DEIC Report to Senate 2021-22

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4. **Evaluate and make recommendations as appropriate regarding methods of avoiding tokenism in committee dynamics.**
5. **Consult with the parking and transportation advisory group regarding how to increase the availability, frequency, and accessibility of RIT transportation to and from the city of Rochester, and report to the Senate.**
6. **Gather information about the kinds of DEI-related activities that faculty include in annual reports of their activities, the ways in which DHs recognize DEI-related activity in annual performance appraisals, and DHs understanding of the role that DEI-related activities play in faculty members' contribution to the University's mission. Based on this information, work with FAC, the Administration, and other entities on campus as needed to develop and propose methods to enable faculty to identify and successfully pursue opportunities to engage in DEI-related work, and to receive appropriate recognition and rewards for their DEI-related work. Report to the Senate with recommendations as appropriate.**
7. **Consider and, where appropriate, recommend how best to ensure that Faculty Senate's curricular bodies (Gen Ed, ICC, Grad Council) actively encourage, and support where needed, diversity, equity, and inclusion as they review curricula and policies.**
8. **Develop and present to the Faculty Senate a plan to coordinate the efforts of the various faculty Diversity, Equity and Inclusion groups on campus.**

Note on Faculty Equity Advisors

Faculty Equity Advisors: RESPONSE TO CHARGES 2,3,4,6 and 8

For multiple charges (2, 3, 4, 6 and 8): A broader recommendation is to create college level faculty equity advisors. While interested in supporting DEI at RIT, members of the DEIC do not necessarily have strong competencies and time to address all of the charges and the scope of the charges presented to the committee. They need attention at a more structural level so we propose the establishment of Faculty Equity Advisors. The Equity Advisors would be trained given course releases. We propose that they would report to the Dean, as well as the Provost's Office. These equity advisors would then make up the membership of the DEIC.   This arrangement would help with coordination of DEI activities, better ensure the success of these activities, and reflect the importance of these advisors to RIT. Each college at RIT has unique situations as well, so DEI initiatives may be better addressed at the college level. Equity advisors could also replace the current "college liaisons" that currently exist. The University of California system has a robust Equity Advisor Program (see Equity Advisors). Furthermore, members of the DEIC (made up of Equity Advisors) could be assigned to be liaisons to the different Senate committees. This would provide a connection to the DEIC and also help with coordination. For instance, shouldn't the Faculty Affairs Committee have DEI considered in all of their work? In sum, Equity Advisors would:

The Equity Advisors
- would report to the Dean, as well as the Provost's Office.
- make up the membership of the DEIC.
- replace the current "college liaisons" that currently exist.
- make up the DEIC
- could be assigned to be
- be liaisons to the different Senate committees.

The recommendation for college-level Faculty Equity Advisors who could serve as an entity on campus to support and review faculty reporting of DEI-related activity has been tabled until the Fall of 2022 to allow for more time to discuss this recommendation with the Provost.

Summary of Charges and Responses

	Action	Carry Over?
Charge 1: Consult with appropriate parties to evaluate whether RIT should observe Juneteenth and bring a recommendation and reasoning to the Senate.	The committee brought the recommendation to establish the celebration of Juneteenth to the Faculty Senate where the motion was approved. **Completed**	**no**
Charge 2: Explore methods for the retention and advancement RIT faculty members who represent diverse populations, and make recommendations to Senate as appropriate.	● Motion: Faculty Senate recommends to the Provost that RIT pause the plans to require a terminal degree for non-tenure-track faculty. (motion NOT presented) ● The DEIC agreed to hold the NTT resolution until the fall following further discussion with Granberg and McQuiller on NTT recruitment processes. ● The DEIC reported their concerns about this matter at the April 28 2022 Senate meeting ● DEIC met with SRATE Task Force to ensure they are considering equity Not Completed	**Yes**
Charge 3: Evaluate and make recommendations as appropriate regarding a means, such as offering some form of course releases, by which diverse faculty are not overburdened by extra service work caused by the university's interest in having diversity on assorted committees.	● Recommend implementing a faculty activity system ● Would track service, in addition to teaching and research ● LaVerne McQuiller indicated this is already in the works. ● No further action needed Completed	**no**
Charge 4: Evaluate and make recommendations as appropriate regarding methods of avoiding tokenism in committee dynamics.	See Faculty Equity Advisor and Faculty Activity System (charge 3) Completed	**no**
Charge 5: Consult with the parking and transportation advisory group regarding how to increase the availability, frequency, and accessibility of RIT transportation to and from the city of Rochester, and report to the Senate.	Conversation may need to be brought back to the Senate to determine if the DEIC is the best group to explore the transportation issue and to develop both a campus and city-wide survey for more quantitative data. Not Completed	**no**
Charge 6: Gather information about the kinds of DEI-related activities that faculty include in annual reports of	Information was shared with the senate on various DEI activities and examples, as requested. A motion was presented:	**Maybe**

their activities, the ways in which DHs recognize DEI-related activity in annual performance appraisals, and DHs understanding of the role that DEI-related activities play in faculty members' contribution to the University's mission.	*The Faculty Senate recommends that all colleges provide faculty an explicit option to report their activities in support of diversity, equity, and inclusion on their annual Self-Appraisal and Plans of Work.* May 5th, 2021: Decision to postpone until fall Not Completed	
Charge 7: Consider and, where appropriate, recommend how best to ensure that Faculty Senate's curricular bodies (Gen Ed, ICC, Grad Council) actively encourage, and support where needed, diversity, equity, and inclusion as they review curricula and policies.	There was a motion to hire a consultant, but the senate suggested that this is something to be decided with the Provost. The Provost approved this and we have identified a potential consultant.	**yes**
Charge 8: Develop and present to the Faculty Senate a plan to coordinate the efforts of the various faculty Diversity, Equity and Inclusion groups on campus.	See Faculty Equity Advisors	**no**

Specifics of Each Charge

Charge 1: Consult with appropriate parties to evaluate whether RIT should observe Juneteenth and bring a recommendation and reasoning to the Senate.

The committee brought the recommendation to establish the celebration of Juneteenth to the Faculty Senate where the motion was approved.

This charge is completed.

Charge 2: Explore methods for the retention and advancement RIT faculty members who represent diverse populations, and make recommendations to Senate as appropriate.

