

Report of the Provost's Advisory Committee on Diversity and Inclusion

Introduction

Universities and communities across the country are recognizing the pressing need for individuals to look within themselves to address their own biases. At Purdue, we have heard the voices of students, faculty, and staff who have described experiences of isolation, silent and overt ostracism, subtle but consequential bias, and outright hostility. The Office of the Provost is strongly committed to diversity and inclusion and formed the Advisory Committee on Diversity and Inclusion (ACDI) in Fall 2015 to help chart a course forward for the areas that report to the Provost.

The areas of action identified by the ACDI will serve to educate the Purdue community about diversity and inclusion, provide tools for greater knowledge, skills, and awareness, and implement transformative practices relevant to diversity, sensitivity, and inclusion. The ACDI also is suggesting new standards of accountability and assessment to capitalize on strengths and address weaknesses. If widely embraced and persistent, these efforts and the core values they represent – innovation in a changing world, democratization of education and broadening participation, and social justice – will enhance the success and well-being of faculty, staff, and students.

Background

The ACDI consists of 30 members, including faculty, staff, and students, who were charged with identifying specific goals and metrics to enhance diversity and inclusion at Purdue. The full committee was divided into three subcommittees to address: (1) recruitment, (2) retention, and (3) climate. From October 2015 to February 2016, the ACDI met once a month and subcommittees met more frequently. Each subcommittee prepared a report outlining specific diversity goals and metrics, which were integrated into a document that was circulated to various campus constituencies for comments and feedback. The response has been tremendous and has included many additional suggestions. Balancing the desire to start moving forward immediately with providing time for thoughtful unit-level plans to be crafted, the ACDI has issued this report, focusing on goals, as a living document, intended to roll out initiatives and interventions to address recruitment, retention, and climate for undergraduate students, graduate students, post docs, staff, and faculty. The report will evolve and mature, leading to an implementation plan building off of the action items provided here, which are meant to provide comprehensive examples of how we can achieve our goals, but are not meant to be exhaustive. The forthcoming implementation plan will allow the campus to track progress regarding metrics over the short and long-term. Ten strategic directions were identified by the ACDI:

1. Increasing diversity in student enrollment
2. Retaining diverse students
3. Increasing diversity in faculty and staff hiring

4. Retaining diverse faculty and staff
5. Embedding diversity in the curriculum and creating inclusive classroom settings and learning processes
6. Providing co-curricular activities in support of the diversity and inclusion mission
7. Educating leaders to foster diversity and inclusion
8. Inspiring broad involvement in enhancing diversity and rewarding a culture shift
9. Coordinating and communicating diversity and inclusion efforts
10. Evaluating progress in diversity and inclusion plans and ensuring accountability throughout the colleges and units which report to the Provost

This document provides a rationale for pursuing diversity and inclusion goals, describes each goal, and provides metrics by which to assess progress toward each goal. Current emphasis is on *what* needs to be done, which will direct *how* to achieve each goal through unit-specific and campus-wide mechanisms.

Why Diversity and Inclusion?

Discovery mission: No single group has a monopoly on talent and creativity. Diverse faculty, students and staff bring diverse experiences to share and cross-fertilize, enabling creation of innovative, impactful ideas. Furthermore, a diverse Purdue community facilitates recruitment of talented faculty and students. Researchers have shown that just as businesses benefit from diversity, universities enhance their research reputations through the incorporation of diverse faculty. Purdue University attracts talent because of its strong reputation across many fields and disciplines. 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. Purdue also benefits from inclusive excellence in that diversity has been shown to have a positive correlation to higher rankings, as diversity produces better results (Henderson & Herring, 2013).

Educational mission: Diversity enhances learning and adaptation to diverse workplaces. Diverse faculty and students enable opportunities to express and learn from one another's different ideas and perspectives. Purdue University is committed to excellence in education and preparing its students to enter and succeed in a global workplace that is, by its very nature, multi-cultural and diverse in all dimensions. Students are more likely to succeed in their professional endeavors when they are trained to work in diverse and global settings. This underscores the need for instruction on discipline-specific topics (theory, research skills, and technical skills) and also on universal principles that promote successful working relationships (being inclusive and respectful of others, working collaboratively with others, understanding how to engage diverse populations). Therefore, to meet the full scope of our educational mission, faculty, TAs, instructors and staff must provide students with knowledge, experience, and training that will prepare students to excel in diverse settings.

