# ROCHESTER INSTITUTE OF TECHNOLOGY ADVANCE IT GRANT

*Connectivity Series Evaluation*

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# Executive Summary

The *Connectivity* Series at the Rochester Institute of Technology (RIT) aims to develop and deliver an effective professional development workshop series for women faculty in STEM. The series focuses in four areas: 1) events aimed at organizational learning and development and unconscious bias, 2) recruitment of women faculty, 3) retention of women faculty, and 4) advancement of women faculty. As part of the larger AdvanceRIT project, the *Connectivity* Series is designed to make progress in all four Bolman and Deal frames for understanding organizations in order to make systemic improvements for women faculty at RIT. This analysis looks at the series as a whole, as well as two offshoots of the series devoted to Women of Color (WoC) faculty and deaf and hard of hearing (DHH) faculty. We analyze focus group data with connectivity participants, the content of the events in each series, and attendance patterns in order to evaluate the *Connectivity* Series and offer recommendations for future events.

*Connectivity* Series events include events organized by the AdvanceRIT team; the series also operates as an umbrella program for events hosted by *Connect* Grantees and others. Overall, *Connectivity* Series events focused primarily on retention and advancement. A smaller proportion of events each year were devoted to organizational learning and development, including unconscious bias related workshops. For the 23 unconscious bias-related events in grant years 2-5, 18 events had attendance data; there were a total of 203 unique female attendees and 152 unique male attendees to these events. Recruitment was the goal area least touched on in events. This is largely because RIT has an Office of Faculty Recruitment that is entirely devoted to faculty recruitment at the institution and oversees recruiting strategies on campus.

The *Connectivity* Series was intentionally an inclusive initiative. Although the target population was primarily women faculty in STEM fields, all RIT faculty and staff were typically invited to events. Data on the Series was available for grant years 2-5 at the time this report was written. Over grant years 2-5, the *Connectivity* Series reached a total of 336 individual women and 265 individual men (601 total tenured or tenure-stream (TT), non-tenure stream (Non-TT) faculty, staff, or graduate students). The vast majority (73%) of those reached by the series were tenured or pre-tenured faculty (441/601). The remaining 27% of attendees includes non-TT faculty, staff, and graduate students.

To reflect upon the proportion of TT faculty members who were reached by the Series, we use TT faculty data from Year 5 of the Advance Grant as the denominator in our calculations. The TT attendees represent 90% of women TT faculty (225/249) based on the grant year 5 faculty counts and 44% of men TT faculty (216/496).

There have been 135 events thus far. A majority of attendees each year have been women from National Science Foundation (NSF) designated STEM fields, indicating that the series' intent to be inclusive by inviting all faculty and staff was successful, but its target population of women faculty in

STEM fields was also the majority of those reached by the series. Most attendees went to 1-2 events each year. This suggests broad but shallow participation at RIT as a whole. However, this analysis digs into a smaller group of individuals we call "high attenders" who in a given grant year attended three or more *Connectivity* Series events. We found that high attenders were mostly women (79-100% depending on the year) and a small but steady percentage were in leadership positions at RIT (8-20% depending on the year).

Many series events were evaluated through post-event surveys. Evaluation results suggest high attendee satisfaction with events. Across the years, 94% on average reported that attending series events was a valuable use of their time. This percentage reflects an arithmetic average of annual percentages; numbers were not available for all years.

The AdvanceRIT project acknowledged the unique experiences of certain faculty subpopulations through two offshoots of the *Connectivity* Series for women of color (WoC) and deaf and hard of hearing women (DHH). The WoC and DHH *Connectivity* Series' events comprised about 41% (56/135) of all mapped *Connectivity* Series events for years 2-5. These events were led by faculty in each population and content for each series was developed based on quantitative and qualitative research performed by RIT personnel.

Finally, the *Connectivity* Series events are analyzed through the frames described by Bolman and Deal. The majority of all events fulfilled Human Resources goals (120 or 91%). Eighty of the events fulfilled Symbolic goals (60%) and 61 fulfilled Structural goals (46%). *Connectivity* Series events least commonly fit into the Political frame, with 55 events (40%) in this area. Although the Symbolic, Structural, and Political frames add important value to this organizational change effort, given the intent of the series to remove barriers to resources that support career success and its focus on recruitment, retention, and advancement of women faculty, the focus on Human Resources goals aligns well with the series' intent.

## Focus Group Executive Summary Results

Four focus groups were conducted to better understand the impact of the *Connectivity* Series events. The greatest impacts were as follows. Participants indicated that the *Connectivity* Series events helped them to strategically advance their careers whether pursuing promotion and tenure, or gravitating to other researchers with aligned interests. In addition, the *Connectivity* Series offered attendees opportunities to learn from and identify with other women in academia, and expand their communities. Interviewees described valuable strategies they learned through *Connectivity* Series events, such as building awareness about bias and being increasingly proactive at intervening against discriminatory acts. Individuals learned about the *Connectivity* Series mostly through email communication, indicating that the events were generally well advertised; scheduling conflicts were the greatest obstacles to further attendance.

Focus group data was also analyzed through the Bolman and Deal Frames. Aligned with the Human Resources frame, interviewees learned tools to combat discrimination, strategies for advancement in academia, and built solidarity with like-minded community members. Related to the Structural frame, interviewees offered suggestions to increase the impact of the *Connectivity* workshops, suggesting that leaders (formal and informal) take charge of and be accountable for making equitable change. Interviewees also wanted to see more women in leadership positions. Within the Symbolic frame, interviewees indicated that the *Connectivity* Series was meaningful because it built awareness about discrimination, encouraged equity and inclusion, and built community. The Political frame relates to aligning systems of power and resources to shape political frameworks that impact the representation and advancement of women. The comments that most spoke to the Political frame were reflective of participants wanting to see leaders using their social capital to champion change. People suggested that leaders could have more of a political effect by making sure leadership is diverse, by encouraging their colleagues' attendance at *Connectivity* events (both interested parties and potentially skeptical parties), and by attending the events themselves.

# Recommendations

Based on the analysis of AdvanceRIT's *Connectivity* Series, we provide the following recommendations for future similar series or for the *Connectivity* Series if it is continued in the future beyond the no cost extension year.

## Recommendations Based on Data Analysis

- **Adapt general series event content to mirror the demographics of attendees**. Through this analysis, a portrait of a few different types of *Connectivity* Series attendees has emerged. There is a large population that attends just one or two events each year. For this group, strategically plan events and workshops to maximize their satisfaction while highlighting issues that are important to AdvanceRIT's goals. Similarly, there is small group of high attenders who have attended anywhere from three to ten or more events each year. For this group, strategically plan events that will further their growth and development and help them advance and thrive at RIT.
- **Track attendance and event data consistently and in real time**. Ensure that event attendance tracking and evaluations are completed in real time or in a timely manner. Keeping templates consistent and replicable will help maintain consistent data for future analysis.
- **Increase the portfolio of *Connectivity* Series recruitment events**. Although RIT has an Office of Faculty Recruitment that oversees RIT's recruitment efforts, AdvanceRIT should consider how to use its platform and resources to support the office of Faculty Recruitment and vice versa.
- **Symbolic and Political Frames: Continue to increase leadership attendance at events and amplify leadership support**. Symbolically as well as politically, leadership attendance at

*Connectivity* Series events or AdvanceRIT initiatives is meaningful. When others see leadership highly engaged and supportive of the initiative, they will be more likely to support it themselves. University leaders have more political power that they can lend to the series.

- **Human Resources and Structural Frames: Develop events that touch on these frames and engage leadership and administration in adjusting incentives and reward structures to respond to the needs of women faculty and faculty of color**. Few of the events in the series so far seemed to focus on "incentive/reward structures" for faculty. Because a workshop and event series such as the *Connectivity* Series likely has a limited ability to affect incentive and reward structures, engaging leaders at the institutional and administrative level would be helpful in this endeavor. This partnership or engagement with leadership to affect the reward structures would satisfy the Structural frame.

## Recommendations Based on Focus Group Findings

- **Fix the institution, not the women**. Continue to offer events that speak to institutional change for women's advancement, rather than putting the onus of change on the women. While this is something that was said to be happening, interviewees hoped that RIT would continue "on this trajectory," inspiring continued leadership accountability for change.
- **Focus on intersectionality.** In future workshops, address the intersectional nature of advancing non-dominant social identities in academia, not solely female faculty. One interviewee explained they would like to learn about "race and gender and how they overlap with each other [also]…understand[ing] deaf and hearing women of color."
- **Increase diversity of leaders and shift the leadership climate for inclusion.** Seek out a more diverse pool of leaders, female, non-white, and beyond, as "RIT is very strongly dominated by males" and there are specifically "no minorities working at the ADVANCE office." Change the leadership climate to one that is more inclusive in representation, as well as in policy and practice.
- **Scaffold events to limit cross-talk.** Begin each session by reminding participants to avoid overlapping dialogue to make it easier for ASL interpreters to keep up. Ask moderators/facilitators to remind the audience of this, as necessary.
- **Use interpreters that reflect the identities of the intended audience.** Employ female-only sign language interpreters, for example, at a workshop just for women.
- **Consider offering virtual, recorded workshops so that scheduling conflicts do not get in the way**. Since eleven focus group interviewees remarked that scheduling conflicts kept them from attending more *Connectivity* events, being able to access the content at a later date may expand the audience.
- **Make seminars increasingly interactive.** Increase the interactivity of seminars, so that participants can experientially participate and dialogue with one another.

# *Connectivity* Series Objectives and Strategic Approaches

The *Connectivity* Series at the Rochester Institute of Technology (RIT) aims to develop and deliver an effective professional development workshop series for women faculty in STEM. This is an initiative within RIT's multi-year institutional transformation project called AdvanceRIT. As described by RIT personnel, the *Connectivity* Series aims to support the goals of the AdvanceRIT project by removing barriers to resources that support career success and creating new interventions and resources. The workshop series consists of programs to promote the recruitment, retention, and advancement of women faculty. The Series is funded as part of the NSF ADVANCE Institutional Transformation grant; grant years are as follows:

- Grant Year 1    Sept. 2012 – Aug. 2013
- Grant Year 2    Sept. 2013 – Aug. 2014
- Grant Year 3    Sept. 2014 – Aug. 2015

- Grant Year 4    Sept. 2015 – Aug. 2016
- Grant Year 5    Sept. 2016 – Aug. 2017
- No Cost Extension Sept. 2017 – Aug. 2018 (In progress)

The focus and themes of events were initially developed based on the results of a faculty climate survey and a literature review as part of a previously conducted NSF ADVANCE funded self-study. Project researchers created the *Connectivity* Series for all TT women faculty on campus, although others are welcome at most events. All disciplines represented within RIT (STEM and non-STEM) are considered the target audience for event offerings due to the high prevalence of STEM disciplines within the university. Events and panel sessions were designed to develop competencies related to recruiting a more diverse faculty, retention of women faculty at RIT, and providing opportunities for growth in skill domains that enhance the advancement of women faculty. The *Connectivity* Series also aimed to increase participants' social capital and widen networks at RIT.

Recognizing how intersectionality can play a role in the unique needs of certain demographic groups, two specialized series were created, the Women of Color *Connectivity* Series and Deaf/Hard of Hearing *Connectivity* Series. These separate series were created in order to address the unique needs of those populations and to promote the career success of those groups.

## Objectives of the *Connectivity* Series

Objectives of the *Connectivity* Series include developing strategies and competencies related to the recruitment of women, the retention of women, the advancement of women within RIT, and organizational learning and development. Topic areas contained in each of those broader categories include:

Recruitment of Women

- Improving the hiring process

Retention of Women

- Career satisfaction
- Career navigation
- Work-life balance
- Reducing isolation

Advancement of Women

- Leadership development
- Recognition of work
- Scholarship (research and dissemination efforts)

Organizational Learning and Development

- Business case for inclusion
- Unconscious bias education (includes bystander awareness)

## Bolman and Deal Frames for Understanding Organizations

In their book on "Reframing Organizations," Bolman and Deal offer four frames or lenses through which individuals experience and view their organizations. The AdvanceRIT project is designed to make progress in all four frames in order to make systemic improvements for women faculty at RIT. These frames are used in the analysis that follows.

| HUMAN RESOURCES:<br><br>Improve the quality of women faculty work life, professional development, and incentive/reward structures. | SYMBOLIC:<br><br>Enhance the working environment and support career development for women faculty using symbolic measures which emphasize issues of meaning within the organization. |
|---|---|
| STRUCTURAL:<br><br>Refine and strengthen targeted institutional structures, and install practices promoting representation and advancement of women faculty. | POLITICAL:<br><br>Align institutional, administrative, and informal systems of power and resources to support and sustain progress by shaping the political frameworks that impact representation and advancement of women. |

# Evaluation Methods

RIT provided data to the University of Washington's Center for Evaluation & Research for STEM Equity (CERSE) that included attendance information for all workshops and events, topic areas of workshops and events, and where each event fell in terms of Bolman and Deals' frames. This information was consolidated into an inventory of all events and workshops. The data were analyzed based on grant objectives and their corresponding Bolman and Deal frames. In relation to the *Connectivity* Series objectives, we examined level of participation, number of individuals who attended

multiple events each year, and the distribution of event foci and topic areas. In an iterative and collaborative process, multiple phone calls between AdvanceRIT and UW CERSE occurred to answer questions, obtain more information, and help target the analysis to be useful to AdvanceRIT.