One major concern noted by the DEIC was bias in teaching evaluations that are known to be biased. Poor teaching evaluations can impact faculty retention and advancement, particularly for diverse faculty. It was known that the SRATE system is being evaluated by the SRATE task force. The SRATE Committee who had a couple representatives (Anne Wahl, the Chair of the committee, and Neil Hair) meet with us to consider issues of equity with SRATEs, which was in line with DEIC's charge #2 to explore methods for the retention and advancement of RIT faculty members who represent diverse populations. Our discussion included a potential charge that the COS had sent to FS to consider for the next AY: to decouple student evaluations from tenure and promotion since they are "inherently flawed and even negatively correlated with learning" (Flaherty 2020) as well as discriminatory (Chávez and Mitchell 2019).

The broader conversation we had with the SRATE Committee representatives was to consider how DEI issues are part of the SRATE discussions. The DEIC still needs a copy of the 2018 task force report that Anne Wahl and Neil Hair referenced, which apparently outlines a number of recommendations that bring DEI issues into the framework of considering comprehensive strategies to evaluate teaching, which can affect the retention of diverse, underrepresented faculty. Medium term goals of the SRATE Committee are to train administrators to better understand the values and data; and to improve the confidence in the data and use of SRATEs to inform annual evaluations, tenure and promotion, which include the controlling of bias.

A longer-term goal is to make sure that DEI issues are addressed in the data analysis of SRATEs. The DEIC may be able to collaborate with the ongoing work of the SRATE Committee by reviewing the

evaluation questions as they are revised. Another idea raised was to have focus groups with AALANA faculty about SRATEs and the evaluation process since teaching evaluations are a very stressful part of faculty life. The question at hand is to consider how resources and tools can be used in a more supportive way to support the retention and advancement of underrepresented faculty. The training of faculty, administrators, and students was also discussed as important. For example, some students need to be reminded how the data is used and given examples as to what comments are appropriate since differentiating between the instructor and the course can be challenging for students. Students were on the SRATE task force in 2018, but we might need to bring in more student perspectives. A final suggestion was that teaching evaluations include questions about student learning regarding DEI. There was agreement that the Fall of 2022 would be a good time to combine DEIC and SRATE Committee energies to find synergy.

A subcommittee focused on this charge for much of the 21-22 AY. Discussions noted the need for more transparency regarding the experiences of AALANA faculty members and in reporting progress towards retaining and promoting diverse faculty. While we know that the RIT Diversity Dashboard exists, perhaps its scope needs to be expanded and its accessibility broadened. We should be able to answer a variety of questions. For example, how many pre-tenure faculty leave the institution before they submit their tenure package?

Subcommittee discussions also noted that RIT's Women's Caucus is seeking support that may affect the retention of women faculty: child care; discussion on this request that the DEIC add the issue to our charges included the possibility of recommending the establishment of a more formalized RIT Family & Parent Group lead by a faculty or staff member since parents are stretched too thin to run a group themselves.

Other discussions noted there are college level targets to retain or hire AALANA faculty; that faculty mentorship is important, as is the question of whether that mentorship is effective and supportive; and questioned whether there is a supportive culture for AALANA faculty. COACHE data shows clear differences in tenure for AALANA faculty as well as retention issues. Faculty stay where they feel valued and that sense of value comes from the everyday aspects of campus culture; a culture of mentorship is also needed. One suggestion was to review the faculty exit survey since the new COACHE exit survey will be available for the first time this year. There is no one simple solution to retain and advance RIT faculty members who represent diverse populations. The Spring 2022 DEI Climate Survey may provide new information that could support further recommendations to the Senate; this data would need to be made available to DEIC to further transparency and allow the DEIC to make/support their recommendations to the Senate. The DEI Climate Survey may also provide further support for integrating DEI reporting in our faculty appraisals, which could support the retention and advancement of RIT faculty members from underrepresented populations.

In short, at a superficial level, the response to the charge related to RIT needing to hire more diverse faculty and retain them is a large and complex issue. The question being asked of DEIC is not a new one as it has been posed to various groups at RIT. While the DEIC is composed of faculty that are committed to advancing DEI at RIT, the expertise and resources needed to support the resolution of this charge is not trivial. Rather than rehash the questions, the subcommittee focused on this charge chose to represent (to the best of our ability) our current understanding of the current state of data and past recommendations that are relevant to this charge:

- recruitment: an analysis done by AdvanceRIT shows that while diverse faculty who apply for positions at RIT, are hired at rates comparable to the percentage that applied, the number of diverse applicants in the pools do not reflect national availability. See Appendix.

- retention of AALANA faculty has been noted as a challenge. The following table shows that AALANA faculty depart at rates that nearly match the rate of hire, leading to no positive increase during recent years.

AALANA Tenure Track Faculty	2015	2016	2017	2018	2019	2020	2021
Hired	5	1	2	4	7	3	3
Departed*	4	2	5	7	3	5	2
Delta	+1	-1	-3	-3	+4	-2	+1

 *Note: Departures can be retirement, voluntary termination, or involuntary termination.

•Review of relevant literature coupled with personal observations and input from many RIT groups have generated recommendations which have been articulated many times before. To name a few that have consistently been recommended:
- University leaders and key personnel's ability to articulate the importance and value of diversity
- Appropriate search committee preparation and training
- Cluster-hiring to increase faculty diversity across multiple departments or colleges
- Building a sense of community (People stay where they feel valued; it is the little things that we do day after day that make the biggest difference. This needs to be integrated into our culture.)
- Appropriate Chair training and support to deal with the unique demands faced by diverse populations
- Empowering faculty to manage their own careers
- Building a culture of mentoring

More recent analysis suggests that recruitment may be an issue to refocus attention on. Data that RIT Advance/CREW compiled last year suggests that we are not getting enough diverse candidates in the pool. This was reported to the Provost in the summer of 2021 and based on this she asked Advance to look into whether the issue is we are not meeting targets or the targets are too low.

The subcommittee working on this charge also raised concerns with the rest of the DEIC about the Non-Tenure-Track Terminal Degree requirement. Some discussion was had at the end of the Fall 2021 semester, returned to the subcommittee in February of 2022, then to the entirety of the DEIC in February with overall agreement that a discussion was needed in Senate related to how the NTT Degree requirement could impact not only hiring and recruitment, but also the retention and advancement of

diverse faculty. By April of 2022, the DEIC voted in support of bringing forth a motion to pause the requirement for a terminal degree for NTT faculty. The suggested motion (and Rationale) was worded as:

Motion: Faculty Senate recommends to the Provost that RIT pause the plans to require a terminal degree for non-tenure-track faculty.