Land grant mission: Purdue University is a land-grant institution with a world-class reputation. The creation of land-grant universities in 1862 led to a democratization of education, so that higher education was no longer reserved only for the elite, but also available to those who worked on farms, bakeries, or in factories. This sense of open access is now not just thought of in terms of class or region, but also race, ethnicity, gender, ability, and sexuality. Hence Purdue's commitment to diversity and inclusion is a reflection of its land-grant mission. Purdue faculty and staff have a particular responsibility to provide an environment that is open and welcoming to all. This environment will be continuously fostered by policies and practices that convey a strong commitment to increasing access, removing barriers, and achieving equity. Our land grant mission also undergirds our engagement mission which entails outreach to the greater Lafayette and broader Indiana communities through programs and activities which engage our stakeholders in conversation regarding diversity and inclusion.

Diversity and Inclusion Goals are a Priority

Purdue's mission is to serve the citizens of Indiana, the United States, and the world, which means that diversity and inclusion are central to its tripartite mission of discovery, learning, and engagement. Diversity and inclusion are achieved when all members have equal opportunity to develop their full potential in an environment in which the norm is respect, mutual regard for differences, full participation, and partnership. Differences may include a wide range of identifiers including, but not limited to, race, ethnicity, gender identity, sexual orientation, age, religion, disability, national origin, socioeconomic status, veteran status, marital status, and parental status. Purdue seeks to not only provide equal access, equal employment, and equal educational opportunity for all persons, but also seeks to create a campus climate that is open, welcoming, and nurturing to everyone and supportive of individual and collective success. We recognize that our campus climate is not just about what happens at Purdue, but how it feels to be at Purdue. In order to truly live up to our statement of values, we must embrace diversity and inclusion, so that we are One Purdue. Throughout this document we will address diversity and inclusion goals. In speaking of diversity efforts, we are often focusing on groups that are underrepresented on our campus, which undergirds our desire to broaden their participation by increasing their representation. However, inclusion efforts are much broader, focusing on a wide range of differences that we wish to be attuned to in order to enhance our campus climate and to facilitate the ability of Purdue students to navigate a global society.

As Purdue moves forward with its mission to provide all of its students with a world-class education, we *must* recognize that America is changing culturally and universities will have to respond accordingly to be successful in the future. In 2014, people of color became a majority of pre-K-12 students (US Census, 2015), so forward looking universities need to plan strategically as America's demographic landscape transitions. Achieving preeminence will require universities to strive for inclusive excellence, and thus attract a more diverse domestic population and prepare students with intercultural competence. Successful institutions will need to be able to enroll top student talent domestically; increase external funding to support research and education, which includes securing fellowships, traineeships, and research assistantships; and engage industry, which is seeking to employ a diverse workforce. The preeminent institutions will be those that capitalize on the *strength* of diverse talent and perspectives to improve the quality of education and scholarship.

Summary of Goals

1. **Increase diversity in new student enrollment.** Recruit and enroll graduate and undergraduate student populations to mirror all aspects of diversity within our society. Specific goals should be set and progress evaluated within each college/school to target majors and programs with shortfalls in the enrollment of underrepresented groups, so that Purdue matches or exceeds the national demographic rates for specific disciplines.
 - 1.1 **Undergraduate new student enrollment.** Diversify the undergraduate student body by exceeding the population of college-ready Indiana students by ethnicity.
 - These students will in part be recruited through participation in Purdue pre-college programs which will be considered a plus factor by admissions committees, as indicated in the annual update of admissions factors suggested by each college.
 - To facilitate the use of these data, pre-college programs will provide complete data files to the Office of Admissions.
 - To achieve this enrollment goal, college deans and other key fundraisers will vigorously pursue gifts for undergraduate scholarships, which can be strategically awarded.
 - 1.2 **Graduate new student enrollment.** Prepare a diversity plan to attract qualified applicants who are underrepresented in specific fields, as indicated by demographic data for specific majors, and enroll a graduate student population in each department that mirrors the demographic trends in our society.
 - Approaches to achieving this goal include a) developing a research agenda for underrepresented undergraduate students and finding ways to prepare them for graduate school; and b) adopting holistic evaluation standards that underscore unit-specific predictors of success rather than rely heuristically on standardized testing or GPAs.
2. **Retain diverse students.** The university should continue to strive to improve retention and completion for all students.
 - In cases where URM student retentions and completion rates fall below that of the majority, units should take steps to close the gap.
 - This could be done through student life programs, student success programs, mentoring, and expanding undergraduate research opportunities for URM students.
3. **Increase diversity in faculty and staff hiring.** Identify demographic gaps in faculty and staff hiring, and hold units accountable to close each gap.
 - Address discipline-specific gender and URM gaps in faculty hiring.
 - Address department specific gender and URM gaps in staff hiring.
 - Communicate and enforce current recruitment policies and best practices.