Additionally, four focus groups were conducted in December, 2017 in order to understand the impact of the *Connectivity* Series more deeply. The four groups interviewed included low attenders (those who attended one event in the last year), high attenders (those who attended three or more events in the last year), participants from the Deaf and Hard of Hearing (DHH) events, and African American, Latin American, and Native American (AALANA) women who had attended P&T SMARTS events. Focus groups were conducted remotely using the Zoom Video Conferencing platform, with two CERSE staff, one asking questions and one taking detailed notes. Participants were recruited for the high and low attender focus group based on attendance lists. The DHH and AALANA focus group recruitment was done by RIT faculty who work within those groups or helped facilitate those series. The focus groups ranged from three to seven attendees with 24 total individuals participating. The DHH group was assisted by two American Sign Language (ASL) interpreters, and DHH group attendees later revisited the focus group notes, making revisions to ensure that the interpreters' translations of their thoughts were portrayed accurately.

# Focus Group Results

The focus groups were designed to better understand the impacts of the *Connectivity* Series, how it improved the advancement of women faculty at RIT, and the ways it could be improved upon in the future. The four focus groups offered an in-depth look at individuals' experiences with the series, from the nuts and bolts of how they heard about events, to the impacts the events had on their career advancement. Focus group interviewees also shared their recommendations and constructive feedback for future workshops. Focus group data were analyzed in the NVivo qualitative coding software program to organize and aggregate themes; identifiable comments were omitted for participant confidentiality. Focus group results are described below.

## General Themes from Focus Groups

**Getting the Word Out through Email.** The vast majority of focus group attendees learned about the *Connectivity* Series through email. Others learned about the events as a result of their participation in coordinating them, through word of mouth, and via flyers around campus. One non-tenure track attendee remarked that they were forwarded an event email from a tenure-track faculty member, wishing that there was more of an effort to reach out to a broader audience. Ten interviewees expressed that RIT faculty were "well aware" of the *Connectivity* workshops, although many were "generally overwhelmed by the quantity of emails" and as a result they could be "easily overlooked."

**Professional Development and Career Advancement.** People attended the *Connectivity* workshops for a variety of reasons, but the most prominent reason was professional development/promotion and tenure. One attendee remarked, "I go to the ones that will help me

professionally" and another expressed that "they all had something to do with where I was at that point in my career and as a person of color, I wanted to participate in this *Connectivity* group to make it flourish." One interviewee expressed that the *Connectivity* Series served as motivation for writing. Others went for networking, to satiate their curiosity to learn something new, and for a "safe environment" that enabled them to speak honestly about their experiences.

**Finding Solidarity at RIT.** When asked if and how the *Connectivity* workshops affected their thinking on their careers, five interviewees (both DHH and non-DHH) expressed relief at identifying allies and hearing about others' stories about the glass ceiling in academia. One interviewee from the DHH group remarked that, "it was good to have a range of different experiences that we can relate to and figure out what we're comfortable with [in terms of negotiation skills]." Another interviewee found one of the speakers' messages helpful and relatable, as she shared how the talk helped her with the art of navigating the balance between academic work and family. One DHH participant said "the workshop didn't necessarily give me better skills, but it inspired a different type of lifestyle" since being in a female DHH group inspired dialogue in a "safe" environment. Non-DHH interviewees remarked: "I think this group helped to see that there's a group of folks I can tap into, I can talk to, and I can draw upon for resources" and "it's nice to be in a mass of us" in reference to female faculty and their supporters." Overall, the *Connectivity* Series offered attendees opportunities to learn from and identify with other women in academia, and expand their communities outward with like-minded individuals.

**Strategies Learned and Utilized: Awareness, Proactive Intervening.** Interviewees discussed two main strategies learned through *Connectivity*: building awareness about bias and being increasingly proactive at intervening.

As an example of what many others said, one individual remarked on **awareness building** as an impact of the series:

> "Certainly increasing the awareness and sensitivity levels of human interactions and providing people with a different perspective when there are these conflicts, and helping them resolve these conflicts...this is one of the most effective processes I have seen if you are able to help people start moving the needle with their viewpoints if you can get people to start opening up to their feelings. That is a key thing I have seen from the *Connectivity* Series and it has been very effective."

One individual explained that the bystander awareness training has been transferable in their professional and daily life and "that's been the most useful" training for them. Another interviewee expressed that after attending a workshop "it made them assume a lot less" about people's awareness about discrimination.

A total of six interviewees expressed that their *Connectivity* attendance inspired them to **intervene against discrimination** in their life outside of work: "Some of that work has been particularly valuable in other contexts in my life. I happened to be on a local [leadership] board, saw some bias issues going on and was able to head things off. I frankly wouldn't have been so proactive if I hadn't sat through that so recently." Another shared: "I had an email exchange where someone contacted

me afterwards to act as a bystander about an email interaction. It certainly changed my perspective at looking at the email interaction." These individuals acted as allies against discrimination as a direct result of their *Connectivity* involvement. While people experienced an array of positive shifts as a result of their involvement in *Connectivity*, they also expressed that "there is still work to do" and "hopefully at some point in our time at RIT the culture will change significantly so the bystanders and allies have enough support to be the leaders."

**Scheduling as a Primary Obstacle to Attendance.** A total of eleven interviewees remarked that the primary reason they could not attend workshops was scheduling conflicts with their teaching, meeting, and research schedules. Several interviewees recommended offering the workshops virtually (and archiving them) so they could attend from different locations or at a later date. Other individuals remarked that obstacles to attendance included: not being compensated to attend as part-time employees, not knowing about the offerings, noticing some topics were repeat themes, and wishing the topics were more social-science related.

## Bolman and Deal Frames within the Focus Groups

The focus group data were analyzed based on the Human Resources, Structural, Political, and Symbolic frames from Bolman and Deal's book "Reframing Organizations."

### Human Resources Frame

Interviewees learned a range of things through their attendance at *Connectivity* workshops including developing strategies for advancement in academia and tools to combat discrimination.

**Strategies for Advancement in Academia.** A total of seven interviewees discussed how the *Connectivity* workshops led them to understand strategies for career advancement as women in academia, learning to "climb the ladder." One seminar was led by a woman who described navigating her own professional advancement which led one interviewee to feel "not alone as a female in academia." She explained that listening to this woman's story made her feel "very included [as] it was very validating." Interviewees discussed learning from role models, who reassured them that their "experiences are normal" with discrimination in academia. Partaking in discussions with like minds helped one interviewee to "think outside the box" about how to succeed in academia. Also, interviewees enjoyed learning about refining their strategies for teaching and writing which will help them with tenure and promotion.

**Tools to Combat Discrimination.** Six interviewees reported that the *Connectivity* seminars they attended offered them specific tools to intervene" to combat discrimination, and that simply having "a venue to discuss topics that maybe you don't talk about in your college or department" was helpful. One person got "lots of little techniques" that came out of focused conversations on addressing inequities.

### Structural Frame

When asked if the *Connectivity* Series offered a structure to support the advancement of women

faculty, most interviewees felt compelled to offer suggestions to enhance and bolster the structure. A few interviewees remarked on the value of the structure itself: saying "I felt encouraged to attend a lot of workshops…to make more of a difference here" and it helped me "self-analyze an introspective of what I'm doing better as a teacher." Others, however, remarked that the program needs other structural supports, like increased female leadership on campus, increased attention "targeted or even focused on a particular group," or senior leadership taking responsibility for change by saying "this is what we're about, this is who we are." Finally, an interviewee remarked on the feeling that the victims were the ones "carrying the ball. We need to see the ball shift to others to move it forward."

## Symbolic Frame

The focus group conversations examined how the *Connectivity* Series carried or conveyed meaning to participants. Ultimately, interviewees indicated that the *Connectivity* Series was meaningful because it increased awareness about discrimination, encouraged equity and inclusion, and built community. In this way, the events operated to make gender equity a more visible and valued issue on campus.

**Awareness-building.** One interviewee indicated that *Connectivity* Series events "started an awareness of what may be happening to us as women faculty or female staff" and that it "started the conversation" about the need for change. Another two interviewees explained that the workshops provided an "opportunity to spread awareness" about how to support female faculty toward professional development.

**Encouraging Equity and Inclusion.** The Series was said to "encourage people to be better human beings," encouraging an "environment of equity." A whole room of focus group participants agreed with its symbolic advancement of equity.

**Building Community.** Nine interviewees expressed they built relationships through attending *Connectivity* workshops. One said "the thing that has been most powerful is having the women faculty and their male supporters in one place…it's nice to be in a mass of us." Several interviewees explained: "I definitely made new friends and new connections through the series" and "It's nice to get to know people from other colleges." One participant expressed that the luncheons they attended were most useful in building relationships. Another found that being in community of others discussing unconscious bias helped them learn that they weren't alone: "It was an awakening for me, like it's not specific to me, it's widespread." Another interviewee remarked on how the research that others are doing is valuable, and they invited one speaker into their class to share their story with their students.

## Political Frame

This frame relates to aligning systems of power and resources to shape political frameworks that impact the representation and advancement of women. Specifically, some interviewees described how the *Connectivity* Series leadership needs to be more racially diverse, and leaders at large need to see the value in, advocate for, and attend *Connectivity* workshops. Several interviewees reflected that the *Connectivity* Series leadership team is predominantly white, indicating that the team's one person

of color "has to carry the weight for people of color, [becoming] burdened" with all the responsibility of that role. The fact that the *Connectivity* Series is intended to advance under-represented minorities but does not represent racial diversity in its leadership composition presents political dissonance between the Series' values and actions. Also, according to two interviewees, "RIT is strongly dominated by males [which is a] systemic problem" with "male-focused" and "male-centric" management styles.

At least six interviewees indicated that leaders did not support, promote, or engage in *Connectivity* efforts to the extent they wished. One attendee expressed that their supervisor did not encourage them to do to the professional development workshops, which deterred her from attending. Another interviewee mentioned that while there is interest in *Connectivity* "from the bottom…hopefully the university leadership becomes more engaged and active saying 'we are serious about this and this is how we want to be'." One individual expressed: "It's the people who aren't going, probably, who need to go the most" and another expressed that it's clear that "the same people attend and put on the events" which indicates that those outside the *Connectivity* 'inner circle' may not be compelled to participate and build new relationships. This presents a political problem, as leaders have an impact on how the events are attended and received, and their encouragement for and participation in the events has implications for advancing change.

## Deaf and Hard of Hearing (DHH) Specific Focus Group Findings

The DHH focus group found some of the *Connectivity* workshops to be challenging for interpreters to translate. Overlapping dialogue made it difficult for interpreters to keep up, and "knowing how to slow down and take turns" would have made the event more accessible for DHH attendees. One interviewee from the DHH group explained that going to RIT events "is always hard because it's not always fair, we're not always at the same level, [and] we don't always have equal access to those events." Several interviewees from the DHH group agreed that incidental learning takes place that not only keeps them from fully understanding what takes place, but consequently blocks them in some ways from the information shared in locations without interpreters in mixed hearing and non-hearing groups. Incidental learning is learning that occurs (or doesn't occur) in informal settings like the bathroom, or when getting coffee, in places where an interpreter is not available to capture the conversation. One person explained: "Incidental learning is so important for us. It doesn't matter if we have interpreters all the time. We don't hear things happening in the natural environment. We can talk with each other." Another issue that may have limited the impact of *Connectivity* events for DHH female faculty is when a male interpreter is asked to interpret an event for a female-only audience. One attendee commented "just having a male in the room changed the vibe." Requesting female interpreters for these kinds of events would help the openness and sharing in the room. Generally speaking, however, people from the DHH group "felt comfortable" attending the RIT events.

