed in similar questions throughout the year, the program is under close watch by the Parking Office. Communications have improved notably this year and it is everyone's shared responsibility to be attentive to the environmental changes that may be occurring in the Parking facilities from Quarter to Quarter as demands and travel patterns change. The Parking Regulations are available on line and clarifications or changes for the ease of reading and comprehension are being made as needed.

If you have any questions, do not hesitate to call the Parking Office at 475-2074.

RIT Facilities

Date added: 6/19/2006

Q: Dr. Simone,

I am very excited at the prospect of a new CAST building. My first question is what are the chances of minimizing the role of brick in the new building? As a school reputed to be cutting edge, we should have an appearance that more accurately depicts us as such. Secondly, can we get more computer labs? At present there is only one lab in CAST we have access to, and one in Gleason. Thirdly, is it possible to incorporate more study areas? I see a great opportunity with a new building to make a true advancement in the image of our institution. I am hoping you feel the same. Thanks for your time.

A: Sorry for the delay. We will take your questions one at a time:

1) Brick - RIT has trended away from 100 percent brick in many recent buildings including the Student Life Center and Gordon Field House and Activities Center, the Golisano College, the Laboratory for Applied Computing, and the NYSTAR and CBET buildings. We expect to use a mix of exterior materials on the new CAST building as well. Brick, however, is useful not only as a durable building material with a long tradition in academic architecture (like Harvard University), but as a unifying element in the design of the RIT campus. So brick will certainly be part of the palette of materials planned for the new CAST structure along with other exterior metals and glass.

2) Computer Labs - CAST is developing prioritized needs for space in existing CAST areas which will become available when the new building is completed. They will add additional general use computer labs to their thinking as they develop plans for using the vacated space.

3) Study areas - the new CAST building will have a spacious main floor area called the McGowan Student Commons which will commemorate the McGowan Foundation's support of the project and project about 3,000 feet of space for casual study and socializing. Other areas of the building, such as major stairways, will be designed to accommodate and encourage casual interactions among building users as well.

Date added: 6/20/2006

Q: Dear Sir,

A few years ago a proposal for 'College Town', a land of independent retail and

housing to offer the RIT community and Henrietta's public alike, was a hot ticket. Looking back, this topic seems to be visited again and again by students, and overall seems to be the administration's best idea for campus improvement in years. Yet we hear very little about how plans are progressing.

In your most recent response to a question on this topic (7/2005) you linked to a D&C article:

(<http://www.democratandchronicle.com/apps/pbcs.dll/article?AID=/20050812/NEWS01/508120392/1002/NEWS>)

Near the end of the article it states that the first phase of the project including housing and retail, would be potentially complete in 2007.

Is this model still realistic? As I am graduating this spring and have grown particularly fond of Rochester, I'm especially interested in this development. When will there be a more definite schedule for construction? Also, will RIT students and alumni be given special rental rates or preferential placement? If there is a waiting list somewhere I'd like to be on it! I, and I'm sure many of my fellow students would be interested in any information that you could provide, 2007's not that far away!

Thank you in advance for your time.

A: Plans for College Town are progressing. To refresh everyone, College Town is a commercial venture that would bring a variety of shopping, dining and housing to a 90-acre parcel on the northeast corner of campus (Jefferson Road and John Street).

At this point, College Town needs final approvals from the town of Henrietta and the New York State Department of Environmental Conservation. We expect final approvals to occur this summer and we would break ground this fall.

There will be approximately 850 beds available in rental properties. This will be managed by the private sector, not RIT.

In terms of retail, we would hope to have some tenants open in the Summer of 2007. Housing could be available by Fall of 2007. Consideration will be given to RIT students, but details like pricing are still being worked out.

For more background on College Town, visit:

http://www.rit.edu/~umagwww/winter2005/005_collegeTown.html

RIT HISTORY

Date added: 1/09/2006

Q: Why aren't we the Techmen anymore? That is much more intimidating than the Tigers. Answer me AI, please.

A: According to Reporter Magazine in 1955, a new gym/ice rink was completed at the old downtown campus. That year, the basketball team was undefeated (they were just on campus celebrating their 50th anniversary) and the students wanted to get away from being known as the old Blue and Gray Techmen.