- Create an expectation that new hires at all levels of the university will: (a) take an active role in improving student, staff, and faculty diversity; and/or (b) promote a climate that is supportive of all populations on campus.
4. **Retain diverse faculty and staff members.** Evaluate and develop mentoring programs and professional development resources to retain faculty and staff who are underrepresented in their respective departments.
- To enhance assessment of faculty, holistic evaluation standards will be adopted.
 - Address any demographic gaps in tenure, promotions, and/or salaries. Assess and address work climate issues (e.g., encouraging civil and collaborative relationships; equity in workload, expectations, and compensation; institutional response to misconduct).
 - Assure that department heads and faculty members are knowledgeable about inequities and biases in treatment of female faculty, faculty of color, and other underrepresented groups.
5. **Embed diversity in the curriculum and create inclusive classroom settings.** Students graduating from Purdue University should be able to work effectively with others in various ways including in cross-cultural situations and in a global civil society.
- Embed diversity in existing and new courses offered by each department in ways that are specific to each discipline (e.g., diversity in teams, global technology and markets, bias in science, generalizing findings to diverse populations, social justice or equity issues). Implement a process to require all students to fulfill a diversity requirement with special emphasis on the issues of race and racism in the U.S.
 - Invite proposals for new programs, majors and courses to attract diverse students and faculty.
 - Educate instructors about diversity and inclusion, racism, bias, discrimination and hate speech so that they are culturally competent, to learn and adopt inclusive classroom practices (e.g., how to designate work teams), encourage respectful dialogue, and interrupt disruptive or offensive language and behavior.
 - Assess and address classroom climate issues.
 - Educate advisors about diversity and inclusion, racism, bias, discrimination and hate speech so that they are culturally competent, to work with a diverse student body.
6. **Provide co-curricular activities in support of the diversity and inclusion mission.** Deliver diversity and social justice seminars (university-, college-, and departmental-level; featuring national, regional and/or local speakers).
- Provide programming which encourages domestic and international students, post-docs, faculty, and staff to interact.
 - Encourage participation by students, faculty and staff by providing incentives to attend. Encourage participation by the Greater Lafayette community.
 - Look for ways to help students take advantage of all the campus resources supporting diversity and inclusion, such as the cultural centers and Diversity Resource Office.
 - Embed diversity into university level programs such as STAR, BGR, PSUB, and Convocations to expose all students to a range of experiences.

