Access and Success

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

**DM III.1** RIT will be among the top five national universities in global engagement, as measured by the breadth and size of its international student and alumni populations.

**DM III.5** Within ten years, RIT will lead private U.S. universities in the number of STEM undergraduates enrolled at and graduating from RIT.

- **Objective III.5.1 (EMCS, AA, NTID, DDI)**
  RIT will be the largest producer of female, underrepresented male, and deaf or hard-of-hearing STEM graduates among all private colleges in the U.S.

- **Objective III.5.3 (AA, F&A, DDI)**
  Conduct an analysis of attrition patterns from STEM program for these three populations, and develop [and execute] an action plan for increasing retention rates.

- **Objective III.5.5 (EMCS, NTID, DDI)**
  Develop 10-year plans for increasing the number and percentage of females, minority males, and deaf or hard-of-hearing students in STEM majors.

**DM III.6** RIT will eliminate the achievement gap between underrepresented and majority students, becoming a model of inclusive excellence for all students, faculty, and staff.

- **Objective III.6.1 (AA, DDI, SA)**
  Using an asset-based assessment and research model, develop a profile of success factors and institutional challenges for under-represented males.

- **Objective III.6.2 (AA, DDI, SA)**
  Develop a comprehensive mentoring program for underrepresented males in which two mentors are assigned to each student throughout his RIT career, engaging alumni where possible.

- **Objective III.6.3 (AA, SPSI, DDI, SA)**
  Using the model of the biannual attrition study conducted in the President’s office, interview underrepresented students who leave RIT before graduating.

- **Objective III.6.4 (AA, DDI, EMCS, SPSI)**
  Develop a national model for the preparation, recruitment, and financial support of urban, under-represented, and low-income high school graduates through the Rochester City Scholars program and the RIT-Rochester Prep Charter High School partnership.

**DM III.8** RIT’s core values of diversity and inclusion will be reflected in performance and promotion assessment at all levels and in all functions of the university.

- **Objective III.8.1 (President, All VP’s)**
  The President will include “attention to diversity and inclusion” as a performance criterion for his leadership team.

- **Objective III.8.2 (President, All VP’s)**
  “Attention to diversity and inclusion” will be considered as an addition to the tenure criteria.

Previous Objectives of 2010-2015 IE Framework:

Objective 1: To achieve increased enrollments of women, AALANA, Deaf/Hard-of Hearing (DHH) and international undergraduate students.

Objective 2: To increase the academic success of AALANA, DHH, and first-generation students.

Objective 3: To increase the recruitment and success of a diverse graduate and professional student community.

Objective 4: To achieve a more diverse faculty and staff.
Campus Climate and Intergroup Relations

Goal: Create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations.

**DM III.9** RIT will be a model of excellence in its deployment of difference to solve problems and practice innovation.

- **Objective III.9.1**
  Ensure that all policy- and decision-making bodies contain diverse voices and viewpoints.

Previous Objectives of 2010-2015 IE Framework:

**Objective:** Create a climate that is supportive and respectful and that values differing perspectives and experiences.

Education and Scholarship

Goal: Engage students, faculty and staff in learning varied perspectives of domestic and global diversity, inclusion, and social justice.

**DM III.2** RIT students will be internationally recognized for their global experience, their mastery of intercultural competencies, and their engagement with globally relevant problems.

**DM III.3** RIT faculty will be internationally recognized for their global experience, their mastery of intercultural competencies, and their engagement with globally relevant problems.

**DM III.4** RIT will establish targeted centers of collaborative research with international universities, laboratories and/or corporations in areas of common expertise and aligned goals.

Previous Objectives of 2010-2015 IE Framework:

**Objective 1:** Offer courses, curricula, and learning opportunities at the undergraduate and graduate levels that achieve diversity and inclusion learning goals.

**Objective 2:** Increase the multicultural competencies and capacities of faculty and staff.

Institutional Infrastructure

Goal: Create and sustain an institutional infrastructure that effectively supports progress in achieving diversity goals in the University strategic plan.

**DM III.7** RIT will become a model of inclusive excellence for all faculty and staff in the areas of professional development and promotion.

- **Objective III.7.1**
  Increase the number of female and minority employees in supervisory and management positions.

- **Objective III.7.2**
  Increase and enrich professional development opportunities for all faculty and staff.

- **Objective III.7.3**
  Design, distribute, and publicize a set of career ladders and lattices for advancement and promotion within each RIT division.

- **Objective III.7.4**
  Examine the current RIT Mentoring program to determine if it addresses the personal, professional, and career advancement needs of minority and female faculty and staff.
DM III.10  RIT will initiate a comprehensive marketing campaign to make all current and potential stakeholders and higher education at large fully aware of the university's extraordinary history, its unique character, and its exceptional record of success.

Previous Objectives of 2010-2015 IE Framework:
Objective 1: Sustain and increase university-wide efforts designed to amplify the potential to secure gifts, grants, and opportunities to advance the goals outlined in this plan.
Objective 2: Engage key leaders and stakeholders in analyzing disaggregated data and special studies to better understand and address long-standing organizational challenges, recruitment and yield of AALANA undergraduate students and the loss of women, AALANA, and DHH tenure-track faculty.