In 1956, the Student Association made the switch to Tigers with the approval of the Board of Trustees.

I think our new sports logo is pretty intimidating, don't you?

Date added: 02/09/2006

Q: This may seem like kind of a childish question, but I am sure you have heard the rumor that RIT has more brick than the Great Wall of China. Is this true? If so, can you cite sources and/or specific estimates?

A: Here is what we know about Brick City: Total bricks put in place to date - 14,673,565! And yes, there is a special "RIT brick," a formula just for us.

The Great Wall of China, which extends 4,163 miles, was built by soldiers, prisoners and local people out of earth, stones, wooden frames, bricks, and tiles – so unlike RIT, it is not built entirely of brick.

RIT MYTHS

None.

STUDENT LIFE

Date added: 2/21/2006

Q: President Simone,

It does not appear RIT has an official class ring for graduates? Why not? It seems one could serve as a symbolic link for former RIT students. To me "Off the shelf" rings lack the value a traditional ring could bring.

Thanks for your time.

A: A timely and great question.

Student Government has undertaken the development of an official RIT class ring and is in the final stages of having it produced for sale in the near future. We agree that the adoption of this official class ring will provide the symbolic link for former RIT students that you mention. We expect the new ring to be available for sale through Campus Connections early this spring.

Date added: 3/22/2006

Q: Why does the bell tower attempt to play melodies? Frankly, I'm embarrassed when I hear "Doe, a deer, a female deer," or "Edelweiss" ringing throughout campus. During the holiday season I heard "Jingle Bells" and other holiday tunes once in a while. However, there were a few times when multiple songs would play back-to-back. Not only is it incredibly annoying just to hear the songs, but if you are anywhere remotely close to the bell tower you are deafened by the sound. It disrupts conversation and if you are listening to music you can hear it over your headphones. What is the benefit of playing old music from a bell tower, and why do we do it?

A: The carillon plays a variety of music throughout the year. Ranging from the current Rodgers and Hammerstein selections to classical music, the digital "chips" currently installed also includes specifically religious music [Jewish, Christian, and spirituals] as well as the Beatles and music from South America.

Music is programmed to play 2 selections three times per day while the time is tolled on the hour throughout the day. The closer one is to the two speakers, i.e., near the Schmitt Interfaith Center and the Gannett Building, the louder it sounds.

Understandably music is a matter of individual taste and not all selections will appeal to everyone. Many have expressed their appreciation for the wide variety of sacred and secular music play on the carillon. A conscious effort is made to change the selections monthly so all can appreciate the beauty on the RIT campus.

Date added: 5/19/2006

Q: This year, Student Government, as well as the entire campus, has supposedly been focused on lifting the sagging levels of school spirit in order to show a more unified

RIT. While these entities seem to be focusing on material issues, such as school colors, I think they're missing the big point. Branding and parading school colors doesn't unify a campus, and anyone who thinks so is not in touch with reality.

For example, when I walk into almost any establishment on campus, whether it's Ben and Jerry's, the Ritz, or Crossroads, what do I hear? Some sort of classic rock station, or something similar. I know what I don't hear: RIT's very own radio station, WITR. What better way to promote campus unity and spirit than to have some of RIT's establishments actually play music from a student-run, SG-affiliated radio station? WITR has the third largest collection of music in the state of New York, which equals variety in what students will hear. WITR also promotes events that are happening on campus, and organizes some itself. It seems like the greater Rochester community has more awareness of WITR than the RIT community, which is a sad thing. It's run for the students, by the students, and it's a shame that it's turned out to be something less than that. Maybe suggesting RIT's establishments to tune their dial to 89.7 WITR instead of some boring classic rock station will promote school unity, as well as get people interested in the station, and keep them informed of events around our school and community. The only time I ever see it promoted by RIT is when you yourself are going to be on. That should change, and it's change for the better.

A: Thank you for writing. RIT has a tradition of overseeing its radio station, and also investing a great deal of funding and support through staffing supplies and equipment. The restaurant and eating facilities which you mention are managed as separate facilities, with specialized clientele.