7. **Educate leaders to foster diversity and inclusion.** Educate department heads and supervisors to create work settings that are conducive to recruiting and retaining talented individuals from demographically underrepresented groups.
- Provide leaders with the tools and hold them accountable for supporting colleagues and students from underrepresented groups, creating a collaborative environment, increasing multicultural awareness, and effectively ending uncivil or discriminatory behavior and/or misconduct.
8. **Inspire involvement in enhancing diversity and inclusion, and reward a culture shift.** As department heads and supervisors set higher standards for reaching diversity and inclusion goals, they should take steps to change norms and expectations in their units to create an atmosphere of inclusivity regardless of race, ethnicity, gender identity, sexual orientation, age, religion, disability, national origin, socioeconomic status, veteran status, marital status, parental status, and other markers of difference.
- **Nurture faculty diversity allies.** The Diversity Catalyst program through Purdue's ADVANCE efforts provides an example of how to create diversity allies. Reward faculty who listen to and validate students who have been targets of discrimination. Set up programs in each college to provide initial support and advising of students and faculty in cases of complaints of sexual harassment, hate crimes, or bias.
 - **Nurture student allies.** Create a program for current student leaders and members of influential Student Life groups (e.g., residence halls, fraternities and sororities, student clubs and organizations). Prepare students to be diversity advocates within their organizations.
 - **Provide better resources to educate faculty and staff** with respect to recruiting and retaining individuals from demographically underrepresented groups, supporting colleagues and students from underrepresented groups, creating a collaborative environment, providing an inclusive and effective learning classroom environment, and increasing multicultural awareness.
 - **Reward faculty mentoring** of students and faculty by creating a university wide awards program on par with current teaching awards to honor faculty who devote time mentoring underrepresented students and junior faculty.
 - **Reward student diversity allies** by creating graduation awards on par with current student awards to recognize students who have been dedicated to diversity efforts.
 - **Reward staff diversity allies** by creating a university wide awards program to honor staff who devote time mentoring underrepresented students above and beyond their job responsibilities.
 - **Report and reward diversity recruitment and retention efforts** via an annual review process in each college for staff, faculty, department-heads, and supervisors, in consideration of promotion and tenure for faculty, additional support or faculty lines for departments, and compensation raises for faculty and staff.
 - **Ensure diversity in residence halls** by reflecting campus demographics in random housing assignments and staff selection processes, collaborate with Office of Diversity and Inclusion to develop co-curricular learning outcomes for residents, and partner with Cultural Centers to provide annual training of University Residence staff members around cultural competency.

- 9. Coordinate and communicate diversity and inclusion efforts.** Streamline goals and metrics, and share information.
- **Adopt a “hub” model for program evaluation and information accessibility.** The Provost’s office functions as a centralized hub to streamline programs and initiatives, and helps fill gaps in relevant research, training and other resources, policies and information, and best practices. The Provost’s office also can function to disseminate successful practices across campus, and encourage units to adopt successful practices. Whereas redundancy in resource-intensive programs is undesirable, making information available in several spaces and media is desirable.
 - **Make information accessible.** Departments, colleges, and the Provost’s office provide easily accessible and regularly updated information on current policies, practices, programs, events, and initiatives that support diversity and inclusion goals.
- 10. Evaluate Progress in Diversity Plans and Ensure Accountability.**
- **Diversity plans.** Each reporting unit within the Provost Office will provide a comprehensive diversity plan that reviews and evaluates the unit’s efforts in improving recruitment, retention, and climate in a manner that facilitates the success of the Provost Office’s strategic directions for diversity and inclusion.
 - **Central evaluation.** In addition, the Provost’s office evaluates campus-wide progress toward diversity and inclusion goals in colleges, student life, and various campus services and benefits.

Accountability will occur both bottom up and top down. Supervisors and department heads must work with individuals in their units to enact steps and strategies, and redirect practices that are falling short in reaching specific goals. Attracting diverse talent, adopting effective classroom practices, shifting toward a culture of inclusion, and other desirable outcomes all will require the involvement of individuals at every level of the organizational structures, but ultimately will be moderated by unit leaders.

At the top, Deans and administrative leaders will need to commit resources and monitor progress as indicated by specific metrics. Their accountability is directly tied to their power. When specific units do not demonstrate progress on metrics, such lack of progress must be scrutinized carefully and the units must adjust and adapt. Units that can demonstrate sustained progress over three to five years should be rewarded with greater resources (e.g., faculty lines, research funds). Units that cannot demonstrate a compelling plan and progress should increase their diversity efforts and not be rewarded until they can demonstrate progress.

Metrics & Timeline

Meeting these goals will take time and commitment across all sectors of the university. While the short term goals might be accomplished within the next 18 months, the goal to diversify must be a long-term commitment that is built into the Purdue culture.

1. Increase diversity in student enrollment.

1.1. Undergraduate student enrollment

- 1.1.1. Identify target groups in specific disciplines that are underrepresented based on US demographic trends.

