

# Access & Success

<http://www.rit.edu/diversity/access-and-success>

**Inclusive Excellence Framework Goal:** Achieve a more diverse and inclusive undergraduate and graduate student body, faculty and staff.

## Task Force Theme:

1. Recruitment of female & historically underrepresented faculty and students
  - a. **Current Inclusive Excellence Framework objective**
    - i. To achieve increased enrollments of women, AALANA, Deaf/Hard of Hearing (DHH) and International Students
      1. **Current & most applicable Inclusive Excellence Framework strategies**
        - a. Implement selected pipeline initiatives with the potential to make RIT the institution of choice for high-achieving precollege women AALANA, and DHH students.
        - b. Assess, and where needed, enhance existing pipeline initiatives with the potential to make RIT the institution of choice for high-achieving precollege women, AALANA, and DHH students.
      2. **Current and most applicable Inclusive Excellence Framework indicators**
        - a. The number of first-time full-time undergraduate or transfer AALANA students, DHH students, women, and international groups.
2. Retention/Graduation of male & DHH students from historically underrepresented groups
  - a. **Current Inclusive Excellence Framework objective**
    - i. Increase the academic success of AALANA, DHH, and First-Generation students.
      1. **Current & most applicable Inclusive Excellence Framework strategies**
        - a. Identify specific barriers to the academic progress and achievement of AALANA and DHH students.
        - b. Enhance advising system for all students with special attention given to AALANA and DHH students.
        - c. Ensure broad participation of first generation, low-income, DHH, and AALANA students in undergraduate research and experiential learning opportunities.
        - d. Assess the effectiveness of one or more pipeline or undergraduate academic support programs each year to ensure that efforts and outcomes are aligned

with goals, and opportunities for continuous improvement are identified.

- e. Implement key AALANA Student Success Tiger Team recommendations.
- f. Implement enrollment and retention goals for DHH students as outlined in NTID's Strategic Decision 2020 manuscript.

## **2. Current and most applicable Inclusive Excellence Framework indicators**

- a. First to second year retention rates of AALANA and DHH students.
  - b. The seven -year graduation rates of AALANA and DHH students
  - c. Comparison of the academic progress and success of AALANA, DHH, and first generation students who participate in selected academic support programs with students with similar entry profile who do not participate.
3. Retention/Career Advancement of RIT/NTID Women and Historically Underrepresented faculty & staff

### **a. Current Inclusive Excellence Framework objective**

- i. To achieve a more diverse faculty and staff

#### **1. Current Inclusive Excellence Framework Strategies**

- a. Increase the likelihood of diverse faculty and staff applicant pools by developing and implementing a comprehensive recruitment and retention plan - focusing on advertising, job descriptions, career ladders, search committee processes and education, and special faculty recruitment initiatives like "future faculty".
- b. Implement outreach and recruitment strategies to increase AALANA and DHH staff applicants and hires.
- c. Implement faculty/staff exit surveys and use the results for identification of issues and opportunities for continuous improvement.
- d. Create leadership development and career path programs for faculty and staff (with special attention given to women, AALANA, and DHH faculty and staff to enhance their leadership abilities and opportunities.

#### **2. Current Inclusive Excellence Framework Indicators**

- a. Number and proportion of various categories of women, AALANA, and DHH faculty.
- b. Number and proportion of AALANA and DHH staff by and major employee group.

- c. New women, AALANA, and DHH faculty and staff hires by type of employee.
- d. Voluntary departure rates of women, AALANA, and DHH faculty and staff (or turnover rates as defined by the state for staff) by employee type.
- e. Number and proportion of women, AALANA, and DHH faculty members who achieve tenure and promotion by cohort.