## African American, Latin American, and Native American (AALANA) Specific Focus Group Findings

The AALANA group expressed that having a women of color *Connectivity* luncheon offered a "safe environment that you could speak on what you felt" because as "women of color we have a lot of similarities and similar struggles." Everyone in attendance at the AALANA focus group felt comfortable attending the women of color events. However, the broader events were "less inviting." One interviewee expressed that she would censor her sharing at the P&T SMARTS events, explaining that "the political implications" of sharing openly in a large group could have consequences, where conversely "in the women of color group there are no ramifications of saying something [honest and vulnerable]." Interviewees expressed that they might feel more comfortable sharing in a heterogeneous group if there was the ability to "see people regularly and build connections and relationships with people [to build a more] safe and trusting environment." One interviewee expressed that some challenges that women of color face at RIT had been voiced, but still, there has not been any action taken as promised.  AALANA interviewees indicated that "there are no [racial] minorities working at the ADVANCE RIT office," that they "need to see a more diverse organizing body," and that "it would be nice to see more people stepping into roles as AALANA that we can identify with." Beyond ADVANCE representation, one AALANA interviewee advocated for "more breaking down barriers" for change, "bringing in more [under-represented minorities] and pushing people to the ranks."

# Analysis of Workshop Content and Topic Areas

To evaluate the effectiveness of the *Connectivity* Series, workshop and event data were analyzed based on the distribution of topic areas and content. **Over grant years 2-5, there have been 135 total events**; most events touched on retention topics, with advancement topics coming in second (see Figure 1).

Fewer events focused on organizational learning and development at RIT, such as expanding awareness of unconscious bias and discussing the business case for inclusion. Notably, only six events over the course of the grant period touched on recruitment, with those six events examining the hiring process. This focus on retention and advancement is a strength of the portfolio of *Connectivity* Series events, but also presents a gap in terms of a lack of focus on recruitment. This gap in recruitment-focused events is primarily due to the fact that RIT has an Office of Faculty Recruitment that oversees recruiting strategies. The events that focused on retention and advancement of women likely contributed to the development of new skills and capacities for female faculty and staff and expanded networks. It is interesting to note, however, that organizational learning events (average attendance: 33) and recruiting events (average attendance: 55) tended to have higher numbers of attendees than the retention (average attendance: 13) or advancement events (average attendance: 14).

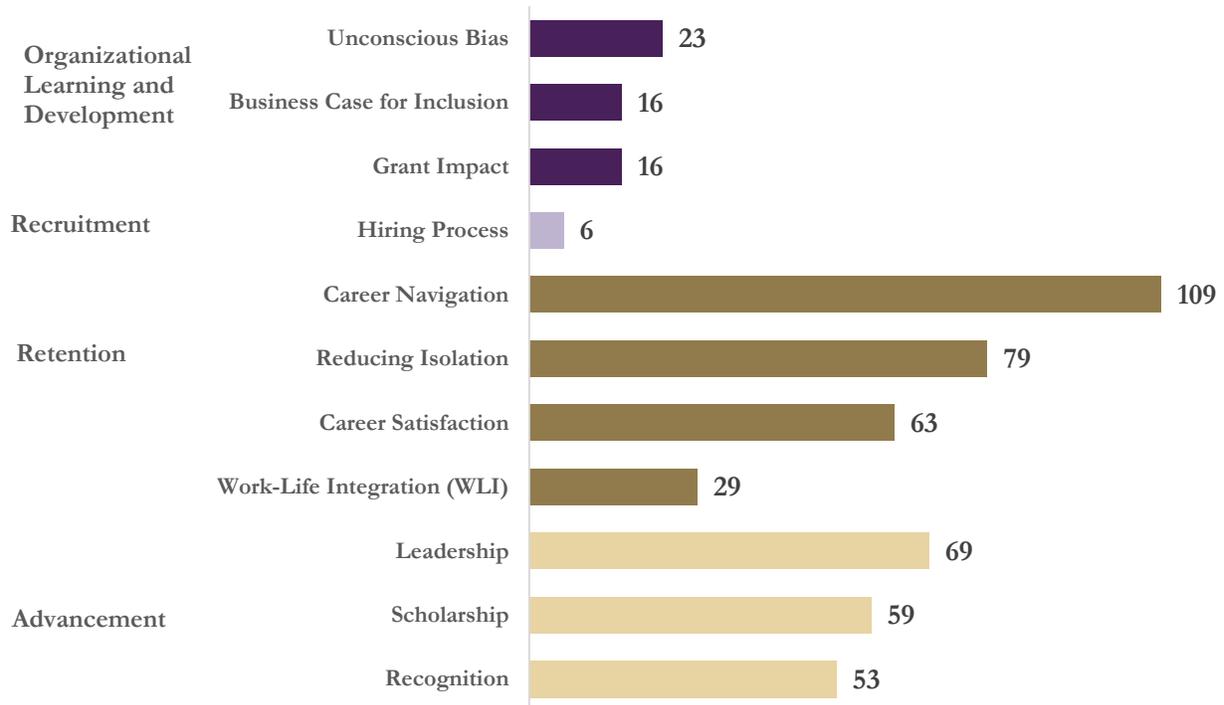**Figure 1. All Events by Topic Area (Year 2 – Year 5)**
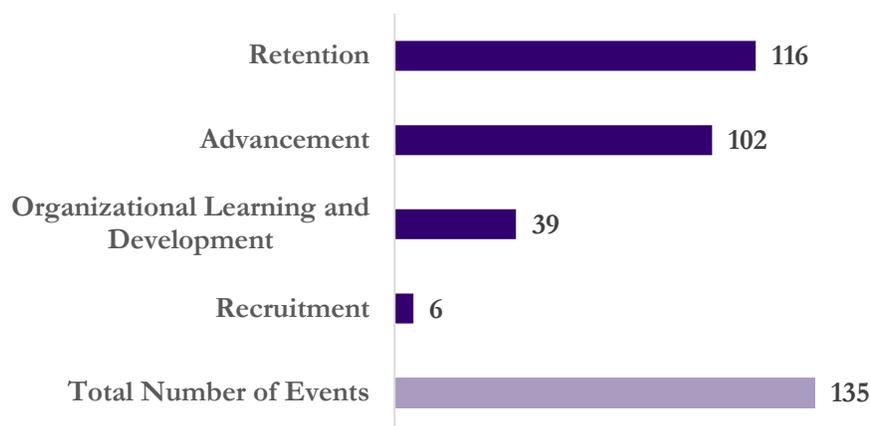


Drilling down into the subtopics of the retention and advancement events and the number of people who attended these events provides insight into the types of skills developed and the support offered to faculty through these events (see Figure 2 and Figure 3). The **116 retention events** tended to focus more on career navigation, with slightly fewer events focused on reducing isolation and career satisfaction. Work-life integration events made up the smallest portion of these retention-focused events at 29. Of the 116 events that contained retention material:

- 109 talked about career navigation,
- 79 focused on reducing isolation,
- 63 touched on career satisfaction,
- 29 talked about work-life integration,
- Many events touched on multiple topics at once or in sequence.

The **102 advancement-related events** were very well balanced between leadership, scholarship, and recognition. Of the 102 events that contained advancement material:
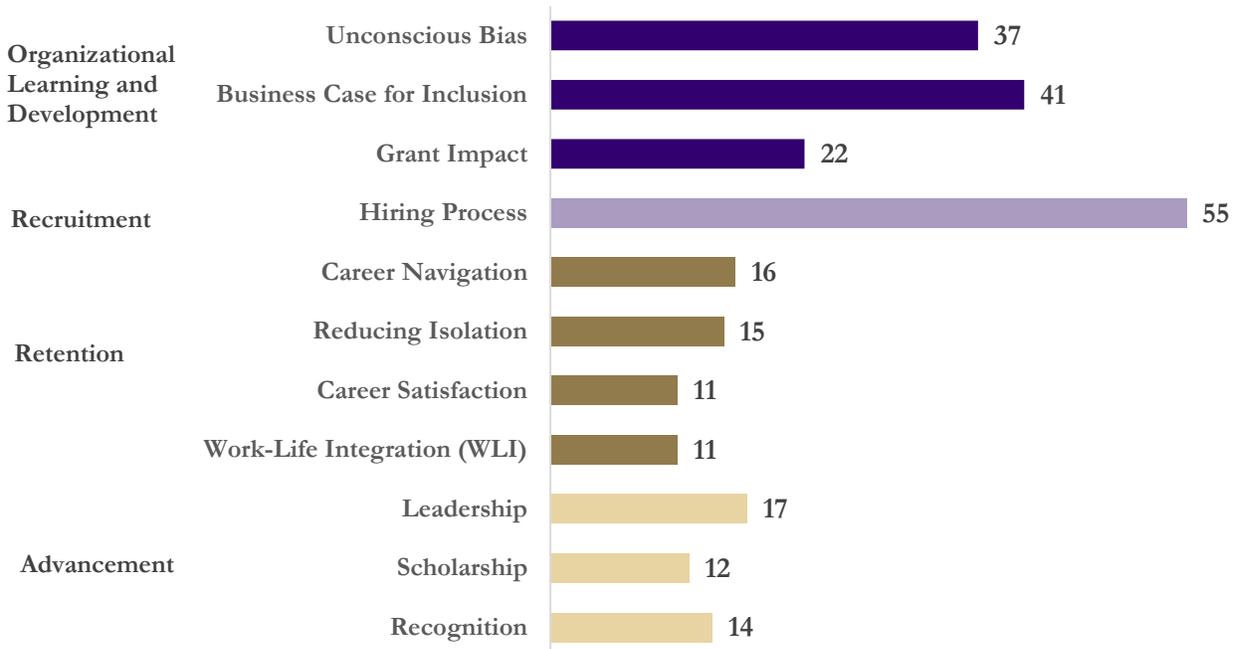
- Most (69) touched on leadership,
- 59 contained material on scholarship,
- 53 examined issues related to recognition,
- Most events touched on all three topic areas.

**Figure 2. Number of *Connectivity* Series Events by Topic Area, Detailed (Year 2 – Year 5)**



Note: Unconscious Bias events include Bystander Awareness presentations

**Figure 3. Average Event Attendance by Topic Area, Detailed (Year 2 – Year 5)**



| | | |
|---|---|---|
| Organizational Learning and Development | Unconscious Bias | 37 |
| | Business Case for Inclusion | 41 |
| | Grant Impact | 22 |
| Recruitment | Hiring Process | 55 |
| Retention | Career Navigation | 16 |
| | Reducing Isolation | 15 |
| | Career Satisfaction | 11 |
| | Work-Life Integration (WLI) | 11 |
| Advancement | Leadership | 17 |
| | Scholarship | 12 |
| | Recognition | 14 |

# Analysis of Event Attendance

To better understand the breadth and depth of the *Connectivity* Series' reach at RIT, attendance data were analyzed over time looking at the proportion of attendees who were men and women, the primary field of attendees, as well as the proportion of attendees in leadership roles at RIT. Note that numbers per year reflect individuals and there are no duplicates within years. However, in charts that show multiple years, there are some duplicate attendees between years.

The *Connectivity* Series events were typically open to all RIT full-time faculty (TT and Non-TT), but targeted women faculty in STEM fields. Staff and others were sometimes invited to events as well, so the below participation analysis can include staff, graduate students, and both TT and Non-TT faculty members. The National Science Foundation (NSF) separates departments and faculty into one of four designations. At RIT, STEM fields include science, math, engineering, and computer science departments. The Non-Science and Engineering designation includes departments such as English, Fine Arts, and Business. The Social & Behavioral Sciences (SBS) designation includes departments like criminal justice, psychology, and political science. The Professional and Other designation includes departments such as Hospitality and Service Management, Finance and Accounting, and the School of Design Administration.

To provide context for this section, Figure 4 displays total RIT TT faculty counts under each NSF designation during grant years 2 through 5. It is clear that most faculty at RIT fall under the STEM

designation, with SBS, professional or other, and non-science and engineering faculty ranging from 82-142 faculty depending on the year.