Rationale: This would support [Pillar III,](#) Action Step II.3 and II.5 of the RIT Action Plan on Race and Ethnicity as well as Goals #5 and #6 in the RIT Strategic Plan, 2018-2025. From our preliminary literature review, the assumption that those with terminal degrees in the field are high quality teachers appears to be untested. We do value the work that people who have completed PhD course work and the extensive work necessary to complete dissertations have accomplished. The completion of the dissertation teaches individuals very important skills in conducting and disseminating research. In our view, it is admirable to support new PhD recipients with Lecturer positions at RIT but not at the expense of industry experience, teaching ability, and faculty diversity.

Please also see the attached document from AdvanceRIT (attached in the Appendix) for the rest of the rationale and data showing why the DEIC supports this motion to pause current plans (which would give us more time to examine the potential impact on recruiting and retaining diverse faculty).

If we look at [RIT's Diversity Dashboard and the AALANA and Female faculty make up from 2015-2020](#), we also see that the numbers have been relatively flat, with a 0.7% increase in AALANA faculty from 2015 to 2020 and a 1.2% increase in Female faculty. The concern is about how the terminal degree requirement would impact these efforts to recruit and retain diverse faculty and whether we would see a decrease in our numbers/the numbers would continue to remain flat. This data on the Dashboard isn't broken down by TT vs. NTT faculty though, so we need a closer look at the trends for TT vs. NTT faculty.

NB: We understand that the requirement for terminal degrees is wanted because of our continuing move toward being a research university, which is a strategic priority. But the faculty who would not be eligible to apply will be disproportionately female and members of historically underrepresented groups, negatively impacting diversity among the faculty, which is another strategic priority. If the requirement is not lifted, what other steps are planned to keep it from pushing us toward more white male faculty members?

In short, with a pause on the current plans, we can examine what else can be done to balance the effect on recruiting diverse faculty.

After discussion with Provost Granberg, the DEIC agreed to hold the NTT resolution until the fall following further discussion with Provost Granberg and Associate Provost for Faculty Affairs LaVerne McQuiller on NTT recruitment processes. Rather than presenting the motion to Senate, the DEIC reported their concerns about this matter at the April 28 2022 Senate meeting (slides attached in Appendix).

Charge 2 has not been completed. It will be carried over to AY2022-2023.

Charge 3: Evaluate and make recommendations as appropriate regarding a means, such as offering some form of course releases, by which diverse faculty are not overburdened by extra service work caused by the university's interest in having diversity on assorted committees.

We recommend implementing a faculty activity system, which would track service, in addition to teaching and research. LaVerne McQuiller indicated this is already in the works.

Charge 3 is Completed

Charge 4: Evaluate and make recommendations as appropriate regarding methods of avoiding tokenism in committee dynamics.

Given the number of charges the DEIC was tasked with for the AY and the immensity of some of the charges, we divided our work into subcommittees and did not have enough membership or time to cover this charge during this AY. However, this charge, as well as Charge #3 re: being overburdened by service work, were raised during the November 15, 2021 DEIC meeting when the DEIC discussed the role of the DEIC—as we were often called on for representatives to serve on committees elsewhere at RIT (such as for the Diversity Education Module task force; the Day of Understanding, Solidarity, and Racial Reconciliation Planning Committee; the SRATE Committee; and more). Rachel Mazique, DEIC's Chair, noted that it was the female membership of the DEIC often volunteering to serve on these other committees that sought input from the DEIC. We discussed whether DEIC membership being requested to represent the Senate on many issues related to DEI was a form of tokenism and had to create a solution since some of us were becoming overburdened with service work. A solution was to have these various committees requesting our input to come to us and attend a DEIC meeting when they needed to update the DEIC or gather our input.

We felt that this would be addressed with the implementation of the Faculty Equity Advisor and Faculty Activity System (charge 3)

Charge 4 is completed.

Charge 5: Consult with the parking and transportation advisory group regarding how to increase the availability, frequency, and accessibility of RIT transportation to and from the city of Rochester, and report to the Senate.

A subcommittee focused on this charge faced challenges when seeking to "increase the availability, frequency, and accessibility of RIT transportation to and from the city of Rochester." Rather than arriving at a solution, the sub committee's work raised questions about the need for more data and how best to move forward. In the Fall of 2021, a subcommittee member was in contact with RIT's transportation department to determine the current levels of ridership and learned that the MCC Express route would cease operations at the end of Spring 2022.

One idea the subcommittee had was the development of a survey to determine under-serviced areas in Rochester. A DEIC member of the subcommittee also emailed Olivia Brinkman, Chair of the SG Facilities, Parking and Transportation Committee for information regarding their work with Rochester Transportation Services (RTS). Brinkman connected the DEIC member to Katherine Mason, Director of Parking and Transportation. The DEIC thus learned that RIT's contractual relationship with RTS was only for Friday and Saturday night RTS routes. The response from Mason was that commuters have plenty of options based on RTS schedules, and that RIT commuters also have options to reach downtown Rochester by taking the RIT Off Campus Express to connect with a downtown RTS route at the Hylan Drive hub.

In short, there were mixed messages in the Fall of 2021 about transportation to and from the city of Rochester. The DEIC's charge came with a rationale about the less-than-ideal transportation situation—and originated from COLA's Diversity, Equity, and Inclusion committee. In addition to concerns about sustainability and access, the rationale for increased city transportation included equity for those who cannot afford a reliable car; noted that there is no transportation to and from the city for midday, evening, or night classes; and equity concerns in terms of access for students/community members with disabilities. The racial segregation in Monroe County was also noted as part of the rationale for increasing transportation to and from the city—to avoid replicating that racial segregation on campus when city residents do not have frequent avenues to come to RIT to work and study. A November 2021 email that was sent to the entire RIT community noted that there was a bus driver shortage and low funding impacting bussing services for RIT. However, the email from the Director of Transportation at RIT suggested that there were many options for bus routes.

The subcommittee also encountered the obstacle of being told that there was no funding to expand services to and from the city and ultimately agreed that more information was needed. A survey may be the best step forward—to determine whether there is a lack of transportation to and from the City of Rochester, or if there is a lack of understanding of current options. This conversation may need to be brought to the Senate to determine if the DEIC is the best group to explore the transportation issue and to develop both a campus and city-wide survey for more quantitative data.

