TO: The University Senate  
FROM: Senate Equity & Diversity Committee  
SUBJECT: Enhancing Faculty and Staff Recruitment and Retention  
DISPOSITION: University Senate Vote

Whereas, “Purdue serves diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge” (University Mission).

Whereas, Purdue is committed to launching tomorrow’s leaders through characteristics such as: “A learning environment immersed in a rich and dynamic culture of diversity, equality, and inclusion for all people, with widespread support and a diverse educational climate for an evolving global society” (p. 6, New Synergies).

Whereas, “People are one of Purdue’s greatest assets in realizing the goals of discovery, learning, and engagement. To attract and retain the best faculty, students, and staff, Purdue must sustain an environment rewarding ideas that are innovative, relevant, impactful, and forward-thinking. Purdue is able to sustain this rich educational environment by promoting inclusive excellence. Inclusive excellence is achieved by infusing diversity into all aspects of the university and thus ensuring that the best and most promising talent is recruited and retained, that a diverse student body is prepared for a global economy, and that we foster an environment that allows all students to reach their full potential” (p.2, Report of the Provost’s Advisory Committee on Diversity, 2016, https://www.purdue.edu/provost/faculty/documents/ACD-Report-2016-04-28.pdf).

Whereas, Purdue University receives millions of dollars in federal contracts, and whereas, the University is required by federal law to develop and monitor a written affirmative action plan.

Whereas, it the responsibility of ALL faculty members to assist in the advancement of the university’s equity and diversity goals.

Whereas, it is a well-established concern that faculty and staff from underrepresented minority groups often experience a “diversity tax;” that is, being expected to serve in more committees and/or being assigned additional duties because of the need to address diversity and equity issues and/or the need to have underrepresented minority groups representation in various committees at the department, college or university level.

Now, therefore, be it resolved by the University Senate as follows:
I. The University Senate receives the Equity and Diversity Committee’s recommendations for enhancing faculty and staff recruitment and retention (attached)

II. The University Senate accepts the recommendations listed below and urges the university administration to support the implementation of these recommendations promptly:

A. Establishing and/or Activating College Equity and Diversity Committees:

1. Each college and all comparable administrative units should have an active Equity and Diversity Committee or its equivalent.
2. Each College Equity and Diversity Committee should review the yearly University’s Affirmative Action Plan and become aware of its unit’s placement goals and tenure and promotion trends.
   “In every job group where a deficiency is found, placement goals are set for the entire campus or, in the case of faculty, for each college or school. A placement goal is defined as the University established target, which the University makes a good faith effort to achieve. Separate placement goals are set for minorities and for women.” (Affirmative Action Report, 2015, p. 25).
3. Each College Equity and Diversity Committee should review the Report of the Provost’s Advisory Committee on Diversity and all accompanying action items and review progress toward successful completion of faculty, staff, and student recruitment and retention action items relevant to its college/administrative unit.
4. Each College Equity and Diversity Committee should review trends in graduate students’ recruitment and retention.
5. Each College Equity and Diversity Committee should review the best trends in training of reviewers for graduate applicants compiled by the Director of Office of Interdisciplinary Graduate Programs.
6. Each Faculty and Staff Search Committee should identify one of its members to be a liaison with the unit’s EDC to collaborate on establishing as diverse an applicant pool as possible.
   Faculty and Staff Search Committee should identify one of its members to be a liaison with the unit’s Equity and Diversity Committee to share information about the pool of applicants, as well as the short list of applicants selected by the Search Committee.
7. The College Equity and Diversity Committee should provide recommendations to members of Search Committees and Deans or administrative heads regarding the pool of applicants and selected short list.
8. Each College Equity and Diversity Committee should meet with faculty or staff who have decided to leave their unit to gather information that could then be used for future recruitment and retention strategies.
9. The Chair and Vice-Chair of the University Senate Equity and Diversity Committee should organize meetings with the participation of all of the Equity and Diversity Committee’s chairs and vice-chairs from each college and administrative unit. These meetings should occur once a year with a focus on discussing each unit’s progress on placement goals, trends in retention, tenure and promotion, and any other common issues associated with faculty and staff recruitment and retention. These
meetings could also be used to share best practices and ideas for improving recruitment and retention.

9. A summary of findings from these yearly meetings of College Equity and Diversity Committee chairs and vice-chairs should be made available to the Senate and the Deans or administrative heads of each unit for information and action.

B. Addressing diversity in all faculty hire advertisements:

The University Senate recommends to make it a requirement that all colleges or administrative units include the statement below in ALL new faculty hire advertisements:

Purdue University’s School/Department of (insert name) is committed to advancing diversity in all areas of faculty effort, including scholarship, instruction, and engagement. Candidates should address at least one of these areas in their cover letter, indicating their experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion.