**Figure 4. RIT TT Faculty Counts by NSF Designation (Year 2 – Year 5)**
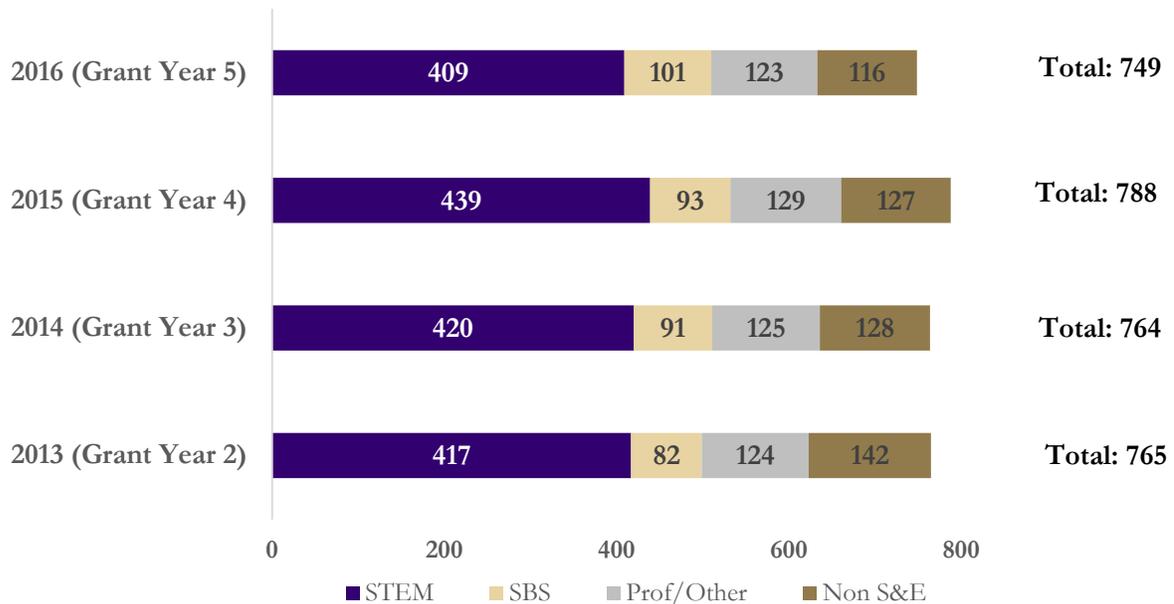


## Demographics of *Connectivity* Series Attendees

Looking across grant years 2-5, the *Connectivity* Series has reached **336 individual women and 265 individual men (601 total individuals)**. The vast majority of those reached by the series were TT faculty (73% or 441/601). The remaining 27% of attendees includes non-TT faculty, staff, and graduate students. TT attendees represent 90% of women TT faculty (225/249) and 44% of men TT faculty (216/496) based on the grant year 5 faculty counts. Overall, attendance (including TT and Non-TT faculty, staff, and graduate students) at *Connectivity* Series events increased each year, starting with 228 people attending events in year 2 and growing to 312 people attending events in year 5 (see Figure 5). This suggests that the *Connectivity* Series events have gained attention and interest as the grant years have progressed.

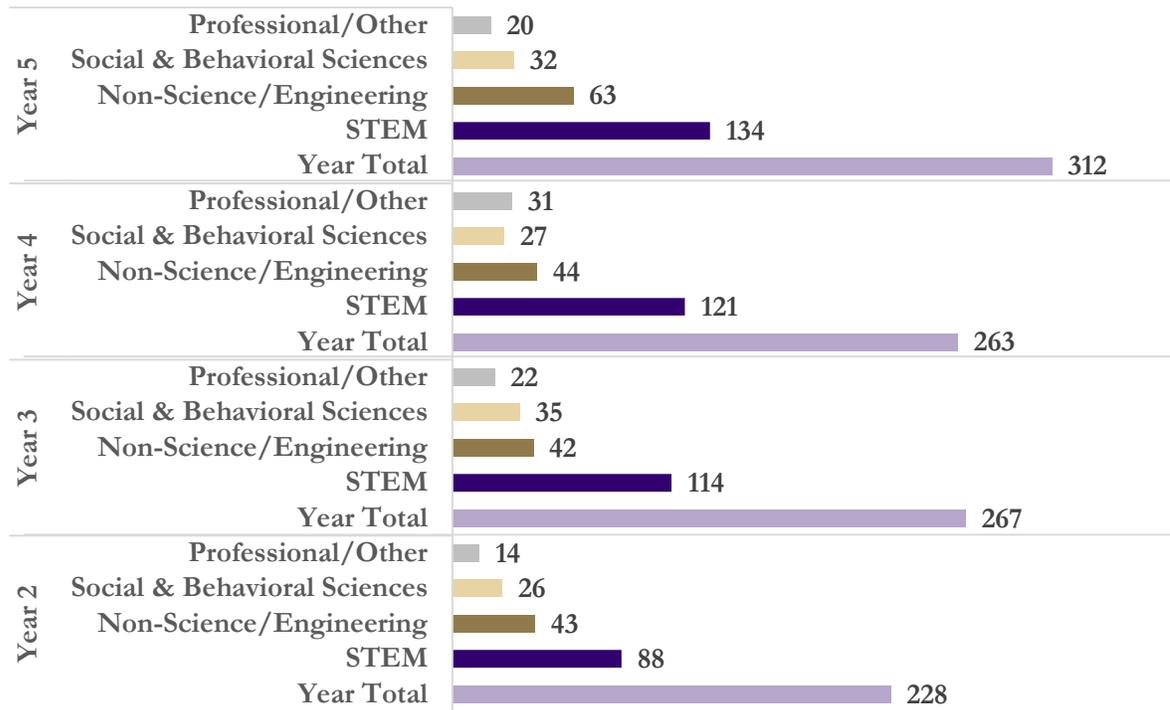**Figure 5. Total Event Attendees by Year and Gender (Year 2 – Year 5)**
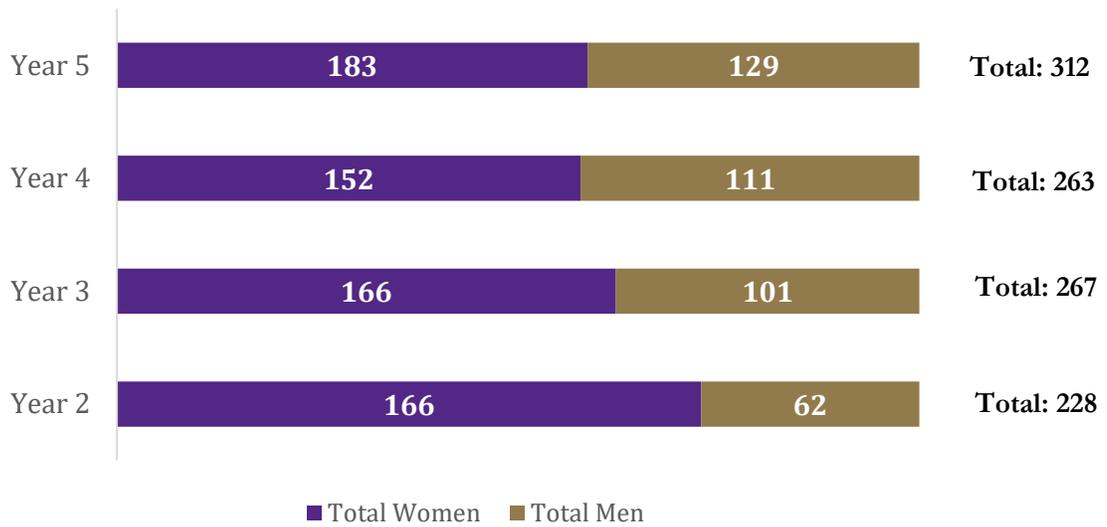


Note: numbers per year reflect individuals and there are no duplicates within years. However, there are duplicate attendees between years. Total participant count includes TT and Non-TT faculty, staff, and graduate students.

**Figure 6. Grant to Date Event Attendees by Gender (Year 2 – Year 5)**
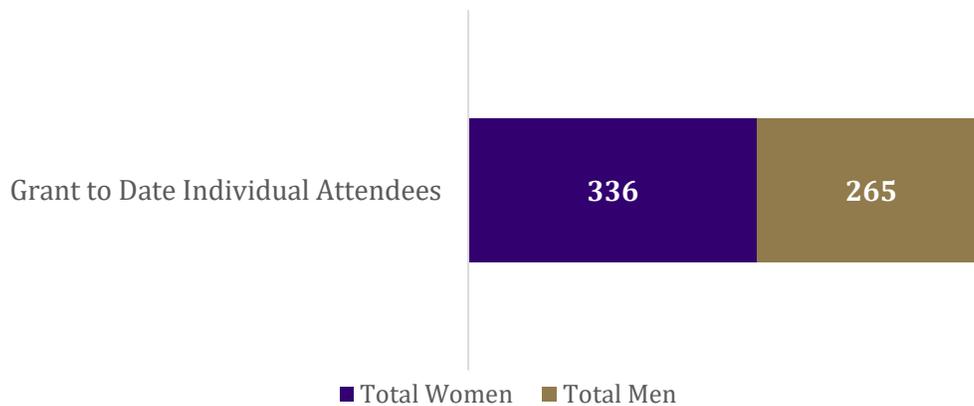


When *Connectivity* Series event attendees are examined based on their primary fields as designated by the NSF, it is clear that across the years, most attendees were from STEM fields, mirroring the faculty make-up at RIT. However, a reliable cohort of individuals from other fields has attended events each year (see Figure 7). This reflects the inclusiveness of AdvanceRIT and indicates alignment with the grant's intent to support the recruitment, retention, and advancement of women faculty in STEM fields. These numbers include both TT and Non-TT faculty, staff, and graduate students.
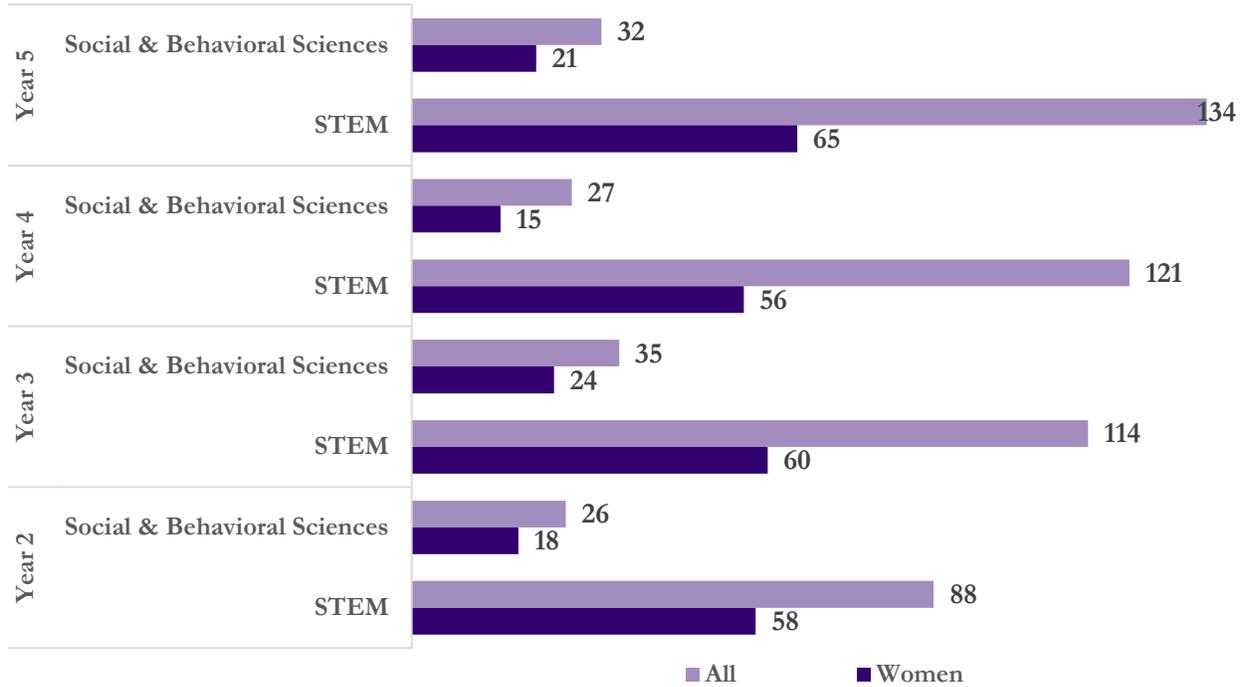
**Figure 7. Total Event Attendees by NSF Designation (Year 2 – Year 5)**



Note: numbers per year reflect individuals and there are no duplicates within years. However, there are duplicate attendees between years. Participants include TT and Non-TT faculty, staff, and graduate students.

As has been mentioned, although the *Connectivity* Series intended to be inclusive and was open to all faculty, it had a specific goal of serving women STEM faculty and women Social and Behavioral Sciences (SBS) faculty. Looking at those groups specifically by year (see Figure 8), it is clear that a majority of attendees from those fields who attended in years 2 and 3 were in fact women. However, by years 4 and 5, the proportion of STEM attendees attending events who were women declined slightly to just below 50%, indicating that men's participation and inclusion was increasingly solicited and welcomed.