Timeline: Short-term (within 18 months)

- 1.1.2. Assess effectiveness of current yield programs. Evaluate and adjust (as necessary) current practices and funding mechanisms to yield URM students.
Metric—yield
Timeline: Short-term (within 18 months)
- 1.1.3. Have colleges and departments set enrollment goals.
Timeline: Short-term (within 18 months)
- 1.1.4. Increase the number of incoming URM students to match college/department goals.
Timeline: Long-term (5 years)
- 1.2. Graduate student enrollment
 - 1.2.1. Evaluate the effectiveness of the HBI visitation program, make changes if necessary and expand to include more students.
Metric—yield
Timeline: Mid-range (2-3 years)
 - 1.2.2. Provide activities that foster the social and early intellectual integration of URM graduate students into the department, including graduate student bridge programs, early research mentor identification.
Metric—URM retention & graduation rate
Timeline: Long-term (5 years)
 - 1.2.3. Achieve URM graduate student enrollment that matches or exceeds the national demographic rates for specific disciplines.
Metric—URM grad #
Timeline: Long-term (5 years)
2. **Retain diverse students.**
 - 2.1. Evaluate college programs to retain students who are underrepresented in their respective disciplines, student life programs, and student success programs.
Metric—URM retention
Timeline: Short-term (within 18 months)
 - 2.2. Close the gap in retention/attrition rates for all groups: 4 and 6-year graduation rates for undergraduate students; 3-year graduation rate for MS graduate students; 10-year graduation rate for PhD students.
Metric—URM grad rate
Timeline: Long-term (10 years)
 - 2.3. Assess and address climate issues.
Metric—climate surveys
Timeline: Mid-range (2-3 years)
3. **Increase diversity in faculty and staff hiring.**
 - 3.1. Faculty hiring
 - 3.1.1. Identify demographic gaps in faculty hiring.
Timeline: Short-term (within 18 months)
 - 3.1.2. Communicate and enforce current recruitment policies and best practices.
Timeline: Short-term (within 18 months)

- 3.1.3. Create an expectation that new hires will (a) enhance the representation of diverse students and colleagues and/or (b) support a climate of equity and collaboration.

Metric—position announcement/ad language, interview questions

Timeline: Mid-range (2-3 years)

- 3.1.4. Ensure that all faculty members complete ADVANCE recruitment training.

Metric--# completing workshops

Timeline: Long-term (5 years)

3.2. Staff hiring

- 3.2.1. Identify demographic gaps in staff hiring.

Timeline: Short-term (within 18 months)

- 3.2.2. Reward diversity efforts and incentivize in a way that encourages innovation and participation as well as validates the institutional importance of these efforts.

Metric--# rewards/incentives

Timeline: Mid-range (2-3 years)

- 3.2.3. The URM administrative and clerical staff population in each department will mirror the demographic trends of the population of the state of Indiana and reflect the diversity of the Purdue student body.

Metric—URM #

Timeline: Long-term (5 years)

4. Retain diverse faculty and staff members.

- 4.1. Evaluate mentoring programs and professional development resources to retain faculty and staff who are underrepresented in their respective departments.

Timeline: Short-term (within 18 months)

- 4.2. Address demographic gaps in tenure, promotions, and/or salaries.

Timeline: Mid-range (2-3 years)

- 4.3. Assess and address climate issues for faculty and staff.

Metric—climate surveys

Timeline: Mid-range (2-3 years)

5. Embed diversity in the curriculum and create inclusive classroom settings.

- 5.1. Embed diversity in existing and new courses.

- 5.1.1. Provide funding to allow faculty members to embed diversity into their courses and the curriculum—this might be modeled on the IMPACT program or through a reinstatement of the Diversity Scholars Award for faculty.

Metric--# courses created/revised

Timeline: Mid-range (2-3 years)

- 5.1.2. Implement a process to require all students to fulfill a diversity requirement.

Metric--# students completing

Timeline: Long-term (5 years)

- 5.2. Provide sustained professional development for all instructors.

- 5.2.1. Invite scholars to present talks or workshops that focus on diversity, equity and social justice.

Metric--# talks/workshops

Timeline: Short-term (within 18 months)

- 5.2.2. For faculty, TAs and instructors, provide workshops through the Center for Instructional Excellence regarding diversity in the classroom, as well as issues of racism, bias and discrimination.

Metric--# attendees

Timeline: Short-term (within 18 months)

- 5.3. Provide sustained professional development for all advisors.

- 5.3.3. Invite scholars to present talks or workshops that focus on diversity, equity and social justice.