The successful candidate should must have a commitment to diversity and promoting a multicultural environment for learning.
Respectfully Submitted,
Alberto J. Rodriguez, Chair
Equity & Diversity Committee

Approved:
Alberto J. Rodriguez
Heather Servaty-Seib
Mark Smith
Mimi Boutin
Lowell Kane
Shana Hardy
T. J. Boisseau
Bharat Bhargava
Kip Williams
Feng-Song Wang
Julie Mariga

Abstained: Linda Prokopy
Absent: Alysa Rollock, Paul Ebner, Miranda Campbell, Sheriff Almakki

Resolution revised and re-approved at the Equity and Diversity Committee meeting on September 21, 2016

Approved:
Stewart Chang Alexander
Bharat Bhargava
Tithi Bhattacharya
Mimi Boutin,
James Mohler
Shankali Pradhan (PGSG rep)
Linda Prokopy (chair)
Catherine Fraser Riehle
Heather Servaty-Seib (vice-chair)
Tatyana Sizyuk
Tulika Wagle (PSG rep)
Feng-Song Wang
Kip Williams
Lowell Kane (advisor)
Loran Parker (advisor)

Abstained:
Alysa Rollock (advisor)
Attachment

Senate Equity and Diversity Committee’s Recommendations for Enhancing Faculty Recruitment and Retention – March 2016

Task

To investigate recruitment and retention trends across the university and to provide recommendations for improvement with a focus on long-term structural changes.

Process

Last year, the Equity and Diversity Committee established the Sub-Committee on Faculty Recruitment and Retention. During this time, we met several times to discuss relevant documents and the University’s Affirmative Action Report: Gender, Race and Ethnicity (2014-2015). This report is prepared every year by the Office of the Vice-President for Ethics and Compliance. We also met two times with Vice-President, Dr. Alysa Rollock to better understand various aspects of the report. The Sub-Committee’s recommendations were presented and debated in regular meetings of the Equity and Diversity Committee, and were approved to be submitted for consideration by the University Senate.

Summary Findings

It is important to note that all universities receiving federal funding are required by law to produce an affirmative action report and to demonstrate progress in achieving stated equity goals. Affirmative action programs can be described as “a management tool designed to ensure equal employment opportunity…[and] includes those policies, practices, and procedures that the contractor implements to ensure that all qualified applicants and employees are receiving an equal opportunity for recruitment, selection, advancement, and every other term and privilege associated with employment.” (41 CFR § 60-2.10), (Purdue Affirmative Action Report [PAAR], 2014-2015, p. 1.).

Affirmative action programs are often misinterpreted as just directly hiring members of underrepresented groups, but in fact, this practice is not permissible. The main function of affirmative action programs is well described in PAAR (2014-2015) as follows:

If it is found that the number of women and minorities employed at the University is less than the expected availability in the relevant labor market, the University must use its best efforts, in good faith, to develop and implement procedures that are designed to increase the number of qualified women and minority candidates in the applicant pool, which will lead to the establishment of placement goals for women and minorities in areas where they are needed. A complete affirmative action program also includes mechanisms that enable the University to continually monitor and evaluate its employment practices to ensure that they are free of bias and discrimination based on race, religion, color, sex, age, national origin, ancestry, disability, genetic information, veteran status, marital status, parental status, sexual orientation, gender identity or gender expression. (p. 1, emphasis ours).
Keeping these definitions in mind, according to the Purdue’s *Affirmative Action Report: Gender, Race and Ethnicity* (PAAR, 2014-2015), these are some key findings that require deserve further attention:

1. “Five of the 11 faculty job groups (Foreign Languages and Literature; Speech, Language and Hearing Science; Psychological Science; Libraries; and the College of Technology) with a placement goal in 2013-2014 to increase minority representation showed progress toward the placement goal. Progress toward minority representation was not made in six job groups.” (PAAR, p. 44).

2. “Eighteen of the 41 faculty job groups with a placement goal in 2012-2013 to increase female representation showed progress toward the placement goal. Progress was made in Agricultural Engineering; Biochemistry; Forestry; Human Development and Family Studies; Speech, Language and Hearing Science; Foreign Languages and Literature; Philosophy; Political Science; Sociology; Libraries; Civil Engineering; Mechanical Engineering; Other Engineering; School of Management; Biological Sciences; Geosciences; Health Sciences; and the College of Technology. Progress was not made in 19 job groups.” (PAAR, 44).

3. “The Office of Institutional Equity conducts an annual campus-wide Faculty Salary Equity Study. This multiple regression analysis considers rank, tenure, service time, department, and other variables to identify cases of possible salary inequity. The results are reported to the Executive Vice President for Academic Affairs and Provost and the Vice President for Ethics and Compliance, and include recommendations for correcting any disparities that appear to be based on gender, race, or ethnicity. Adjustments will be made by the Executive Vice President for Academic Affairs and Provost and/or by Deans, as appropriate.

   Findings: The 2013-14 Faculty Salary Equity Study indicates that there are academic units that have patterns of residuals for women and/or minorities that need to be scrutinized carefully.” (PAAR, p. 61, emphasis ours).

These highlights indicate that the University Senate should be paying closer attention to the trends reported in the federally mandated affirmative action reports and explore ways to monitor whether progress is being made across programs. To this end, the Equity and Diversity Committee makes the recommendations listed in the attached resolution. In addition, we believe that these recommendations will complement well those proposed recently by the Provost’s Advisory Committee on Diversity.