**Figure 8. STEM and SBS Total Attendees and Women Attendees (Year 2 – Year 5)**



**Year 5**
- Social & Behavioral Sciences: All 32, Women 21
- STEM: All 134, Women 65

**Year 4**
- Social & Behavioral Sciences: All 27, Women 15
- STEM: All 121, Women 56

**Year 3**
- Social & Behavioral Sciences: All 35, Women 24
- STEM: All 114, Women 60

**Year 2**
- Social & Behavioral Sciences: All 26, Women 18
- STEM: All 88, Women 58

■ All   ■ Women

In addition to reaching women in STEM and SBS, the advancement of women at RIT is a primary goal of the *Connectivity* Series. Each year, at least one-third of TT women faculty attended events (see Figure 9). In year 2 of the grant, 40% of all TT women faculty were reached (98/245). In year 3 the proportion increased slightly to 44% (109/245) but in year 4 the proportion dipped slightly to 32% (80/251). In year 5 the percentage of TT women faculty that attended events increased to 56%. Smaller percentages of TT faculty men were reached by the series; however, the percentage has steadily increased over the grant years.

**Figure 9. Percentage of Tenured/Pre-Tenured Faculty Attendees (Year 2 – Year 5)**



**Average**
- TT Men: 18%
- TT Women: 43%

**Year 5**
- TT Men: 31% (153/499)
- TT Women: 56% (138/256)

**Year 4**
- TT Men: 16% (83/504)
- TT Women: 32% (80/251)

**Year 3**
- TT Men: 16% (82/519)
- TT Women: 44% (109/245)

**Year 2**
- TT Men: 9% (49/250)
- TT Women: 40% (98/245)
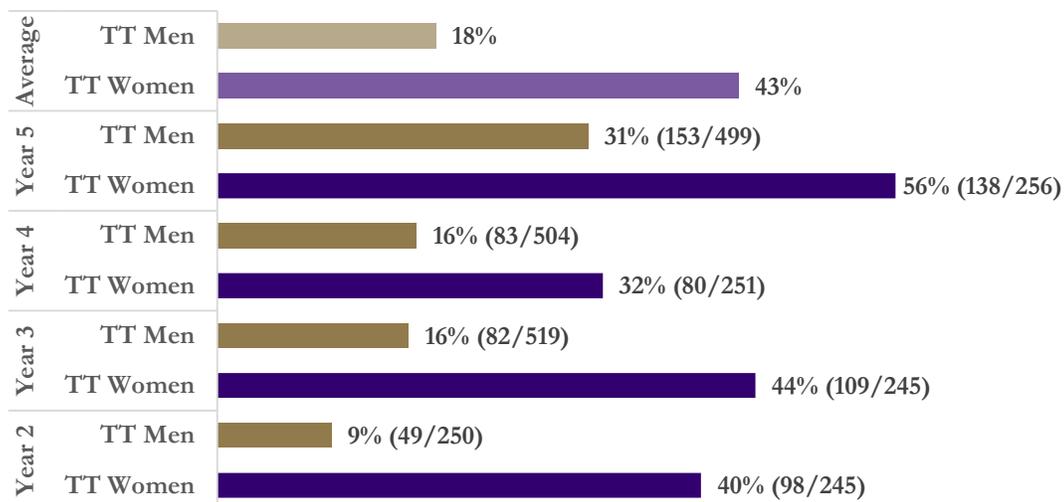
## *Connectivity* Series High Attenders

Each year, most attendees only attended 1-2 events per year. As illustrated in Figure 10, 15-28% of all attendees each year attended three or more events. Those who attended three or more events are considered "high attenders." This suggests that the *Connectivity* Series events largely did not have deep, recurring attendance by most people, but rather a broad brush of attendance by a large number of individuals each year. This presents an opportunity to reach these individuals who only attended 1-2 events each year in a more targeted way.

**Figure 10. Total Event Attendees by Number of Events Attended (Year 2 – Year 5)**
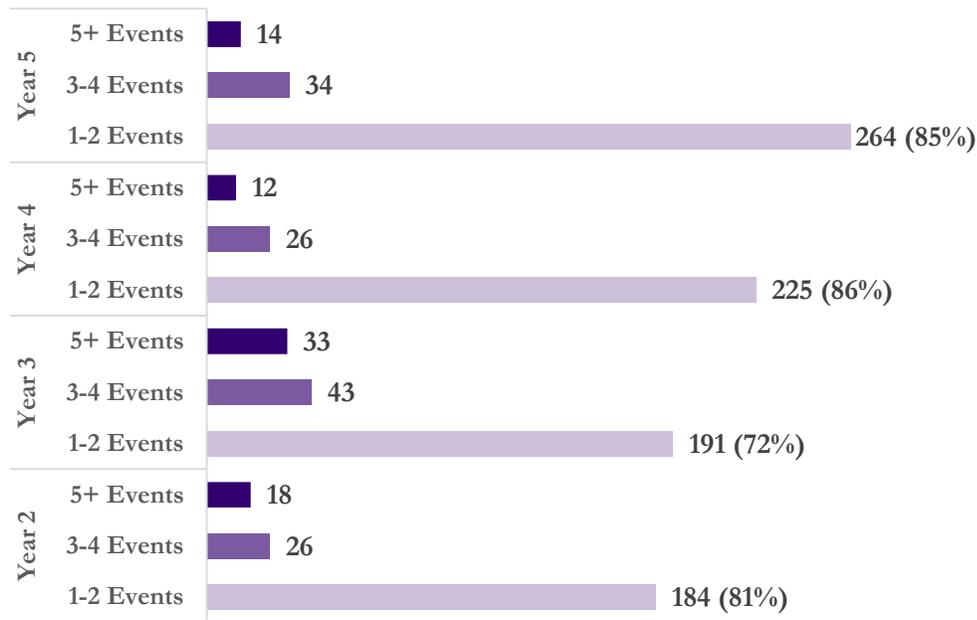


The high attenders may be a special group of people; we examine this population in more detail below. When looking at the gender breakdown of high attenders, it becomes clear that they have almost entirely been women (see Figure 11). Given the goals of AdvanceRIT and the *Connectivity* Series, this is to be expected.

**Figure 11. Percentage of High Attenders who were Women (Year 2 – Year 5)**
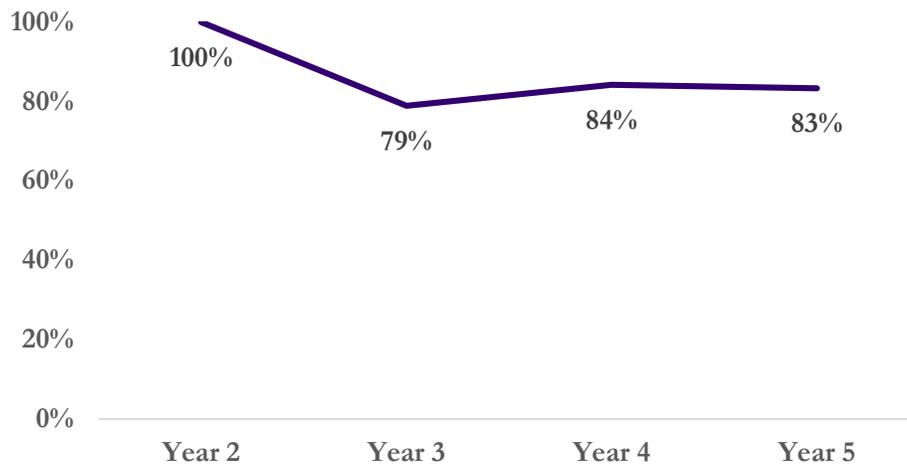


Leadership (Department Chairs, Deans, Directors) made up a decreasing percentage of high attenders as the grant years went on (see Figure 12). However, the manner in which attendees were tracked as leadership changed over the grant years. In grant year 2, any attendee who was a Director or Department Chair, Dean, Coordinator, or Staff Director was identified. In grant year 3, only those who were Department Chairs or Program Directors were identified. In grant year 4, only Department Chairs were identified. Finally, in grant year 5, a rank for many participants was tracked, and those identified as Department Chairs were considered leadership. Using these designations, in grant year 2, 20% of high attenders were leadership. Leadership as a percentage of the high attenders has tended to decrease over the grant years, reaching its lowest level in grant year 5.

**Figure 12. Percentage of High & Low Attenders who were Leadership (Year 2 – Year 5)**
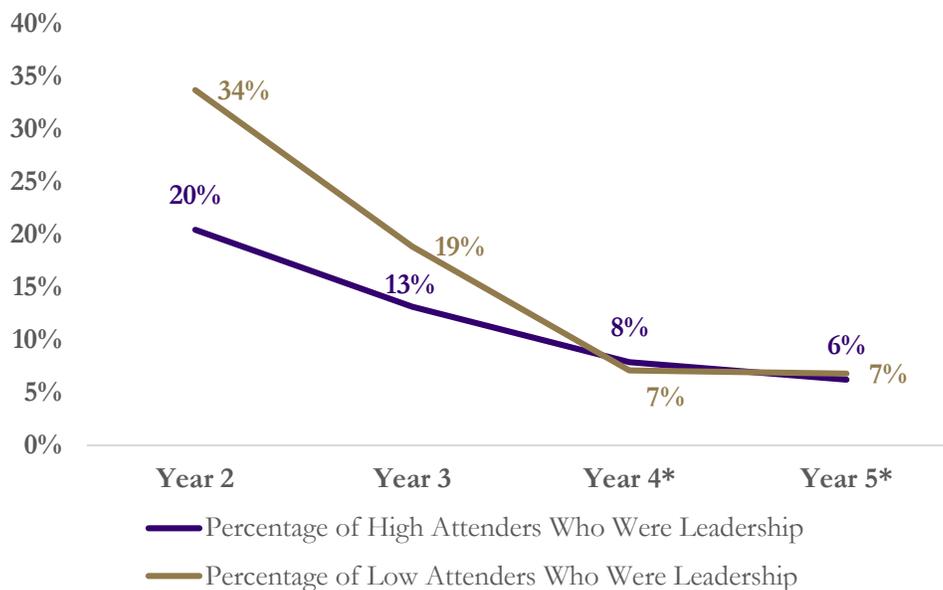


Note: Tracking of leadership attendees changed in years 4 and 5 and was slightly less robust

Finally, when looking at the gender and leadership breakdown of high attenders (those who attended three or more events during the year) a different pattern emerges. The percentage of women who were in leadership positions and attended three or more events in a grant year started out high at 20%, but then tended to decrease over time. The percentage of men in leadership positions who attended three or more events each year increased dramatically in year 3, but has since decreased (see Figure 13). Additionally, in year 3 of the grant, RIT hosted the National Science Foundation for their third year site visit. The preparations for this visit included a number of meetings with university leaders, most of whom are men. This may have been at least part of the driver for the increase in male leadership attendance. The shift may also have been a result of a change in the way events were planned and promoted to faculty.

**Figure 13. Event Attendance Summary (Year 2 – Year 5)**

| Grant Year | Gender Identity | Total Attendees | Leadership Attendees | Percentage of Attendees that were Leadership | Leadership High Attenders | Percentage of High Attenders who were Leadership |
|---|---|---|---|---|---|---|
| Year 2 | Woman | 166 | 38 | 23% | 9 | 20% |
|  | Man | 62 | 33 | 53% | 0 | 0% |
| Year 3 | Woman | 166 | 14 | 8% | 2 | 3% |
|  | Man | 101 | 32 | 32% | 8 | 50% |
| Year 4 | Woman | 152 | 9 | 6% | 2 | 6% |
|  | Man | 111 | 10 | 9% | 1 | 17% |
| Year 5 | Woman | 183 | 2 | 1% | 1 | 3% |
|  | Man | 129 | 19 | 15% | 2 | 25% |

Note: Tracking of leadership attendees changed in years 4 and 5 and was slightly less robust.