Charge 5 has not been completed. It will not be carried over.

Charge 6: Gather information about the kinds of DEI-related activities that faculty include in annual reports of their activities, the ways in which DHs recognize DEI-related activity in annual performance appraisals, and DHs understanding of the role that DEI-related activities play in faculty members' contribution to the University's mission. Based on this information, work with FAC, the Administration, and other entities on campus as needed to develop and propose methods to enable faculty to identify and successfully pursue opportunities to engage in DEI-related work, and to receive appropriate recognition and rewards for their DEI-related work. Report to Senate with recommendations as appropriate.

A subcommittee focused on this charge ultimately had two recommendations for Senate; one was related to Faculty Equity Advisors (also mentioned in the report above on Charge #2), and the other was brought to the Senate on April 28, 2022 (with a motion that all colleges provide faculty an explicit option to report their activities in support of diversity, equity, and inclusion). The recommendation for college-level Faculty Equity Advisors who could serve as an entity on campus to support and review faculty reporting of DEI-related activity has been tabled until the Fall of 2022 to allow for more time to discuss this recommendation with the Provost.

After a unanimous vote among DEIC members during the week of April 20, 2022 on the motion related to Charge #6, DEIC member Hamad Ghazle presented the motion that

> The Faculty Senate recommends that all colleges provide faculty an explicit option to report their activities in support of diversity, equity, and inclusion on their annual Self-Appraisal and Plans of Work.

He also presented our rationale and recommendation regarding Policy E07.0 on the Annual Review of Faculty. Faculty Senate members wanted to get feedback from their constituents before voting, so the plan was to vote during the May 5, 2022 Senate meeting.

At the April 28 Senate meeting, several faculty expressed their support of the motion noting that since we ask faculty candidates for a DEI statement when they apply to work at RIT, it makes sense that faculty should report on their DEI efforts. Others noted that there are many faculty, especially women and faculty of color, doing DEI work "behind the scenes," and it is important to make this work visible. A question was raised as to whether the motion would apply to both non-tenure track and tenure track faculty. The motion is for all faculty reporting their work in Self-Appraisals and Plans of Work, so it would apply to both NTT and TT faculty.

May 5th, 2021: Decision to postpone charge until fall (see minutes)

From May 5th meeting minutes:

Agenda Item No. 10: Diversity, Equity and Inclusion Committee Charge 6 Vote; H. Ghazle, E. D'Amanda (12:26)

Background (E. D'Amanda): ==We had a lot to process and discuss based on last week's discussion. We would like to continue working on this charge (charge 6) and hope to bring this back to the Senate this fall. We have more data that we would like to collect.==

Motion (H. Ghazle): ==To postpone this vote to the fall.==

Faculty Senate recommends that all colleges provide faculty an explicit option to report their activities in support of diversity, equity, and inclusion on their annual Self-Appraisal and Plans of Work.

Q (C. Hull): Any objections to this motion?

Q (M. Ruhling): Do you have a date in mind for when you'd bring this back?

A (H. Ghazle): We'd like to see the fall's charges and we'll have a shuffling in chair leadership.

Comment (M. Ruhling): I only mention this because of the desire to avoid postponing indefinitely.

Comment (H. Ghazle): This has to be a much broader conversation given the external consultant we're planning to bring in and other DEI initiatives happening concurrently. We don't want to table, but we need to do some more work.

Q (L. Hall): Is one other reason to clarify the policy regarding lecturers?

A (E. D'Amanda): Yes. That is some of the data we're collecting.

Charge 6 has not been completed. Will need to consult with Senate on what the next step is in AY2022-2023.

Charge 7: Consider and, where appropriate, recommend how best to ensure that Faculty Senate's curricular bodies (Gen Ed, ICC, Grad Council) actively encourage, and support where needed, diversity, equity, and inclusion as they review curricula and policies.

There was a motion to hire a consultant, but the senate suggested that this is something to be decided with the Provost. The Provost approved this and we have identified a potential consultant.

Charge 7 was not completed and will be carried over in **AY2022-2023.**

Charge 8: Develop and present to the Faculty Senate a plan to coordinate the efforts of the various faculty Diversity, Equity and Inclusion groups on campus.

See discussion of Faculty Equity Advisor Above

Charge 8 was completed.

Appendix A

Charge 1 Materials

10/21/21 Juneteenth Recommendation to Senate:

Charge: Consult with appropriate parties and evaluate whether RIT should observe Juneteenth and bring a recommendation and reasoning to the Senate.

The DEIC has unanimously voted in support of making Juneteenth a holiday that RIT observes. <u>We recommend that RIT observe Juneteenth.</u>

- <u>Rationale:</u> It is time to make an explicit stand in recognition of this holiday, alongside New York State and the United States. We should not delay commemorating the emancipation of enslaved African Americans and observing a celebration of African-American culture. Doing so is important both for knowing our history and for raising awareness of African-American culture— both among faculty and students.

See also:

Anderson, G. (2020) Growing recognition of Juneteenth. *Inside Higher Ed*. https://www.insidehighered.com/news/2020/06/19/colleges-acknowledge-juneteenth-holiday

Charge 2 Materials

RIT | Office of the Provost **AdvanceRIT**

Terminal degree requirement of Non-tenure track faculty

There has been a recent announcement that a terminal degree will be required for all full-time faculty positions. We are concerned that the requirement of a terminal degree for non-tenure track positions will negatively impact the diversity of our faculty and disrupt progress towards faculty diversity goals.

At RIT, women make up a larger proportion of the non-tenure track ranks. RIT full-time faculty consists of 37.4% women. However, when broken down by tenure track and non-tenure track, 34% of tenure track faculty are women compared to 44% of non-tenure track faculty. In STEM fields, the difference is even greater with only 24% of STEM faculty on the tenure track being women vs. 37% of STEM lecturers being women. Many of the women holding non-tenure track positions are Master's prepared and do not have a terminal degree. Requiring a terminal degree for these positions will negatively impact the gender diversity of our full time faculty. This change will impact the goals set forth in the strategic plan to increase the number of women faculty, particularly in STEM fields.