As you know, the license for WITR regulates the type of music that can be played, usually being a much broader and non-traditional selection of alternative music and programs with dialogue. The less traditional format may not always be the first choice for continual broadcasting by these venues or their customers.

In the past year, Student Government has provided some cooperative programs which include WITR D. J's. These have had positive results.

Additionally, WITR has a budget which allows for marketing and promotions, and is the only radio station which is allowed to engage in underwriting to increase their promotional efforts. Promotion of all of their programs, including the hockey games and their interviews are provided at their initiative, and their funding.

I support all RIT students to continue accessing our student services, and have forwarded your letter to the administrative advisor of WITR within the Center for Campus Life to address new marketing strategies for the radio station with the Executive Board.

Again, thank you for writing and I wish you well in listening to WITR... "Modern Music and More".

Date added: 5/19/2006

Q: I was wondering why the Student Health Center is not open on the weekends. Many RIT students push themselves very hard and go to class when they are not feeling well, and the perfect time for them to visit the health center would be the weekends when they are not in class. I understand that it would cost a lot to keep the Health Center open those two extra days, but I feel that the health and safety of your students is more important. A hospital visit is often too extreme for many medical needs, and those of us without cars have difficulty making doctor appointments off campus as we have to arrange them around our driving friends' schedules. It's Saturday and I'm sick right now, but I won't really know what's wrong with me until Monday when the Health Center re-opens.

A: E. Cassandra Jordan, Director of the Student Health Center, will respond to this question:

"By now I hope that you have been seen at the Student Health Center and are feeling better. Please know that I very much regret that you were not aware of how to access services off campus when the Student Health Center is closed. You are right in stating that "a hospital visit is often too extreme for many medical needs" so we do encourage students to use AFTER HOURS centers (call 338-1200 for an appointment-- most of our students are seen at the Folsom Center on Brighton Townline Road) for non-emergency problems that can not wait until the SHC is open.

We do understand that transportation may be a problem . If friends are not available to assist, Campus Safety will help to arrange same either through the use of the RIT Ambulance (depending upon the nature of the problem), or for non emergencies...through a special taxi arrangement. We do ask that students not ask for an ambulance transport if one is not needed for two reasons: 1-if the RIT Ambulance can not respond for any reason, another ambulance service will respond and there may be a charge; and 2-the ambulance ride is one way only, so you will still need to call Campus Safety to arrange for a trip back.

Now to your question. Not too many years ago, the Student Health Center was open on Saturday and Sunday from 8:30-4:30 and every evening from 4:30-11:00 (in addition to regular day hours) Monday-Friday. The weekend and evening hours services were offered from a Satellite Office, with very limited services. During that period-especially the last 5-6 years before moving to the current Center, extensive "usage" studies were done to help determine what services, days/hours of operation, appointment system vs. walk-in ,seemed to best meet the needs of students. Over the year, in addition to recording numbers and times of day that most students used the services, students provided feedback through many surveys, focus groups and

participation in SHAC (Student Health Advisory Committee) . It was the information gathered in this manner...not cost alone at that time, (although services offered on weekend and evenings were found not to be cost effective), from which the current hours of operation and days of the week that the SHC is open, evolved. Simply, services during these time periods were used very, very little and on many weekends...not used at all.

We do understand that even if one student needs assistance during the times that the SHC is closed, that it is an inconvenience for that one to have to go elsewhere. That is why we continue to explore options that may meet the needs of students even better-while being fiscally responsible. Hours and days of operation are continuing to be reviewed periodically as a part of the process.

The RIT Ambulance is in-service 24/7 and is staffed by well trained emergency medical technicians who can assist you in determining if the problem requires transport to a community based facility if the SHC is closed. And again Campus Safety can be a very helpful resource for information and non-emergency transportation.

We appreciate having you express your concerns and value your suggestions. Even though it is difficult to reflect how seriously each is considered individually, no feedback or suggestion is cast aside as insignificant. There is nothing more important to us then to help you STAY WELL.

TOP QUESTIONS

None.