Note that numbers per year reflect individuals and there are no duplicates within years. However, in charts that show multiple years, there are duplicate attendees between years.
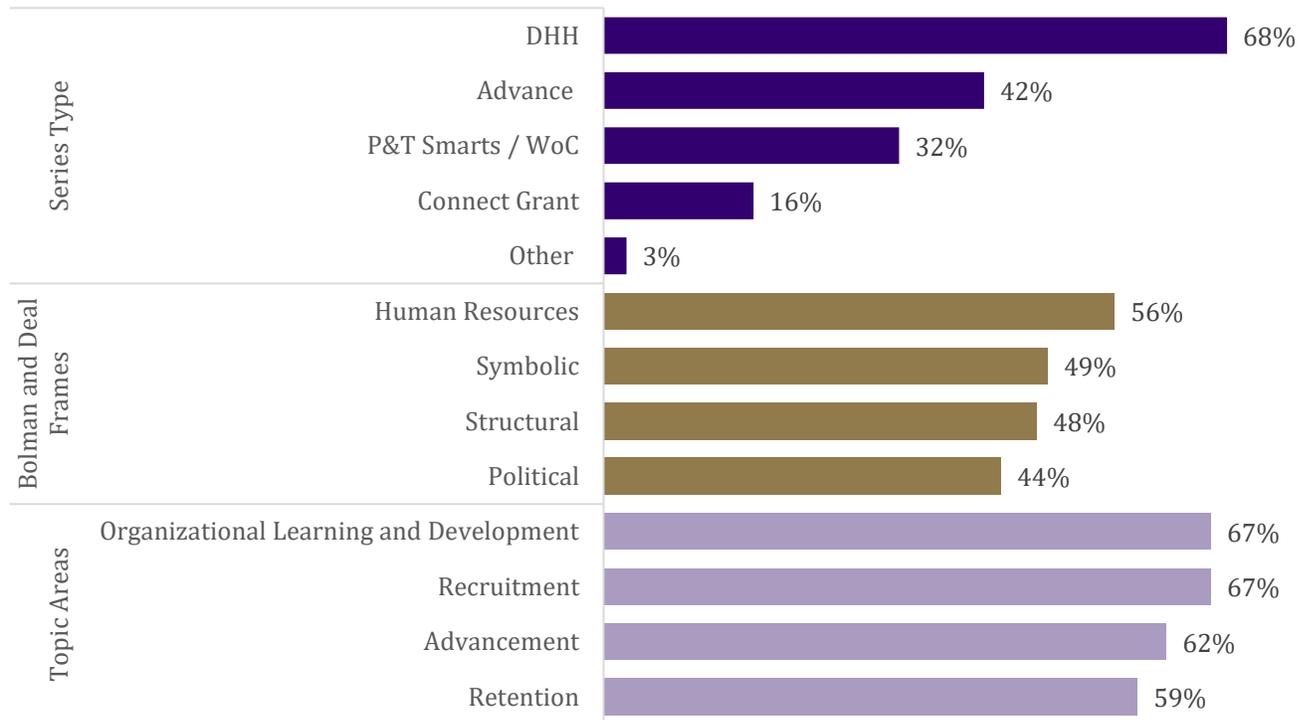
# Survey Evaluation of *Connectivity* Series Events

Of all events reported during the grant period, 58% were evaluated by survey. Given that the Women of Color and the Deaf and Hard of Hearing *Connectivity* Series were faculty-led with little AdvanceRIT intervention, it was not expected for those types of events to have been evaluated with surveys. However, many of the DHH *Connectivity* Series events and the P&T SMARTS events (related to the WoC *Connectivity* Series) were evaluated with surveys. Collectively, the WoC and DHH *Connectivity* Series' events comprised about 41% (56/135) of all mapped *Connectivity* Series events for years 2-5. About 54% of all WoC and DHH *Connectivity* Series events were evaluated by survey (30/56), most of them being P&T SMARTS or DHH series events.

Events focused on Recruitment, Retention, Advancement, and Organizational Learning and Development topics events were roughly equally likely to be evaluated. When examined using the

four Bolman and Deal frames, events in each frame were also roughly equally likely to be evaluated (see Figure 14), although events using a Political frame were least likely to be evaluated with surveys.
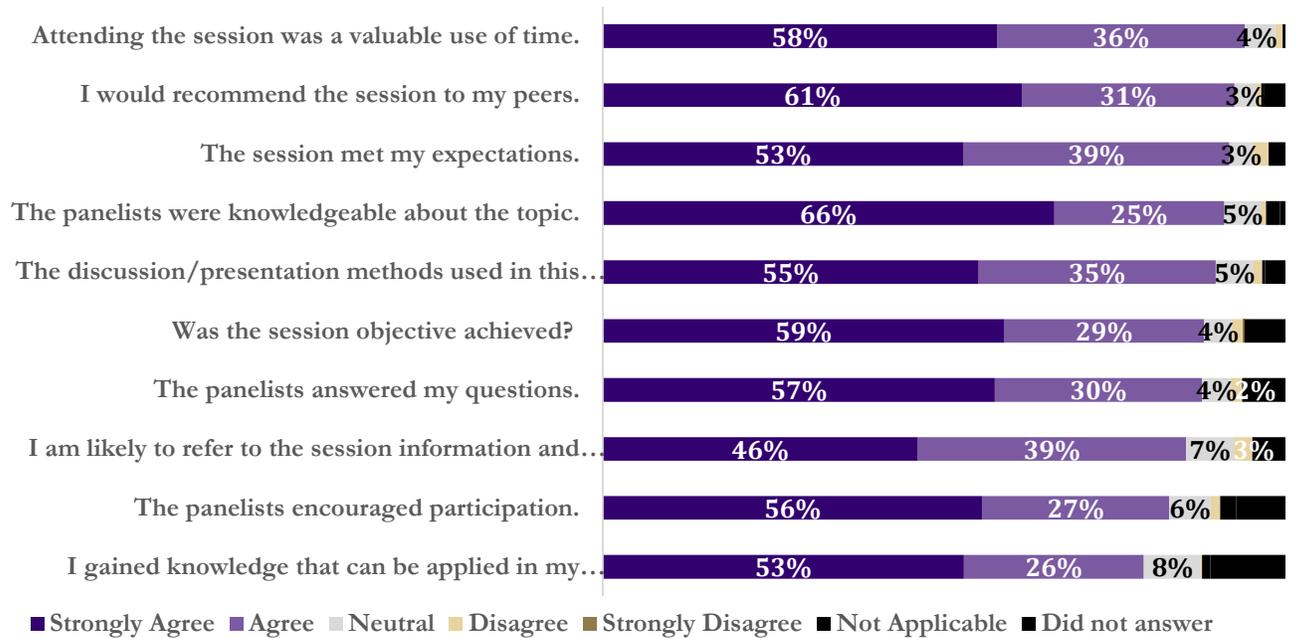
**Figure 14. Percentage of Events Evaluated by Survey, By Type, Frame, and Series (Year 2 – Year 5)**
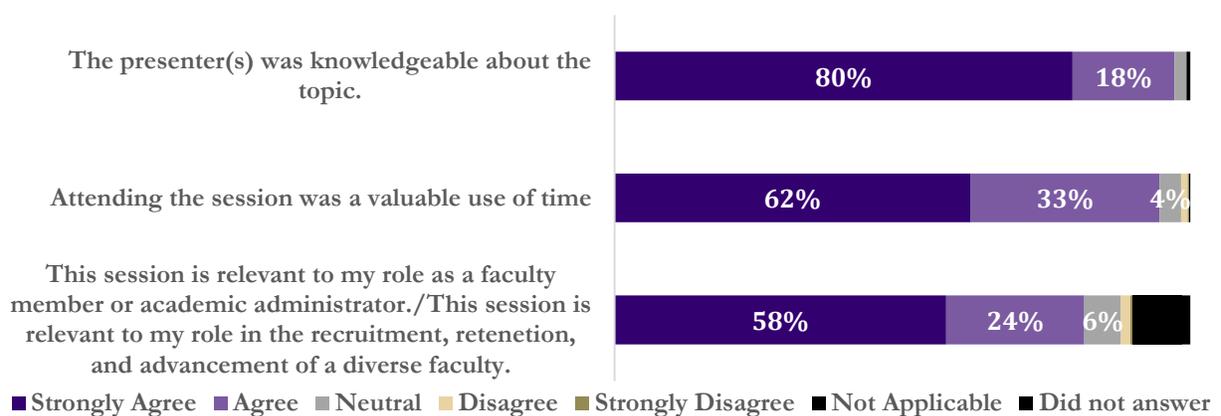


## Survey Evaluation Results

Overall, survey evaluations suggest that *Connectivity* Series events were well-regarded and successful. Attendees overwhelmingly agreed that sessions were worth their time and that panelists and presenters were knowledgeable. It is somewhat challenging to compare survey evaluations across time because survey forms varied somewhat each year. In grant year 2 and grant year 3, very similar evaluation survey forms were used. The events that occurred during those grant years received high marks on the survey forms (average ratings in each question category are displayed in Figure 15). Attendees seemed satisfied that the sessions were a valuable use of time and that they would recommend the sessions to peers.

**Figure 15. Average Survey Evaluation Rating (Year 2 – Year 3)**

| | Strongly Agree | Agree | Neutral/Other |
|---|---|---|---|
| Attending the session was a valuable use of time. | 58% | 36% | 4% |
| I would recommend the session to my peers. | 61% | 31% | 3% |
| The session met my expectations. | 53% | 39% | 3% |
| The panelists were knowledgeable about the topic. | 66% | 25% | 5% |
| The discussion/presentation methods used in this… | 55% | 35% | 5% |
| Was the session objective achieved? | 59% | 29% | 4% |
| The panelists answered my questions. | 57% | 30% | 4% 2% |
| I am likely to refer to the session information and… | 46% | 39% | 7% 3% |
| The panelists encouraged participation. | 56% | 27% | 6% |
| I gained knowledge that can be applied in my… | 53% | 26% | 8% |

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree ■ Not Applicable ■ Did not answer

The survey evaluation forms were altered significantly between grant years 3 and 4 to have fewer, more targeted questions. In grant years 4 and 5 there were four survey questions that overlapped. The summary information from those questions is displayed in Figure 16. Overall, respondents felt that presenters were knowledgeable, that sessions were a good use of their time, and that the sessions were relevant to them.

**Figure 16. Average Survey Evaluation Rating (Year 4 – Year 5)**

| | Strongly Agree | Agree | Other |
|---|---|---|---|
| The presenter(s) was knowledgeable about the topic. | 80% | 18% | |
| Attending the session was a valuable use of time | 62% | 33% | 4% |
| This session is relevant to my role as a faculty member or academic administrator./This session is relevant to my role in the recruitment, retenetion, and advancement of a diverse faculty. | 58% | 24% | 6% |

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree ■ Not Applicable ■ Did not answer

There were two evaluation questions that were asked all four years at *Connectivity* Series events. Attendees perception of presenters' knowledge seems to have dipped slightly during grant year 3, with 11% feeling neutral that panelists and presenters were knowledgeable (see Figure 17). It is

unclear if this is a meaningful dip or due to other contextual issues of which we do not have knowledge.

**Figure 17. Panelist Knowledge Evaluation Responses Over Time (Year 2 – Year 5)**
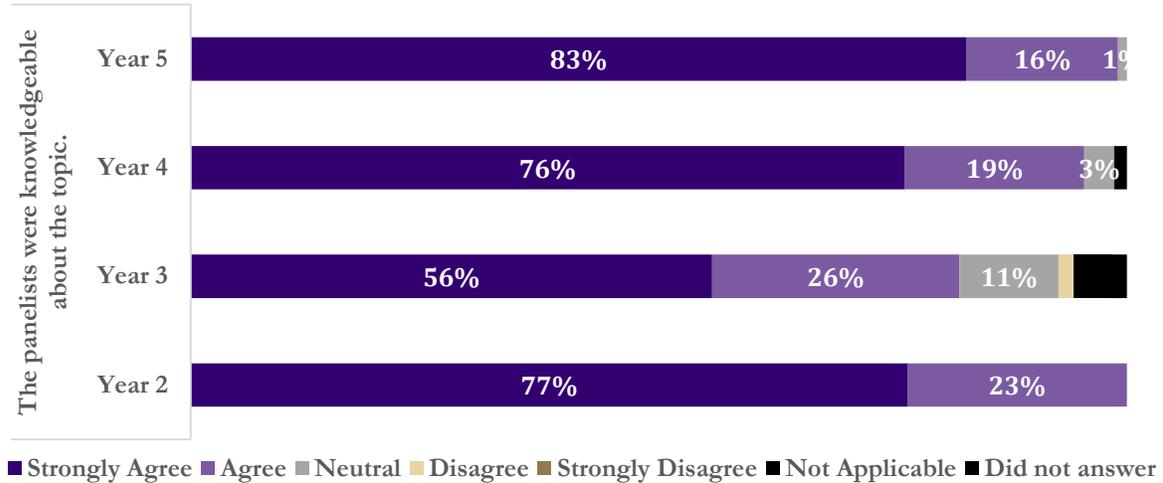


During all four years, attendees were also asked whether they felt that the sessions they attended were a valuable use of their time. Responses to this question were consistent each year, with about 94% of attendees agreeing that the sessions were a valuable use of their time each year (see Figure 18). This is a very positive response as we know that time is a valuable commodity.