	Women				AALANA				AALANA Women			
	TT		NTT		TT		NTT		TT		NTT	
	n	%	n	%	n	%	n	%	n	%	n	%
RIT	206	34.1	129	44	28	12.4	31	10.6	11	3.9	9	3
STEM Faculty	77	24.3	59	37.1	15	13.9	15	9.4	4	3.5	3	1.9
Non-STEM	129	45.0	70	52.2	13	10.8	16	11.9	7	4.2	6	4.4
Overall Percentage at RIT	37.4 %				11.8%				3.7%			

Table 1: Faculty Diversity Data of Tenure Track and on-Tenure Track Faculty (Job Group: INS; Source: 2021 Data from RIT Dashboards)

When looking at national availability data (see Tables 2 and 3), the national availability of women and AALANA graduates is much higher for Master's degrees than for Doctoral degrees. This is especially true for the computing disciplines (Table 3).

Table 2: Graduate Degrees by Gender (Source: NSF 2018 Women, Minorities, and Persons with Disabilities in Science and Engineering)

2018 NSF Data	Masters (%) Women	PhD (%) Women
Social sciences	57%	50.6%
Computer sciences	32.4%	21.6%
Engineering	25.8%	24.5%
Mathematics and statistics	43.0%	28%
Earth and physical sciences	23%	21.4%

Looking at computing disciplines AALANA and women are better represented looking at recipients of Masters Degrees and Ph.D's in Computer Science and Information Sciences. These are two of RIT's largest programs.

Table 3: Number of graduate degrees conferred by race/ethnicity and gender (Source: 2020 CRA Taulbee Survey)

2019-2020 Taulbee Survey Number of degrees conferred		
	AALANA Masters	AALANA PhD
Computer Science	578	46
Information Sciences	329	57
	Women Masters	**Women PhD**
Computer Science	3918	336
Information Sciences	1876	72

The proportion of AALANA faculty in tenure-track roles is higher than the non-tenure track: 12% of tenure track are AALANA compared to 10.6% of non-tenure tack faculty. However, the requirement of a terminal degree will drastically reduce the pool of available candidates. Take for example in engineering disciplines represented at RIT. In 2016, in Mechanical Engineering, for example, there were 474 Masters degrees conferred to AALANA students compared to only 62 doctorates. Mechanical engineering and Mechanical Engineering Technology are two of RIT's largest programs.

Table 3: Engineering Graduate degrees conferred by Race/Ethnicity (Source: Data from: The 2018 Status Report on Engineering Education: A Snapshot of Diversity in Degrees Conferred in Engineering)

2016	AALANA	
	Masters	PhD
Bio/ Biomedical	168	74
Civil	510	40
Chemical	106	57
Computer	111	17
Electrical	483	76
Elec/ computer	18	2
Manufacturing	54	0
Mechanical	474	62
Software	75	1
TOTAL	1999	329

Non-tenure track faculty play a significant role in teaching of lower division courses. This is important because diversity in these ranks is important so our increasingly diverse student body will see instructors that mirror their identities. It is also important for all students to have classes taught by a diverse faculty.

DEIC's Concerns about Terminal Degree Requirement for NTT Faculty

April 28, 2022

Recruiting Diverse NTT Faculty

- The DEIC has communicated concerns about the NTT terminal degree requirement to the Provost.
- The DEIC is interested in supporting Pillar III, Action Step II.3 and II.5 of the RIT Action Plan on Race and Ethnicity as well as Goals #5 and #6 in the RIT Strategic Plan, 2018-2025 (https://www.rit.edu/actionplanforraceethnicity/recruitment-retention-and-advancement):

Pillar III: Faculty and Staff Recruitment, Retention, and Advancement

- The RIT Strategic Plan, 2018 – 2025, calls for the following in goals 5 and 6:
- Goal 5: "Continue to diversify the faculty and administration by gender, race [emphasis added], and nationality with an emphasis on increasing the number and percent of female faculty in STEM fields and AALANA faculty [emphasis added] in all fields."
- Goal 6: "Hire, promote, and retain an increasingly diverse [emphasis added] and outstanding staff in numbers that are commensurate with the size of the faculty and student body."
- **Action Step II.3:**

Institute/revise search and educational processes that support inclusive, bias-free decisions with attention given to **job description development**, placement of the job advertisements, inclusive search committee memberships, interview best practices, selection of finalists, and hosting campus interviews.

- **Action Step II.5:**

Accelerate establishment of a permanent Strategic Hire Fund to enable target of opportunity hires that would also support, among other **RIT hiring initiatives, proactive recruiting of outstanding AALANA faculty, both within and outside standard searches.**

Continued Dialogue is Planned

- We have discussed some data and are in the process of collecting further data on AALANA and Female NTT faculty.
- The DEIC looks forward to further dialogue with the Provost's Office on the critical role of governance in the area of faculty recruitment, NTT recruitment processes, and recruiting diverse, excellent faculty.

Appendix B: AdvanceRIT Recruitment Data Analysis from May 2020

CREW Recruitment Subteam

WORK COMPLETED AND RECOMMENDATIONS
CALLIE BABBITT (LEAD), JEANNE CHRISTMAN,
SONIA LOPEZ-ALARCON, AND RONG YANG

Charge

Examine trends in recruitment to understand progress and gaps in hiring female faculty

Data Review

Findings

Recommendations

Data Review

Notes on data

- We lack a comprehensive way to track representation in hiring
  - Data for 2009-2014 (all)
  - Data for 2017-2020 (disaggregated)
  - Limitations in how data can be input to / export from Kenexa system
  - All faculty hires; not just tenure track
  - Disconnect between SCRF/mid-search review
- Our subteam requested additional data on representation on search committees and DEI training for committees, but these are not tracked
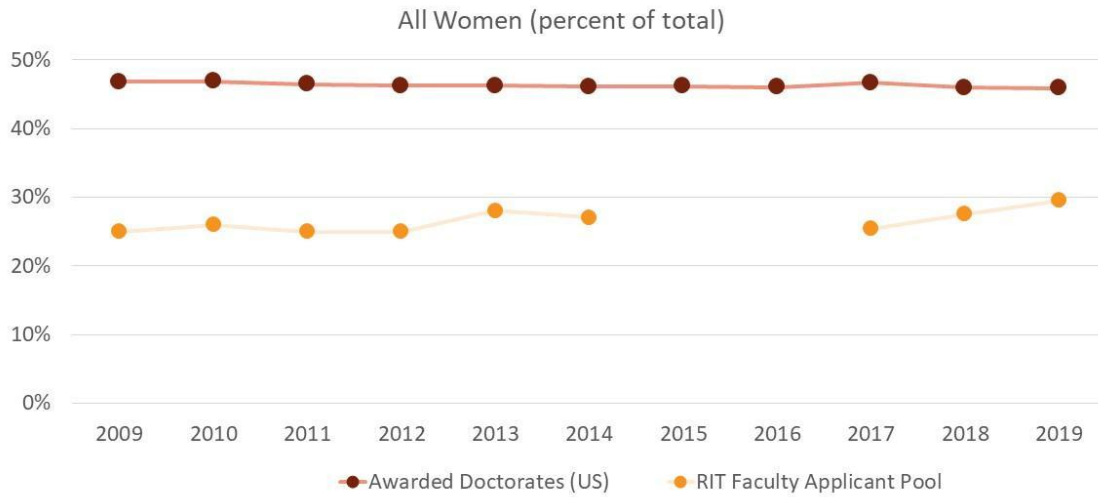
Findings