Metric--# talks/workshops

Timeline: Short-term (within 18 months)

6. Provide co-curricular activities in support of the diversity and inclusion mission.

- 6.1. Deliver diversity and social justice seminars (university-, college-, and departmental-level; featuring national, regional and/or local speakers).

Metric--# seminars

Timeline: Short-term (within 18 months)

- 6.2. Increase diversity and inclusion programming within residence halls

Metric--# diversity & inclusion programs

Timeline: Short-term (within 18 months)

- 6.3. Increase town-gown conversations of diversity and inclusion topics through collaborative programming with community organizations regarding such topics as race, ethnicity, gender identity, sexual orientation, religion, disability, national origin, socioeconomic status, etc.

Metric--# collaborative programs

Timeline: Short-term (within 18 months)

- 6.4. Assess the outreach activities of the Cultural Centers and enhance or revise programming as needed.

Metric--# served & rating of programs

Timeline: Short-term (within 18 months)

7. Educate leaders to support diversity and inclusion.

- 7.1. Provide sustained professional development for administrators (deans, department heads and supervisors) to create work settings that are conducive to recruiting and retaining talented individuals from demographically underrepresented groups.

Metric--# trained

Timeline: Short-term (within 18 months)

- 7.2. Provide sustained professional development for leaders at all levels of the university to support colleagues and students from underrepresented groups.

Metric--# trained

Timeline: Short-term (within 18 months)

- 7.3. Provide sustained professional development for leaders at all levels of the university to effectively address uncivil behavior and/or misconduct.

Metric--# trained

Timeline: Short-term (within 18 months)

8. Inspiring involvement in enhancing diversity and rewarding a culture shift.

- 8.1. Enhance the resources of the Diversity Resource Office to better respond to requests for faculty, staff, and student diversity training.

Metric--# Trained

Timeline: Short-term (within 18 months)

- 8.2. Enhance Safe-Zone training to reach more faculty, staff, and students

Metric--# Trained

Timeline: Short-term (within 18 months)

- 8.3. Assess the effectiveness of the Diversity Catalyst Program and expand if it proves successful.

Metric--# Catalysts & measured impact

Timeline: Short-term (within 18 months)

- 8.4. Create a program for student leaders to be diversity advocates within their organizations.

Metric--# Participants

Timeline: Short-term (within 18 months)

- 8.5. Reward faculty mentoring of underrepresented students and faculty through the creation of a mentoring award program on par with university wide teaching awards.

Metric--# Nominations & Awards

Timeline: Mid-range (2-3 years)

- 8.6. Reward student diversity allies by creating a diversity award presented during graduation on par with current graduation awards.

Metric--# Nominations & Awards

Timeline: Mid-range (2-3 years)

- 8.7. Reward staff mentoring of underrepresented students through the creation of a university wide diversity mentoring award.

Metric--# Nominations & Awards

Timeline: Mid-range (2-3 years)

- 8.8. Report and reward diversity recruitment and retention efforts via an annual review process for staff, faculty, department-heads, and supervisors, in consideration of promotion and tenure for faculty and compensation raises for faculty and staff.

Timeline: Mid-range (2-3 years)

9. Coordinating and communicating diversity efforts.

Timeline: Short-term (within 18 months)

- 9.1. Determine which initiatives are focused on increasing access, achieving equity, increasing intercultural competence and/or achieving strategic diversity and inclusion goals.
- 9.2. Assess the effectiveness of these programs; expand successful programs, adjust current programs that are under-performing and identify opportunities for new programs.
- 9.3. The Office of Diversity and Inclusion will serve as a hub of information to disseminate information regarding diversity and inclusion efforts across campus.

10. Evaluating Progress in Diversity Plans and Ensuring Accountability. Assessment of campus-wide progress toward diversity and inclusion goals in student life and success, faculty mentoring success, and climate within units and across campus.

10.1. Develop or revise unit-level diversity action plans as needed.

Metric: Number of plans completed.

Timeline: Short-term (within 18 months)

10.2. Provost Office assessment of college-level short-term goals.

Metric: Success of short-term goals.

Timeline: Mid-range (2-3 years)

10.3. Provost Office assessment of college-level long-term goals.

Metric: Success of long-term goals.

Timeline: Long-term (5 years)