**Figure 18. Value of Time Evaluation Responses Over Time (Year 2 – Year 5)**
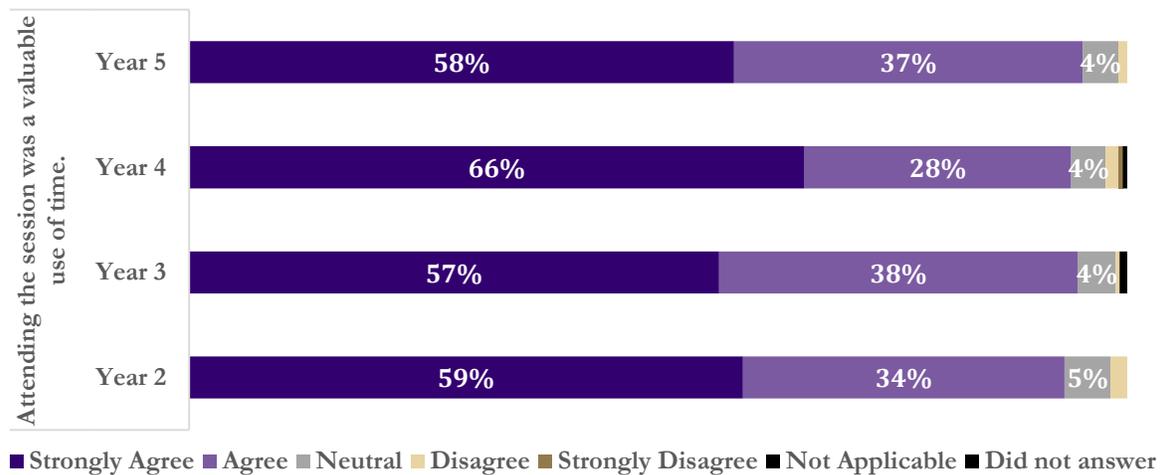
# Women of Color (WoC) and Deaf and Hard of Hearing (DHH) Series

The AdvanceRIT project acknowledged that the experiences of certain faculty subpopulations are unique and have so far been obscured in literature pertaining to diversity and inclusion. To address this dynamic, two offshoots of the *Connectivity* Series were developed to target women of color (WoC) and deaf and hard of hearing women (DHH). Collectively, the WoC and DHH *Connectivity* Series' events comprised about 41% (56/135) of all mapped *Connectivity* Series events for years 2-5. These events were led by faculty in each population and content for each series was developed based on quantitative and qualitative research performed internally. Much of the data used to shape these series came from focus groups conducted with faculty at RIT. Women of color faculty expressed the need for programming related to professional-life personal-life balance, mentoring, and isolation or feelings of not belonging. Deaf and hard of hearing women faculty discussed the need for more resources and discussion related to career pathways, networking, and mentoring.

For the evaluation, RIT personnel provided informal numbers on the proportion of women of color and DHH faculty at RIT; this was examined in relation to attendance data at these events. These numbers were used to analyze the two series, as well as their attendance. Please note that all numbers are approximate.
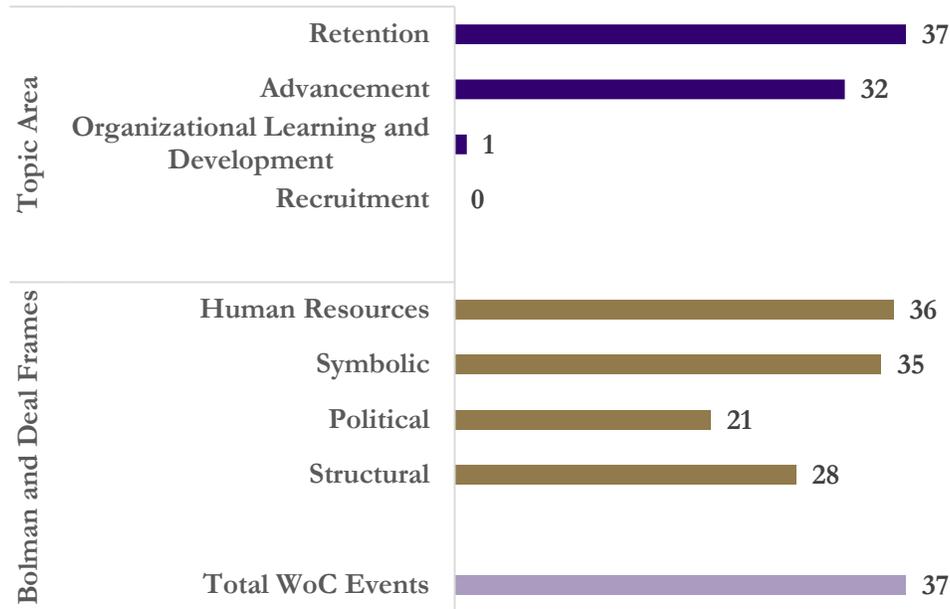
## Women of Color *Connectivity* Series

RIT and the WoC Series identified African American, Latin American, and Native American (AALANA) women as women of color. According to RIT personnel, "the participants who attend WoC *Connectivity* Series sessions have the overall goal of cultivating a safe space for social networking and community building by fostering relationships, by combatting isolation through the sharing of experiences, and by providing access to critical information." The series provided 37 total events over grant years 2-5.

WoC made up approximately 3% of all TT faculty and 9.1% of all TT women faculty in 2016. Data on WoC attendees at *Connectivity* Series events were unavailable. Overall attendance at WoC *Connectivity* Series events ranged from as low as 3-4 attendees, to as high as 39. General WoC events tended to have lower attendance, averaging at 5 attendees. In contrast, P&T SMARTS events had higher rates of attendance, with some in the 20-30 range, with an overall attendance average of 11. P&T SMARTS events reached audiences of AALANA and non-AALANA faculty.

The 37 total WoC events over the grant years focused heavily on retention and advancement. This is largely reflective of the content that women of color faculty requested for the series, which was primarily related to isolation, mentoring, and personal-life professional-life balance. Series events were evenly split between the Bolman and Deal frames, however many events touched on multiple frames at once (see Figure 19).

**Figure 19. WoC Events by Topic Area and Frame (Year 2 – Year 5)**



## Deaf and Hard of Hearing *Connectivity* Series

The DHH *Connectivity* Series focused on networking, professional development, and advancement in academia for faculty who are women and deaf or hard of hearing. RIT is home to the National Technical Institute for the Deaf (NTID) and therefore has a high proportion of faculty who are deaf or hard of hearing. The series engaged diverse local, national, and international colleagues in discussion and networking with session participants at 19 total events over grant years 2-5.
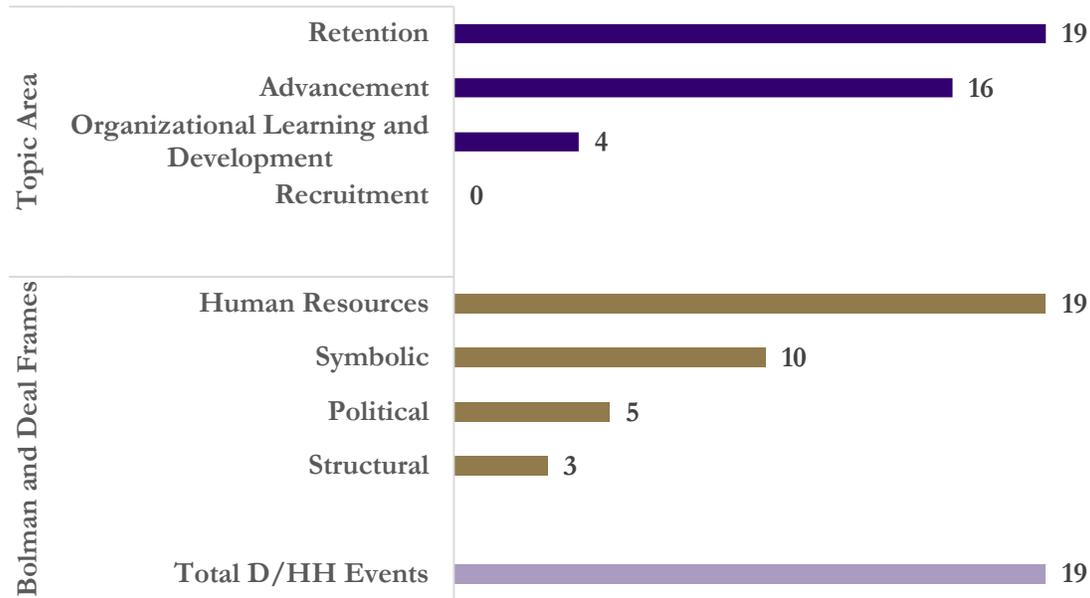
The number of DHH faculty who attended *Connectivity* Series events each year ranged from approximately 9 to 14 individuals each year. In total, about 26 individual DHH women faculty attended *Connectivity* Series events over the years, including many of the non-DHH series events. To better understand the overlap and intersections of the DHH *Connectivity* Series attendees with the *Connectivity* Series events, analysis of deaf and hard of hearing women faculty who attended *Connectivity* Series events was performed. According to RIT personnel, approximately 8% of all women faculty at RIT are deaf or hard of hearing, although this is a rough estimate. DHH women faculty made up a small but consistent proportion of attendees at all *Connectivity* Series events over the years ranging from 6% to 11% of all event attendees (see Figure 20). This suggests that DHH women faculty were mostly well-represented among *Connectivity* Series attendees.

**Figure 20. Percentage of All *Connectivity* Series Attendees who were DHH**
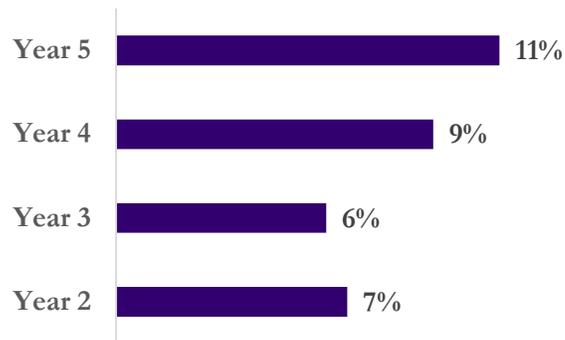


DHH women faculty comprised a large proportion of attendees at DHH *Connectivity* Series events as well, which is to be expected (see Figure 21). During year 2 of the grant, a vast majority (72%) of attendees at DHH events were DHH women faculty. That proportion decreased as the years went on, indicating higher percentages of non-DHH faculty and male faculty attending events. This is likely due to a shift in the series during year 3 in which NTID administration began hosting double sessions that were open to all faculty, rather than just DHH women faculty.

**Figure 21. Percentage of DHH *Connectivity* Series Attendees who were DHH (Year 2 – Year 5)**
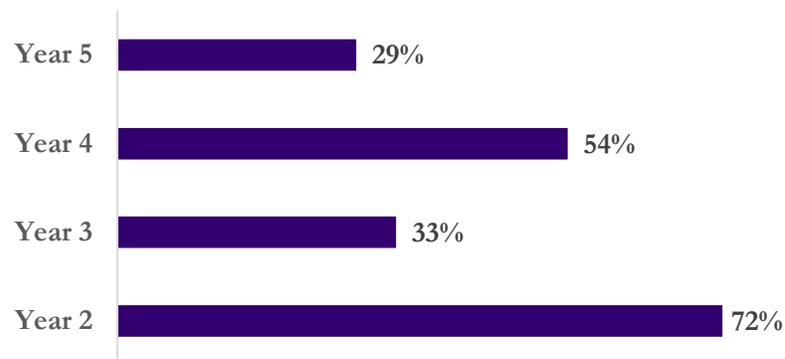


The DHH event series tended to focus on retention and advancement, with some events touching on organizational learning and development. The vast majority of DHH events fell into the Human Resources frame, and about half had symbolic purposes (see Figure 22). The DHH series was more balanced among the topic areas than the WoC series, which was entirely devoted to retention and advancement.

