Position Description for the Associate Provost for Diversity and Inclusion
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Purpose: This document outlines the creation of the Associate Provost for Diversity and Inclusion (APDI) reporting to the provost.

Description: The APDI will be a position concurrently held by the Vice President for Diversity and Inclusion at RIT and its creation is intended to form a deeper connection between the Office of Diversity and Inclusion and the Division of Academic Affairs. Because the VP for Diversity and Inclusion is already established at RIT, no new resources are needed for the Associate Provost position.

The APDI will be a member of the Provost’s leadership team and will be an active participant in the Council of Deans, the Research Council, the International Education Council and other key leadership groups. In addition, the APDI will co-chair the Academic Diversity Advisory Council with the provost.

Because the APDI will leverage resources in academic affairs as well as the office of the VP for Diversity and Inclusion, the following units will report to the APDI:
1. The Office of Faculty Recruitment and Retention;
2. The Faculty Associates for AALANA and Women Mentoring;
3. Multicultural Academic Support Center (MCAS);
4. Future Stewards Initiative;
5. McNair Scholars program;
6. Diversity Assessment and Research; and
7. Diversity Education.

In addition, the other units in the office of diversity and inclusion and in the office of the provost may be useful in achieving synergy with academic affairs.

Goals: The outcomes and objectives for the APDI are found in the Inclusive Excellence Framework. In particular the APDI will focus on the following priorities:
1. Achieve a more diverse faculty and staff;
2. Increase the recruitment and success of a diverse graduate and professional student community;
3. Achieve increased enrollments of women, AALANA, Deaf/Hard-of-Hearing (DHH) and international undergraduate students;
4. Increase the academic success of AALANA, DHH, and first-generation students; and
5. Partner with academic units to offer courses, curricula, and learning opportunities at the undergraduate and graduate levels that achieve diversity and inclusion learning goals;
6. Increase the multicultural competencies and capacities of faculty and staff; and
7. Engage key leaders and stakeholders in analyzing disaggregated data and special studies to better understand and address long-standing organizational challenges including the recruitment and yield of AALANA undergraduate students and the attrition of women, AALANA, and DHH tenure-track faculty.