SUPPORTED BY BETSY DELL

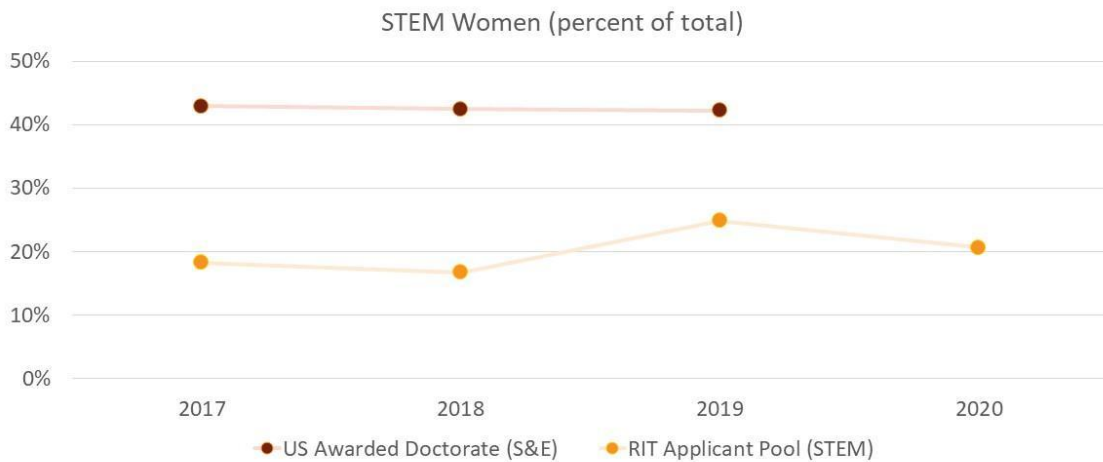No significant improvement over time in representation in hiring process

All Women (percent of total)
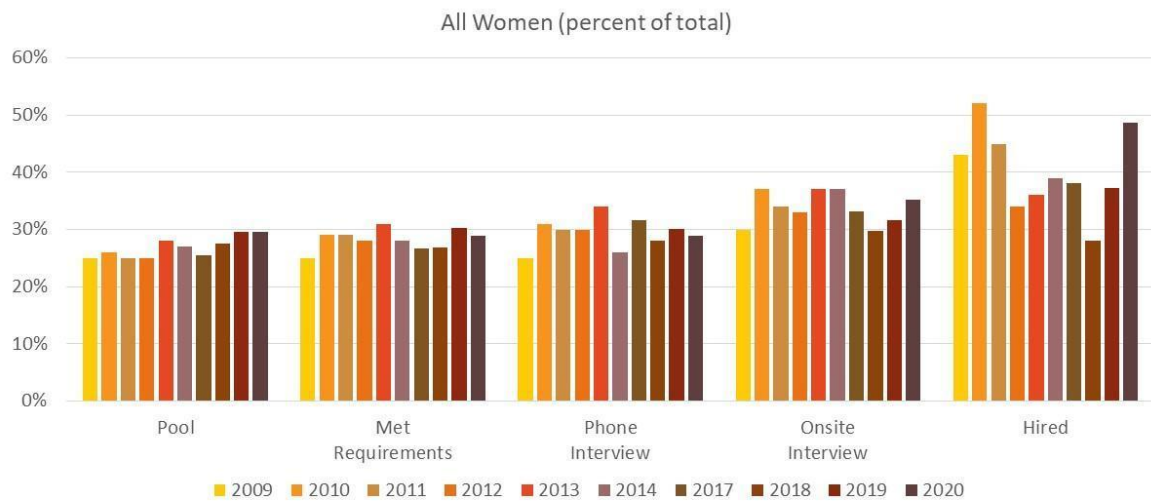
* Note data coverage gap (2015-2016) due to change in HR reporting systems

Women make up a disproportionately low fraction of applicant pool

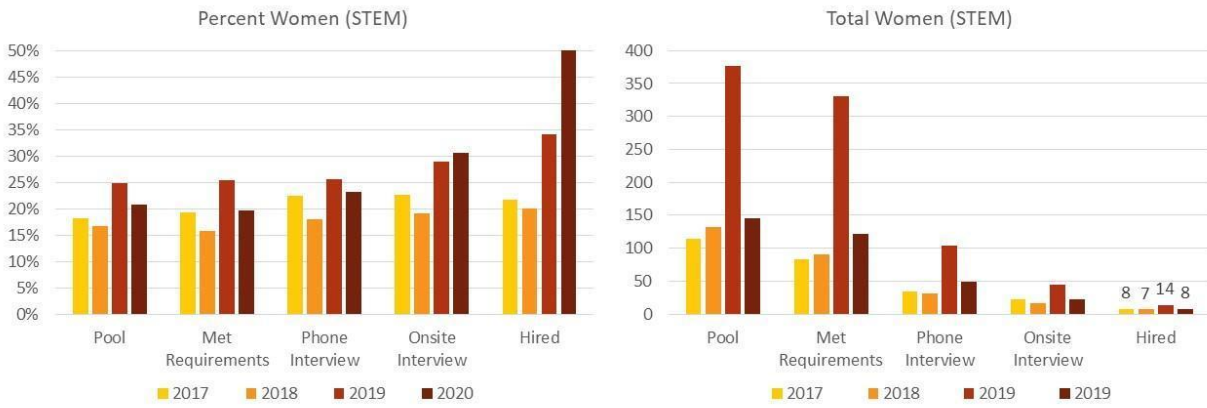**All Women (percent of total)**

Legend: Awarded Doctorates (US) — RIT Faculty Applicant Pool

Hiring within STEM-predominant colleges shows similar trends

STEM Women (percent of total)