**Figure 22. DHH *Connectivity* Series Events by Topic Area and Frame (Year 2 – Year 5)**

Topic Area
- Retention — 19
- Advancement — 16
- Organizational Learning and Development — 4
- Recruitment — 0

Bolman and Deal Frames
- Human Resources — 19
- Symbolic — 10
- Political — 5
- Structural — 3

- Total D/HH Events — 19

# *Connectivity* Series Through the Bolman and Deal Frames

## Human Resources Frame

According to RIT, the goal of the *Connectivity* Series in relation to the Human Resources frame was to "Improve the quality of women faculty work life, professional development, and incentive/reward structures." In an institutional change effort, a focus on the Human Resources frame recognizes that people need to feel supported and encouraged in order to change and evolve.

As has been discussed, most events in the *Connectivity* Series were categorized under the Human Resources frame. Per RIT personnel, the design of the series, which relied on surveys and faculty feedback, was also highly aligned with the Human Resource frame's focus on being responsive to employee needs. The fact that so many events were Human Resources related also reflects the *Connectivity* Series' focus on support, empowerment, and faculty development. With so many events focusing on retention and advancement, the *Connectivity* Series very likely positively affected the professional development and quality of work life for women faculty, per the Human Resource frame's description. Because most of the Series offerings were also open to any and all faculty, those benefits and improvements in professional development were extended to all faculty, magnifying the effects of the series.

However, this frame also describes an intention to improve the "incentive/reward structures" for faculty. Few of the events seemed to focus on these "incentive/reward structures." Admittedly, a workshop and event series such as this one would likely have limited ability to affect incentive and reward structures, which must be addressed at an institutional and administrative level, and falls more under the Structural frame.

## Symbolic Frame

RIT personnel describe the intent of the Symbolic frame as attempting to "Enhance the working environment and support career development for women faculty using symbolic measures which emphasize issues of meaning within the organization." Attention to the Symbolic frame is important in institutional change efforts because an inspiring vision and a desire for an individual's work to be meaningful are two very compelling motivators for change. Symbolic actions, especially by leadership, are also very effective in nudging slow adopters to make change.

Since many series events were open to all faculty, this symbolically communicated a vision of inclusivity and support. Additionally, as is detailed in the charts above, *Connectivity* Series events focused heavily on career satisfaction, career navigation, scholarship, and recognition. By hosting these events and professional development opportunities, as well as by focusing the content of the events in these areas, attendees' feelings of connection to RIT and the meaning of their work was very likely affected positively by the series. Figure 12 displays the percentage of high attenders (those who attended three or more events in a year) who were in leadership positions at RIT. The average percentage for years 2-5 was 12%. The consistent presence of leadership at *Connectivity* Series events symbolically legitimized the series, and likely encouraged others to attend.

The DHH and WoC *Connectivity* Series also played important symbolic roles at RIT. When a specific group or community is in the minority and oppressed by structures and systems that were created by other groups, the opportunity to congregate and share experiences can be a lifeline. There is power and symbolic importance in establishing and nurturing these communities.

Ultimately, the Symbolic frame and the strategies that fall under it rely on vision and inspiration. With a total of 601 faculty, staff, and graduate students reached by the *Connectivity* Series, it seems clear that the series' vision was widely communicated.

## Structural Frame

The goals of the *Connectivity* Series in relation to the Structural frame were to "Refine and strengthen targeted institutional structures, and install practices promoting representation and advancement of women faculty." The goal from the Human Resources frame that described the intent to impact RIT's "incentive/reward structures" is also relevant for the structural frame. In any institutional change effort, attention must be paid to the structures and systems that reinforce and prop up dominant groups and ideas.

There is no clear data or information that describes the effect the *Connectivity* Series has had on RIT's institutional structures, whether related to recruitment, advancement, or anything else. The small but consistent proportion of leadership who attended at least three events each year is a promising indicator of support for the series and its ultimate goals. But it is also important to note that very few events focused on recruitment, which is a goal area of AdvanceRIT that requires significant structural support and change. Recruitment and hiring tend to be highly affected by institutional norms and structures.

Ultimately, further data and analysis is needed to truly determine how the *Connectivity* Series might have affected or changed institutional structures that inhibit the recruitment, retention, or advancement of women faculty, WoC faculty, or DHH faculty at RIT.
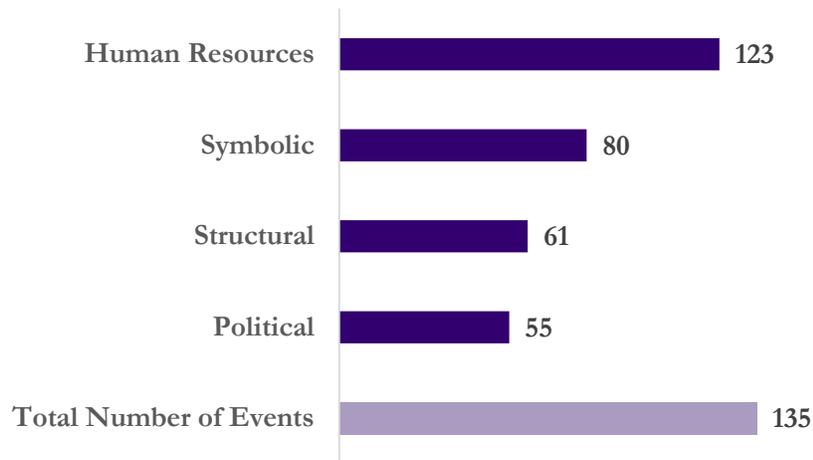
## Political Frame

In the Political frame, the *Connectivity* Series sought to "Align institutional, administrative, and informal systems of power and resources to support and sustain progress by shaping the political frameworks that impact representation and advancement of women." The importance of political power and momentum cannot be underestimated in an institutional change effort. Without understanding political dynamics and challenges, it is difficult to negotiate conflicts that arise and find acceptable compromises within an organization.

This is another frame for which the presence of RIT leadership at *Connectivity* Series events is meaningful. Leaders in an organization inevitably have more political power and their presence or absence can legitimize or doom any effort. In the *Connect* Grant report, we saw little to no political work due to the short timeframe of those grants. However, many events in the *Connectivity* Series were categorized as Political. Perhaps unsurprisingly, many of the series' higher profile events featuring well-known speakers or workshops focused on developing skills in unconscious bias and collaboration had political intentions.

Attention to the Political frame is important throughout an institutional change effort. *Connectivity* Series events that met the objectives of the Political frame were relatively few over the grant years (55/135 or 40%). A continued commitment to addressing the objectives of the Political frame will help ensure the longevity of AdvanceRIT's ultimate goals.

## Distribution of Events by Frame

When reviewing the events of the *Connectivity* Series through the frames laid out by Bolman and Deal, most events fulfilled the Human Resources goals (123 or 91%). Given the intent of the series to remove barriers to resources that support career success and its focus on recruitment, retention, and advancement of women faculty, this Human Resources focus aligns well with the series. Eighty events fulfilled Symbolic goals (59%) and 61 fulfilled Structural goals (45%). The Political frame was least represented in *Connectivity* Series events, with 55 of the events touching on these goals (42%) (see Figure 23).

**Figure 23. *Connectivity* Series Events by Bolman and Deal Frame (Year 2 – Year 5)**



Events that fell into each of the four frames were equally likely to be evaluated with surveys, with 44% of political events evaluated, 49% of symbolic events evaluated, and 48% of structural events evaluated. Human Resources categorized events were slightly more likely to be evaluated at 58%, although most of the events were categorized as Human Resources (91%). Examining each event by Bolman and Deal frame and topic area, it becomes clear that each frame had about the same distribution of topic areas as well. The most common topic area for each frame was retention, which aligns with the overall series distribution as well. This is followed closely by advancement, with few organizational learning and development-focused events, and then very few recruitment events in each frame. For example, events characterized as fulfilling the Human Resources frame included 109 events related to retention, 98 related to advancement, 31 related to organizational learning and development, and 6 related to recruitment.

Over the grant years, the number of events categorized as each of the four frames tells an interesting story (see Figure 24). In grant year 2, events categorized as Structural were the second most common event type after Human Resources. However, as the grant years went on, Structural events became less common. Events categorized as political follow a similar pattern, becoming less common in grant years 3-5. These patterns illustrate an institutional transformation arc, with Political and Structural events occurring early on in order to garner support and address systems. This is followed by a shift in focus to the symbolic and cultural dynamics in the institution. Symbolic events were especially high in grant year 4. Many of these symbolic events in year 4 were P&T SMARTS events, *Connect* Grant events, and DHH series events.

**Figure 24. *Connectivity* Series Events by Bolman and Deal Frame and Year (Year 2 – Year 5, unduplicated)**
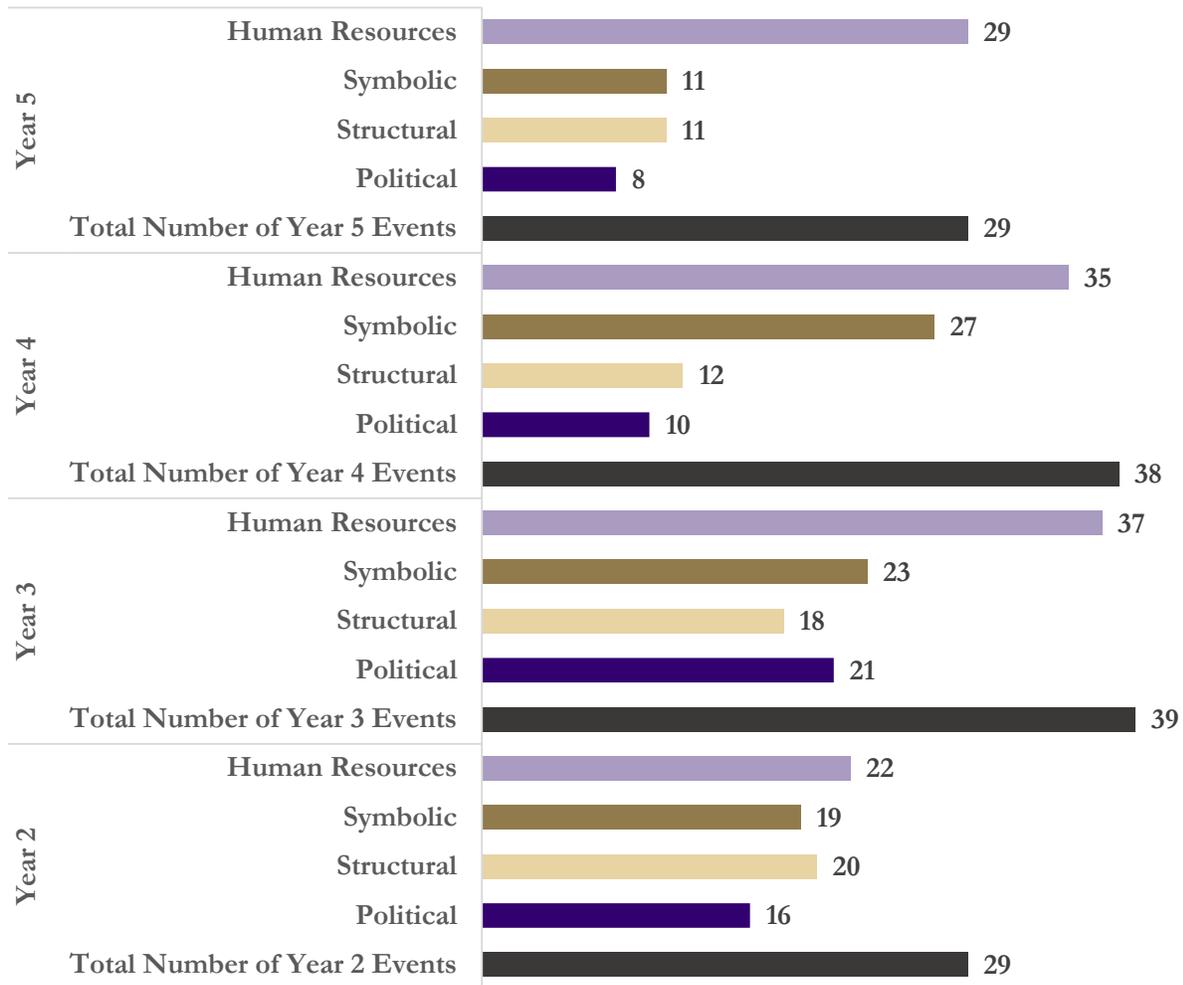


Ultimately, we see that as the grant years progressed, the series made changes and adapted to the desires of faculty and the unique context and culture of RIT. As RIT and the *Connectivity* Series moves into the no-cost extension year, events should continue that progression with an eye towards closing the series appropriately or continuing events and workshops into the future. Continued attention to events that speak to and fulfill the goals of the Structural and Symbolic frames will be important through that progression.