Legend: US Awarded Doctorate (S&E) — RIT Applicant Pool (STEM)

No significant improvement in representation in STEM hiring; Constrained by low numbers in applicant pool

Percent Women (STEM)

Legend: 2017, 2018, 2019, 2020

Total Women (STEM)

Legend: 2017, 2018, 2019, 2019

Hired values: 8, 7, 14, 8

Same trends observed when grouping data by year

Percent Women (STEM)

Years: 2017, 2018, 2019, 2020

Legend: Pool, Met Requirements, Phone Interview, Onsite Interview, Hired
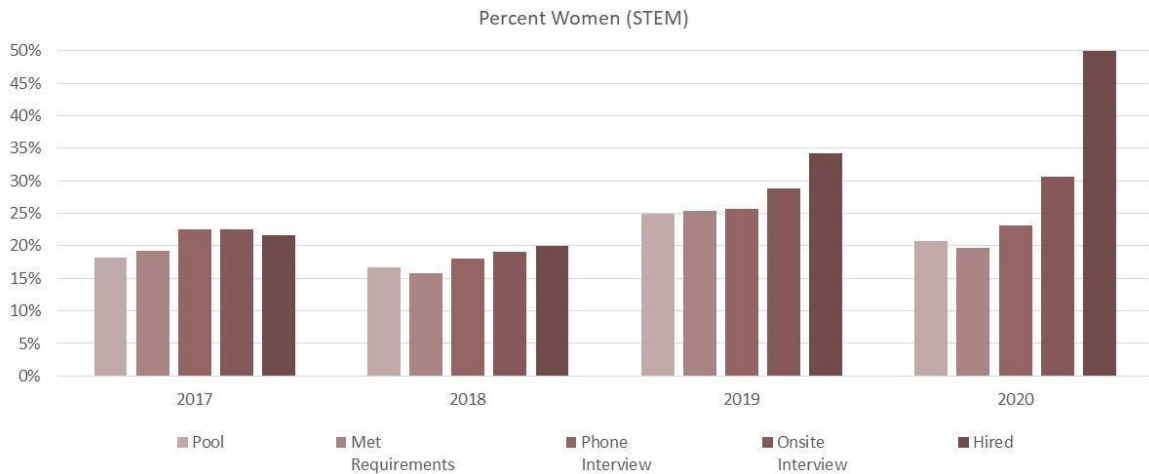
Similar trends in hiring progression for female AALANA faculty

Percent AALANA Women (STEM)

Total AALANA Women (STEM)
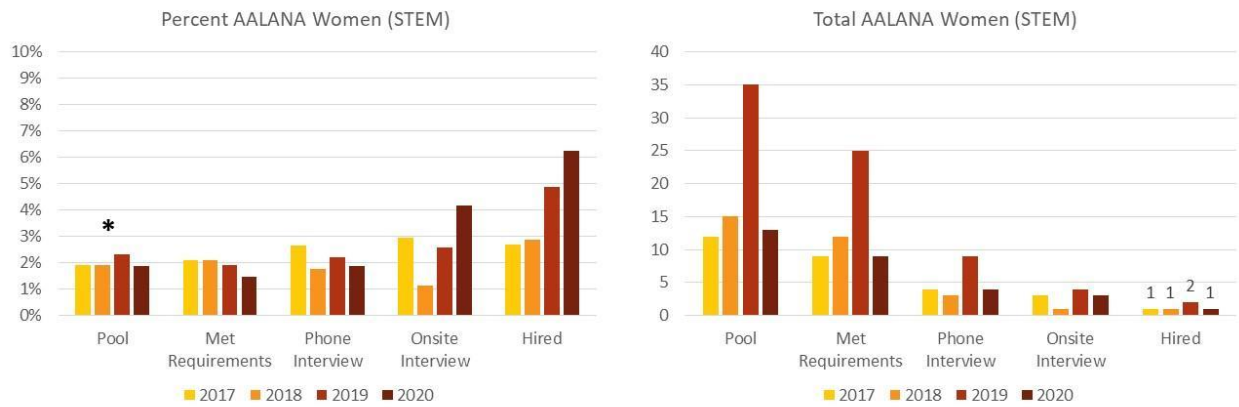
Note differences in y-axis scale.

* National data not disaggregated for comparison, but AALANA PhDs were about 10% of earned doctorates in 2019

Result: No improvement in faculty representation over time

All Tenure Track Faculty by Gender
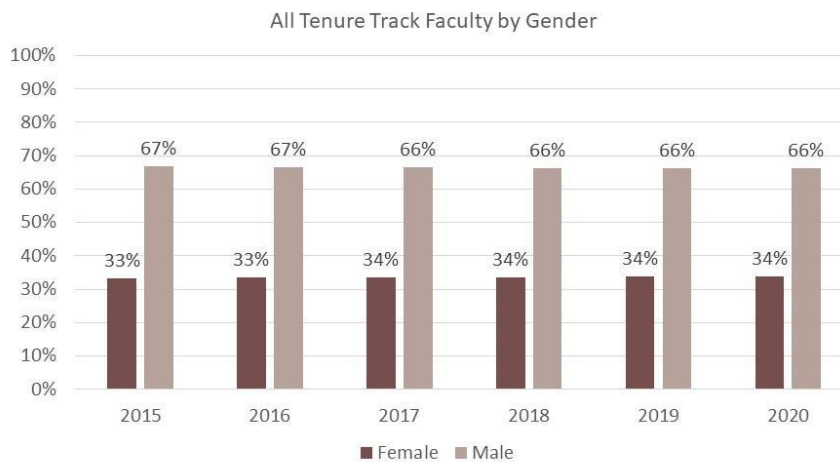
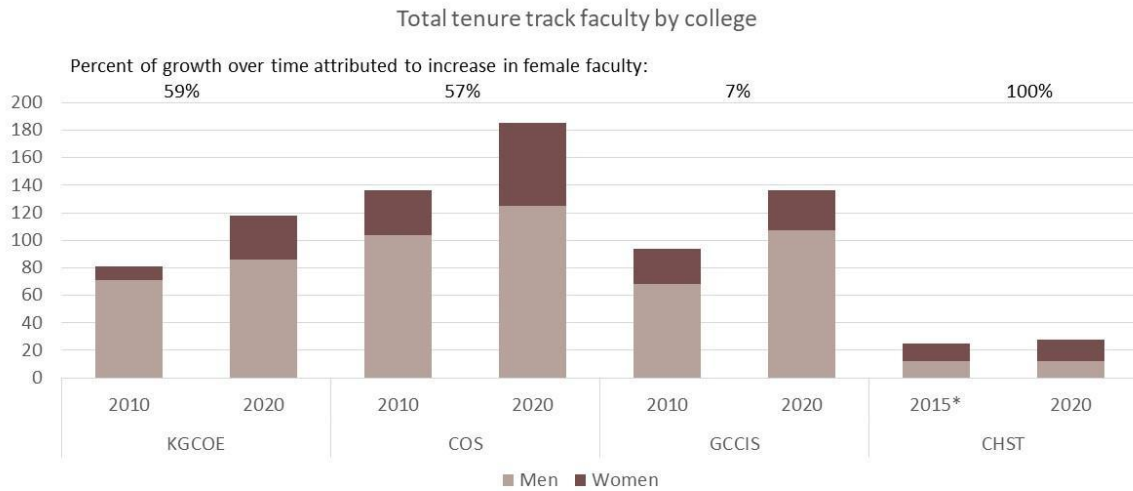

Slide courtesy of Betsy Dell

Lack of improvement particularly notable in some colleges

Total tenure track faculty by college

Percent of growth over time attributed to increase in female faculty:

| 59% | 57% | 7% | 100% |

Data provided by Betsy Dell

Summary of Findings

- Female and Female AALANA faculty candidates are underrepresented in the applicant pool.

- In many cases, representation increases across the stages of the search, but outcomes are inconsistent

- As a result, Female representation in overall faculty remains low

- Explore strategies for increasing applicants to ultimately increase female faculty hires

Recommendations

1. Create resources: best practices for recruiting female candidates, promoting RIT as a place to work, and advertising to reach this audience
   - Available through ADVANCE
   - Shared with search committees, college liaisons, and search committee training
2. Invest in recruiting strategies and evaluate outcomes
   - Compile and post to resources (job boards, listservs, target candidate lists)
   - Funds for ADVANCE to advertise in select sources
   - Develop personal connections: funds and materials for conferences, events, and networking
3. Leverage successful programs
   - Partner with FFCEP to connect with AALANA candidates
   - Pilot Future Faculty postdoc program in ADVANCE

Barriers and challenges

1. Hiring data are problematic
   - Time scale vs. academic year
   - Closed/failed searches
   - Categorization of faculty searches
   - Variation in data entry
2. No external oversight or evaluation of college-level search processes and outcomes
3. No evaluation of DEI training for search committee
4. Changed mission of OFDR
5. Resources for ADVANCE

Appendix C: Terminal Degrees for Non Tenure Track July 2022

Overview

- **Questions:**
  - What percent of our full-time instructional, non-tenure-track faculty has terminal degrees?
  - How do the rates of non-terminal degrees for non-tenure track faculty compare when broken out by gender?
- **Objective:**
  - Examine college level rates of non-tenure track instructional faculty without terminal degrees.
  - Examine college level rates of non-tenure track instructional faculty without terminal degrees by gender.
- **Faculty**
  - Full-time instructional, non-tenure track

Non-Tenure Track Faculty: College Level

The percent of Non-Tenure Track faculty without terminal degrees varies widely across colleges.

College	All Non Tenure Track Faculty					
	w/Terminal Degree		wo/Terminal Degree		Total
	N	%	N	%	
CAD	32	66.7%	16	33.3%	48
CET	4	22.2%	14	77.8%	18
CHST	3	27.3%	8	72.7%	11
CLA	16	45.7%	19	54.3%	35
COS	40	76.9%	12	23.1%	52
GCCIS	14	25.0%	42	75.0%	56
GIS	0		0		0
KGCOE	17	51.5%	16	48.5%	33
NTID	13	17.3%	62	82.7%	75
SCB	4	22.2%	14	77.8%	18
SOIS	0	0.0%	4	100.0%	4
Other	5	50.0%	5	50.0%	10
RIT Total	148	41.1%	212	58.9%	360

Non-Tenure Track Instructional Faculty: By Gender

The pattern of gender differences in non-tenure track faculty without terminal degrees varies widely across colleges.

College	Male Non Tenure Track Faculty					Female Non Tenure Track Faculty				
	w/Terminal Degree		wo/Terminal Degree		Total	w/Terminal Degree		wo/Terminal Degree		Total
	N	%	N	%		N	%	N	%	
CAD	15	51.7%	14	48.3%	29	17	89.5%	2	10.5%	19
CET	3	30.0%	7	70.0%	10	1	12.5%	7	87.5%	8
CHST	1	50.0%	1	50.0%	2	2	22.2%	7	77.8%	9
CLA	8	47.1%	9	52.9%	17	8	44.4%	10	55.6%	18
COS	21	87.5%	3	12.5%	24	19	67.9%	9	32.1%	28
GCCIS	11	23.4%	36	76.6%	47	3	33.3%	6	66.7%	9
GIS	0		0		0	0		0		0
KGCOE	11	50.0%	11	50.0%	22	6	54.5%	5	45.5%	11
NTID	7	21.2%	26	78.8%	33	6	14.3%	36	85.7%	42
SCB	3	23.1%	10	76.9%	13	1	20.0%	4	80.0%	5
SOIS	0	0.0%	2	100.0%	2	0	0.0%	2	100.0%	2
Other	3	42.9%	4	57.1%	7	2	66.7%	1	33.3%	3
RIT Total	83	40.3%	123	59.7%	206	65	42.2%	89	57.8%	154

NTT Faculty without a terminal degree at RIT

	CAD	CET	CHST	CLA	COS	GCCIS	GIS	KGCOE	NTID	SCB	SOIS	Other	RIT Total
■ %Men	48.3%	70.0%	50.0%	52.9%	12.5%	76.6%	0.0%	50.0%	78.8%	76.9%	100.0%	57.1%	59.7%
■ %Women	10.5%	87.5%	77.8%	55.6%	32.1%	66.7%	0.0%	45.5%	85.7%	80.0%	100.0%	33.3%	57.8%